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FOURTH
EDITION

How to Prepare *for*

Verbal Ability *and* Reading Comprehension

for the

CAT

COMMON
ADMISSION
TEST

Based on
the latest
online pattern

- Arun Sharma
- Meenakshi Upadhyay





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Highlights...

Numerous examples have been provided throughout the chapters for a better understanding of the concepts discussed in the book. The icon stands for the relevant example while provides the explanatory answer for that.

Huge, but somehow plausible, later gains. Nigermans, especially, are renowned for elaborate and persuasive tales: "My uncle the president, died leaving me a million to smuggle to your country; let me use your bank account to hide the cash and you will get a slice; oh, and pay me a few thousand dollars in advance for handling fees".

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

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

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

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

The Twinsburg meeting is of interest to more people than just the twins themselves. Every year, the festival attracts dozens of scientists who come to prod, swab,

sample and question the participants. For identical twins are natural clones: the older mutation aside, they share 100% of their genes. That means studying them can cast light on the relative importance of genetics and environment in shaping particular human characteristics."

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

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

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

The Cause of the Fire

1. The idea sentence is usually supported by all the information in the remaining part of the paragraph. Hence, a useful way to check if you have got the idea sentence and hence, the main idea correctly is by asking yourself the question—"Is the sentence you have identified as the idea sentence supported by all the other material in the paragraph?"
2. Be careful not to select a topic that is too broad or too narrow.
3. The idea sentence can occur at either the start or the middle or the end of the paragraph. Paragraphs could be written in any of the following structures:
 - A. Idea Sentence at the start of the paragraph (within the first two sentences). This is the most commonly used structure in writing. In

1.22 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

assuming leaders but we would do well to consider past American presidents.

4. **Spir:** Gordon Brown Pre-Election Budget
Maz: Also - Gordon Brown's second pre-election budget, like his first, avoided traditional tax policies to the electorate as a whole.

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

Maz: His leader needs to know about development, be able to articulate a workable vision and be a good manager.

6. **Spir:** Nigeria's changing face
Maz: Idea: A new economic team, led by the finance minister, a former World Bank Director called Ngozi Okonjo-Iweala, has made strenuous efforts to impose discipline.

7. **Spir:** A surprise cut in oil supplies.
Maz: Idea: Price collapse as the northern-hemisphere winter (when demand peaks) gives way to warmer spring (when oil use declines).

8. **Spir:** Dear Oh! Dear
Maz: Idea: Farmers increasingly sow grass and rape seed in autumn rather than spring, because crops grow more vigorously in spring and so produce better yields. That provides fodder for deer in winter.

9. **Spir:** A new use for the poison pill
Maz: Idea: It exists to stop shareholders enjoying their full ownership right by threatening, if triggered, to dilute the value of those shares in certain circumstances, by a firm's board.

10. **Spir:** Computer security
Maz: Idea: This virus, called My Dooms, seems to be of a different nature—conspiratorial and political. That is because it uses features, besides launching Microsoft, to turn infected machines into weapons against a controversial company called SCO.

Now we will graduate from Understanding Paragraphs to Understanding Passages

Dimension Two (C): Identifying Central Points

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

throughout the passage. Such an idea, thus, is called the central idea or the central point of the passage.

The Cause of the Fire

Some useful questions that need to be answered in order to determine the central point of the passage are:
"What is the idea that the author is consistently referring to throughout the passage?"
"With what point are all the ideas in the passage connected to?"
"What central idea is supported by all the supporting details in the entire passage?"

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

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

Dimension Three: Ability to Predict and Identify Supporting Details

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

Since supporting details are always supportive of the main idea, developing the skill to predict an occurring supporting detail, or to identify the supporting detail when you are not so closely related to the ability to identify main ideas—something we saw in detail in the previous Dimension.

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

1. Supporting Details as Examples

Read the following extract, where the supporting details appear as examples.

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

These are important pieces of advice/information regarding the topics discussed.

These are Section-end difficulty-based exercises graded as Level of Difficulty (LOD)-I, (LOD)-II, (LOD)-III—a unique feature on language-based books for competitive examinations.

LEVEL OF DIFFICULTY—I

5

TEST I

Passage 1

One of the most successful commercial products ever launched is said to have come about as the result of a mistake. In 1896, Jacob's Pharmacy in Atlanta, Georgia, was selling a nerve tonic known as 'French Wine Coca—Ideal Nerve Tonic'. By accidentally adding flavor water instead of still water to the recipe, a pharmacist called John S. Pemberton invented what has today become the most popular soft drink in the world: Coca-Cola. Along with its classic rival—Pepsi—which appeared on the market three years later, Coke has enjoyed phenomenal success worldwide, particularly in the past fifty years. Indeed, old Coke bottles and 'boxed editions' can often fetch considerable sums from collectors, and there are even stores which deal exclusively in Coke products and memorabilia.

What could possibly account for the amazing success of Coca-Cola? Here has this combination of carbonated water, sugar, acid and flavourings come to symbolise the American way of life for most of the world? After all, even the manufacturers could hardly describe Coke as a healthy product since it contains relatively high amounts of sugar (definitely not the case with Diet Coke, which contains artificial sweetener instead of sugar) and phosphoric acid, both of which are known to damage teeth.

One explanation may be found in the name. The original recipe included a flavouring from the coca plant and probably included small amounts of cocaine (an addictive substance), but since the early part of this century, all traces of cocaine have been removed. However, Coke (like all coke drinks) also includes a flavouring from the cola tree; cola extract contains caffeine, which is a stimulant, and the Coca-Cola company add extra caffeine for good measure. While caffeine is not thought to be an addictive substance in itself, there is considerable evidence that over a period of time, the consumption of caffeine has to be increased in order for its

stimulating effect to be maintained, and so sales of Coke perhaps benefit as a result.

A major likely reason for the enduring popularity of Coke may, however, be found in the company's remarkable marketing strategies. Over the years, it has come up with some of the most memorable commercials, names, slogans and sponsorship in the world of advertising, variously emphasising international harmony, youthfulness and a certain lifestyle. Few other companies (arguably including Pepsi) have been able to match such marketing plays so consistently or effectively. As suggested earlier, the influences of American culture are evident just about everywhere, and Coca-Cola has somehow come to represent a vision of the United States that reaches the rest of the world directly and appeals to. Perhaps drinking Coke brings people that little bit closer to the dream.

- According to the paragraph, 'coca can often fetch considerable sums' means the same as:
 - Coca is quite expensive in some parts of the world.
 - Collection consider carefully how much they are paying for a can of Coke.
 - Old Coca cans have a lot of value.
 - Some collection will only drink Coca in exclusive stores.
 - Coca-Cola cans are worth a lot of money as collectable items.
- According to the paragraph, the author uses 'the good measure' to emphasize the fact that:
 - There is a lot of caffeine in Coke.
 - The amount of caffeine in Coke is carefully measured.
 - The extra caffeine improves the taste of Coke.
 - The extra caffeine balances the amount found naturally in the cola extract.
 - The extra caffeine is healthy for the drinkers of Coke.

THE SEVEN DIMENSION APPROACH TO BETTER READING SKILLS

2



INTRODUCTION

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

- Dimension 1: Understanding Vocabulary in Context
- Dimension 2: Identifying and Understanding Ideas
- Dimension 2(A): Identifying and Understanding Main Ideas
- Dimension 2(B): Identifying Implied Main Ideas
- Dimension 3: Identifying Supporting Details
- Dimension 4: Identifying Relationships Between Ideas
- Dimension 4(A): Understanding the Use of Transitions
- Dimension 4(B): Using Organization Patterns

- Dimension 5: Identifying Facts, Opinions and Inferences
- Dimension 5(A): Facts and Opinions
- Dimension 5(B): Inferences
- Dimension 6: Identifying Purposes and Tones
- Dimension 7: Recognizing Arguments and their Common Structures

Fig. 2.1 Seven Dimensions of Reading Skills

BASIC DIMENSIONS OF READING SKILLS

Dimension One: Developing the Ability of Understanding Vocabulary in Context

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

During the process of reading, we often come across situations where we are unsure of the meaning of

particular words. The presence of unfamiliar words in a piece of writing might lead to one of two types of situations:

- The meaning of the word usually limits the comprehension of the sentence, leading to inaccuracy in the interpretation of the passage.

Consider the following example:

- (a) And the courier said "May I penetrate?"
(b) Since, Ecuador's presidents are limited to one term, McGovern might also seek his former boss. If so, things really could get ugly.

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

- (b) The meaning of the word can be understood (i.e. second thoughts) based on the context in which it is used.

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

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

- Judge John Hays imposed a publication ban on the attorney of Philip Morris, former head of *smokes and health*, an advertising agency, as he is to stand trial on fraud charges.

Theory on reading skill development—how to comprehend passages and ways of interpreting the same.

Highlights...

Vocabulary Drill, graded according to their appearance in CAT.

WORD LIST I—HIGH FREQUENCY WORDS

1



In this chapter, we will discuss words that are frequently asked in CAT examinations. The treatment has been done in such a manner that the meaning is given first, followed by the synonym (indicated by the letter S.) and antonym (indicated by the letter A.).

| No. | Word | Definition | |
|-----|-------------|--|---|
| 1. | abandon | <i>To give up; to leave.</i> S. Desert, Forsake, Leave. A. Retain, Concentrate, Endeavour. | 14. absent 15. abstain 16. abstinent 17. abyss |
| 2. | abuse | <i>To misuse.</i> S. Abuse, Neglect, Degradate. A. Exploit, Overlook. | 18. accede 19. acclaimed 20. accolade 21. accept |
| 3. | abstain | <i>To refuse, to withdraw.</i> | 22. accredit 23. accomplish 24. acquiesce 25. acquit |
| 4. | abstinance | <i>To abstain.</i> | 26. acrid 27. acrimony |
| 5. | abstirrings | <i>To stir up; commotions.</i> S. Agitate, Rouse. A. Reassure, Uplift. | 28. acronym 29. acquire 30. adage 31. adherent |
| 6. | abstinent | <i>Going up; raised.</i> | 32. addle 33. address |
| 7. | absurd | <i>Going down from what is normal.</i> | 34. adjustability 35. adjust 36. admittance |
| 8. | abut | <i>To stand immovably or closely.</i> S. Conspire, Concourse. A. Disperse, Detour. | |
| 9. | abuse | <i>To have, to detest.</i> | |
| 10. | abuse | <i>To insult, to revile.</i> | |
| 11. | abuse | <i>Promise or threat to give up, withdraw.</i> | |
| 12. | abolition | <i>A short summary.</i> | |
| 13. | abolishment | <i>S. Outline, Abolitionism, Summary, Abolitionist. A. Endorsement, Expression.</i> | |



ILLUSTRATED CAT PASSAGES (SOLVED)

4

The following eleven passages are a reproduction of the Reading Comprehension (RC) section of the CAT paper. The first three passages are from CAT 2006 paper & the last eight passages are from CAT 2005 paper. The choice of papers from these two years is due to the following reasons:

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

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

However, once such a detailed analysis (the best way to read a passage) is rarely available anywhere, we would like the reader to first solve each passage on his own by reading it in his normal reading style. Once you have read and solved the passage completely, reread the passage—which is reproduced for your benefit, with detailed comments by the authors—understanding each of the points completely. Then try adopting this approach in your own reading style, by practicing it in everything you read (in a newspaper article, a journal, a magazine, a fiction or non-fiction book). As an additional exercise, you might also want to see what errors of comprehension occurred in case you had wrong answers.

CAT 2006

Passage I

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

Eleven years after communism was officially pronounced dead, its spirit seems once again to be haunting Europe. Last month, the Council of Europe parliamentary assembly voted to condemn the "crimes of totalitarian communist regimes," linking them with Nazism and complaining that communist parties are still "legal and active in some countries." Now Göran Lindahl, the conservative Swedish MP behind the resolution, wants to go further. Demands that European Ministers launch a nationwide anti-communist campaign—including school textbook revisions, official memorial days, and measures to fully reward the necessary two-thousand martyrs. Mr. Lindahl pledged to bring the wider plan back to the Council of Europe in the spring months.

He has chosen a good year for his ideological offensive than the 50th anniversary of Nicolae Ceausescu's destruction of East Stalin, and the subsequent Hungarian spring, which will doubtless be the cue for further exhumations of the communist road. Paradoxically, given that there is no communist government left in Europe outside Moldova, the attacks have it sounding, become more extreme in tone by year on. A clue as to why that might be can be found in the startling report by Mr. Lindahl that led to the Council of Europe decision. Blaming class struggle and public ownership, he explained "different elements of communist ideology such as equality or social justice still reduce many" and "a sort of nostalgia for communism is still alive." Perhaps the real problem for Mr. Lindahl and his right-wing allies in Eastern Europe is that communism is not dead enough -- and they will only be content when they have driven a stake through its heart.

Ways of understanding and interpreting CAT Passages illustrated with author comments.

Mock Test Papers (LOD-I and LOD-II) designed on the pattern of CAT examination have been provided in Section IV.

LEVEL OF DIFFICULTY—I

1

TEST I

No. of Questions—25
Time—20 minutes

Passage 1

Nine years ago when several eastern European countries were making the transition from communism to free market policies, inevitable difficulties arose in government, social, medical and educational sectors. At that time I was elected to the SATE committee, and my feeling was that we teachers of English could make a contribution towards helping colleagues in one of these countries to alleviate their very poor conditions.

The echo from members of our Association was positive, and although help abroad was not a function of SATE, a modest sum was approved to find assistance in a limited way. Knowing that most teachers have a number of superfluous English books on their shelves at home and at school, I set out to collect these and send them to teachers of English in Albania. It was a known fact how classes functioned there—badly equipped schools, usually the teacher had a textbook (perhaps twenty years old) and pupils—for reasons of economy—would write grammar notes and word lists in very small writing in their notebooks. When we were able to send a class set to a fortunate teacher she was delighted. At the same time I addressed pupils and asked them to write me a letter, explaining 'Why we are learning English in our class'. It was surprising to read the replies I received, well written, many in a refreshing, original style. The classes that submitted such a piece of work got an extra book as a prize, usually an English dictionary. My contacts were mostly members of the National Albanian English Teachers' Association (NAETA), and I coordinated the sorting and delivery of material with the vice-president, Mrs Kastriota Doda.

When I received hundreds of books from our members, those of the ETAS and from other sources, I enlisted the help of some volunteers to help sort and pack the books, tapes, etc. ready for despatch. We invited teachers to come to Switzerland from Albania for a study period of two weeks, sponsored by the International Teachers' Exchange Organisation and SATE. These colleagues usually stayed with us, and I set up a programme of visits to several types of schools, teacher training or university courses for a short period. Sometimes they could attend ETAS conference, a WEC course or a professional workshop. The SATE and ETAS members were always ready to welcome our guests, to discuss educational matters and to provide help, often showing hospitality at their schools or their homes.

It was a memorable moment for me when I was invited to Albania as a guest of the NEATA, to meet personally some of the teachers with whom I had been in correspondence. I was known at schools all over the country as Mr Jim and enjoyed hospitality at colleagues' homes. At schools and at Tirana University I gave some talks and workshops, and was able to see at first hand their difficulties. But I was also able to witness how some of the books that we had sent were now the core of a new library, and to hear how teachers and educational authorities were encouraged by the rather modest help we had provided.

In spring 1997, it became practically impossible to send books to Albania, on account of the political crisis. I could not stockpile any more material, so reluctantly I sent the last load to schools in Hungary, where the books and tapes were also welcome. The hospitality programme continued until last year, but now funds for this purpose are no longer available, and I have had to bring this to a close. Happily, conditions in Albania have been improving, bookshops have a wide range of publications available, and in I see it to be fitting now to end our assistance to English teachers there.

PREVIOUS YEAR QUESTIONS FROM THE CAT

2



Previous year CAT questions have been discussed throughout the book, with detailed explanation, wherever required.

CAT 2003

Directions for Questions 1 and 2: Four alternative answers are given below each test. Choose the option that best captures the essence of the test.

- You seemed at first to take no notice of your school fellows, or rather to set yourself against them because they were stronger than you. They knew as little of you as you did of them; that would have been the reason for their keeping aloof from you as well, which you would have felt as a hardship. Learn never to conceive a prejudice against others because you know nothing of them. It is bad reasoning and makes enemies of half the world. Do not think all of them all they believe of you, and then strive to avoid the faults which you see in them. This will disarm their hostility sooner than anger or resentment or complaint.
- The discomfort you felt with your school fellows was because both sides knew little of each other. You should not complain unless you find others prejudiced against you and have attempted to carefully analyse the faults you have observed in them.
- The discomfort you felt with your school fellows was because both sides knew little of each other. Avoid prejudices and negative thoughts till you encounter bad behaviour from others, and then act them over by showing the faults you have observed.
- You encountered hardship amongst your school fellows because you did not know them well. You should learn to not make enemies because of your preexisting irrespective of their behaviour towards you.
- You encountered hardship amongst your school fellows because you did not know them well.

You should learn to not make enemies because of your prejudices unless they believe badly with you.

- The human race is spread all over the world, from the polar regions to the tropics. The people of whom it is made up eat different kinds of food, partly according to the climate in which they live, and partly according to the kind of food which their country produces. In hot climates, meat and fat are not much needed, but in the Arctic regions they seem to be very necessary for keeping up the heat of the body. Thus, in India, people live chiefly on different kinds of grains, eggs, milk, or sometimes fish and meat. In Europe, people eat more meat and less grain. In the Arctic regions, where no grain and fruits are produced, the Eskimos and other races live almost entirely on meat and fish.
- Food eaten by people in different regions of the world depends on the climate and produce of the regions, and varies from meat and fish in the Arctic to predominantly grains in the tropics. Hot climates require people to eat grains while cold regions require people to eat meat and fish.
- In hot countries, people eat mainly grains while in the Arctic, they eat meat and fish because they cannot grow grains.
- While people in Arctic regions like meat and fish and those in hot regions like India prefer mainly grains, they have to change what they eat depending on the local climate and the local produce.

CAT 2004

Directions for Questions 3 to 5: Four alternative answers are given below each test. Choose the option that best captures the essence of the test.

FREQUENCY ANALYSIS TABLE

| | CAT 2008 | CAT 2007 | CAT 2006 | CAT 2005 | CAT 2004 |
|--------------------------------------|------------------|------------------|------------------|------------------|------------------|
| Reading Comprehension | 20 qns, 80 marks | 12 qns, 48 marks | 15 qns, 60 marks | 12 qns, 20 marks | 21 qns, 21 marks |
| Paragraph Jumbles | 0 | 4 qns, 16 marks | 0 | 3 qns, 3 marks | 5 qns, 7 marks |
| Sentence Completion | 4 qns, 16 marks | 0 | 0 | 0 | 13 qns, 8 marks |
| Sentence Correction | 4 qns, 16 marks | 3 qns, 12 marks | 0 | 4 qns, 8 marks | 3 qns, 3 marks |
| Critical Reasoning | 4 qns, 16 marks | 3 qns, 12 marks | 5 qns, 20 marks | 4 qns, 8 marks | 5 qns, 8 marks |
| Fact, Inference and Judgement | 0 | 0 | 5 qns, 20 marks | 0 | 0 |
| Vocabulary Based Questions | 8 qns, 32 marks | 3 qns, 12 marks | 0 | 7 qns, 11 marks | 3 qns, 3 marks |
| Total Number of Questions | 40 | 25 | 25 | 30 | 50 |



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Go through the introduction and the Seven Dimension Approach to better reading skills

Comprehend the theory of RC

Go closely through the illustrated CAT passages noting the key gaps between *what you understand out of and how you react to a CAT passage versus what should be the ideal reaction and comprehension while solving a cat passage*

Solve the three Levels of Difficulty and the CAT passages and while doing so make sure that you closely analyse each question and also focus on recognising the mental thought errors you are making while solving each level of difficulty. Solve Level of Difficulty 1 with detailed analysis (Chapter 5)

- Solve Level of Difficulty 2 with detailed analysis (Chapter 6)
- Solve Level of Difficulty 3 with detailed analysis (Chapter 7)
- Solve CAT passages with detailed analysis (Chapter 8)



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while writing any piece—(be it as short as a paragraph long to a passage of 1000 words to a full length book).

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

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

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

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

The Cream of the Piece

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

It is in the light of the above that you should embark on what follows below. The following approach, if applied consistently to your daily dose of reading, will help you develop your level of reading from your current levels.

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

The relevance of preparing well for the RC section does not simply end there. In fact, a closer look at the questions and question types asked under the head of Verbal Ability in the

CAT, XLRI and other Management entrance papers of the past few years, clearly points at the overwhelming requirement of good reading habits for this section. Let us take a closer look at the question types in Verbal Ability asked in the CAT over the past few years to illustrate the importance of good reading habits for solving the same.



Verbal Ability Question Type I: Paragraph Jumbles

(Frequency of use: Consistently used every year over the last decade)

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



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

- (a) Similarly, turning to caste, even though being lower caste is undoubtedly a separate cause of disparity, its impact is all the more greater when the lower-caste families also happen to be poor.
 - (b) Belonging to a privileged class can help a woman to overcome many barriers that obstruct women from less thriving classes.
 - (c) It is an interactive presence of these two kinds of deprivation—being low class and being female—that massively impoverishes women from the less privileged classes.
 - (d) A congruence of class deprivation and gender discrimination can blight the lives of poor women very severely.
 - (e) Gender is certainly a contributor to societal inequality, but it does not act independently of class.
- | | |
|----------|-----------|
| 1. EABDC | 2. EBDCA |
| 3. DAEBC | 4. BECDA. |

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



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in English medium schools, this category of students have not developed their reading skills, simply because they have not worked towards developing their reading habits. This group of students faces problems the moment they are confronted with a slightly complex or an unfamiliar topic. Thus, they might have no problem reading about the latest exploits of the Indian cricket team, but give them a topic about the latest advances in medical technology or for that matter, Freud's interpretation of a dream and they lose contact with the subject matter of the passage.

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

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

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

The Cream of the Piece

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

3. The Good Reader

This category of reader has developed himself through consistently being in touch with reading. His/her reading exposure includes reading novels (fictional mainly), coffee

table books on self development and newspapers on a daily basis. He/she will not face problems in reading and connecting to the author's message in either of the above two extracts.

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

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

The Cream of the Piece

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

4. The Excellent Reader

This category of reader has gone beyond the levels required to connect to any of the above three extracts. He/she has typically read a lot on diverse topics and at varying levels of language usage. If you think you belong to this category, you can skim through the reading lessons and frameworks in the next part of this chapter (since we believe you might already be aware of all the points we are making). All you



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Here, the word **testimony** means statement.



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



Here, **charismatic** means magnetic.



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



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

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

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

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

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

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

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

Let us look at the following examples:



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

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

- | | |
|----------------|----------|
| (a) poor | (b) rich |
| (c) inadequate | |

2. His **obsequious** nature made him a favorite of all—he only had complimentary words to say about everybody.

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

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



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

(B) Cause & Effect Cause and effect relationships are again very commonly used in most writing structures. If we come across an unfamiliar word in either the cause or the effect of a cause-effect structure, the context is likely to tell us what the intended meaning of the word is. This principle is amply illustrated in the example below:



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

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

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



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

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

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



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such cases, the paragraph can follow any of the following structures:

- (i) **Idea Sentence—Supporting Detail/comment—Supporting Detail/comment—Supporting Detail/comment—Supporting Detail/comment**
- (ii) **Introductory detail/comment/question—Idea Sentence—Supporting Detail/comment—Supporting Detail/comment—Supporting Detail/comment.**

B. Idea Sentence in the middle of a paragraph (Beyond the first two sentences). In such cases, the paragraph would typically follow the following structure:

- (i) **Introductory detail/comment—Introductory detail/comment/question—Idea Sentence—Supporting Detail/comment—Supporting Detail/comment—Supporting Detail/comment**

C. Idea Sentence at the end of the paragraph will follow the following structure:

- (i) **Introductory detail/comment—Supporting Detail/comment—Supporting Detail/comment—Supporting Detail/comment—Idea Sentence**

D. Idea Sentence at the beginning and the end of the paragraph

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

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

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

each paragraph of a passage to get the true meaning of the entire passage.

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

Dimension Two (B): Identifying Implied Main Ideas

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

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

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

BETTER UNDERSTANDING

FOR YOUR

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

- Even by the standards of ASEAN, it was a dismal performance. The leaders of the other nine members of the Association of South-East Asian Nations used their summit in Bali this week to ladle praise on Myanmar for its “positive” and “pragmatic” recent policies. These, it appeared, meant the transfer of Myanmar’s most famous citizen, the Nobel laureate Aung San Suu Kyi, from prison to house arrest, and the publication of a “road map” for democracy. Since a return to democracy



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uninspiring leaders but we would do well to consider past American presidents.

4. Topic : Gordon Brown Pre-Election Budget

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

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

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

6. Topic : Nigeria's changing face

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

7. Topic : A surprise cut in oil supplies.

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

8. Topic : Deer Oh! Dear

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

9. Topic : A new use for the poison pill

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

10. Topic : Computer security

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

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

Dimension Two (C): Identifying Central Points

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

throughout the passage. Such an idea, then, is called the central idea or the central point of the passage.

The Cream of the Piece

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

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

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

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

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

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

Dimension Three: Ability to Predict and Identify Supporting Details

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

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

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

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



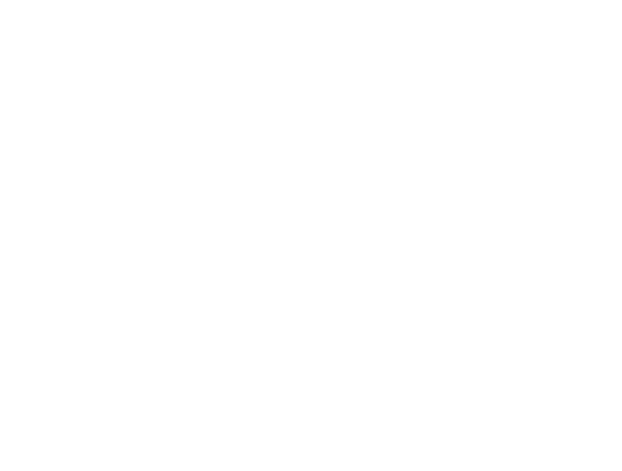
Some decisions will be fairly obvious—"no-brainers." Your bank account is low, but you have a two week vacation coming up and you want to get away to some place warm to relax with your family. Will you accept your in-laws' offer to free use of their Florida beachfront condo? Sure. You like your employer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



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

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

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

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

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

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

A third technology is "mesh networking". In a mesh, each receiver of a signal also re-transmits it. Every meshed laptop computer, for instance, in effect becomes a node or router on its network. This has three advantages. One is that, as with spread spectrum, signals can be sent at very low power, since they only have to travel to the next user's node, which will be hundreds of meters, instead of kilometers, away. Another is that each newcomer to the

network not only uses, but also adds, capacity. A third is that the network will be robust, since traffic can be rerouted easily if nodes fail, the approach already taken by the internet.



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

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

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

Idea Organisation Pattern 2: The chronological format:

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

The Cream of the Piece

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

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

Consider the following example that illustrates the same:



No President wants to hear that the economy has stopped producing new jobs three months before election-day. But for George Bush, the news that only 32,000 new jobs were created in July is doubly troubling. This paltry number makes it almost certain that he will be the first



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Now consider the same sentences, written differently:



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

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

The following words are used to create similarities/parallelisms:

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

Idea Organisation Pattern 5: The Cause and Effect format: Cause and Effect is another extremely common idea structure. As the name suggests, the cause is the reason for the effect (which is an outcome of the reason). The typical cause and effect relationship is—the cause leads to the effect.

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

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

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

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

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

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

In the early part of the 21st century, the introduction of low cost airlines to the Indian skies (SINGLE CAUSE) caused paradigm shifts (MULTIPLE EFFECTS) in the way

people traveled in India. There was a shift of air conditioned train travellers from trains to aeroplanes. Middle class and even lower middle class families experienced air travel for the first time. The distance measured between cities in terms of the time of travel suddenly started sounding much more manageable** Mumbai-Delhi was suddenly two hours instead of sixteen. Businesses started to use the opportunity to expand like never before.

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

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

If Mr. Chavez wins this, as his supporters now predict, it will be for a mixture of three reasons.

The first is that high oil prices have brought Venezuela a windfall that Mr. Chavez is busily spending on social programs (known as "mission"). These programs have a political purpose and message: the government has mobilised all the resources of the state to secure a vote against recall.

Second, there are other doubts as to how free and fair the vote will be. The referendum is a device inserted into the constitution by Mr. Chavez himself. But he spent almost two years manoeuvring to avoid what his supporters portrayed as an underhand attempt by an American-financed opposition to unseat a democratically elected president. The electoral authority has a pro-Chavez majority. It has placed restrictions on observers. If the outcome is close, fraud is a real fear.

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

Another example of this format is given below:

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

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



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

THOUGHT GEMS FROM AN EXPERT

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

Similarly, the making of inferences while reading is extremely natural. We have been doing it ever since we learnt our first words. What you need to realize is that the quality of a reader's abilities are defined by the quality of the inferences he/she is able to make. The deeper the inferences that you can make by reading what is written, the superior you are as a reader. In fact, I would go as far as saying that this skill, coupled with the skill to differentiate between fact and fiction, are the most important skills for RC. These are skills that differentiate between a capable/good reader and an expert/excellent reader.

The Cream of the Piece

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

1. It takes you closer to the idea structure of the author:

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

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

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

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

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

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

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

Let us now look at Skill Level One in detail:

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



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



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

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

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

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

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

The Cream of the Piece

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

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

Arguments are extensively referred to in passages written for description purpose. For example, consider this statement from the passage on Greek architecture in the CAT 2003 paper: ‘Greek art is intellectual art, the art of men who were clear and lucid thinkers, and it is therefore, plain art.’ The sentence is an entire argument in itself. The author is making a claim and justifying the same in the same sentence. The likelihood is that the author will either build upon or further support this argument throughout the remainder of the paragraph in which this sentence appears



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ALL PASSAGES HAVE A TOPIC, A PURPOSE AND A PLAN

As already seen in the previous section on reading skills,

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

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

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

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

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

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

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

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

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

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

You are likely to get confused by options that are meant to confuse students who do not have a clear picture of the idea.

The Cream of the Piece

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

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

OTHER THINGS YOU NEED TO PICK UP WHILE READING THE PASSAGE

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

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

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

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

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

Specific Details and their Use in the Passage

Specific details are always used to support the author's view point about the topic. They are never used frivolously, since they have an inherent connection with the plan of the passage. As a reader, during your reading, you should skim



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The Cream of the Piece

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

- (c) Getting an answer close to your prephrased answer helps you build confidence about your understanding of the passage.

The Cream of the Piece

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

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

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

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

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

AN IMPORTANT STRATEGY: PREPHRASING THE ANSWER

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

Once you have what you think is an accurate answer to the question, all you need to do is compare the answer you have phrased with the options and find the option that matches your answer most closely.

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

Why Prephrasing Helps

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



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justice still seduce many" and "a sort of nostalgia for communism is still alive."

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

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

(New paragraph—new idea coming up)

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

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

Despite the cruelties of the Stalin terror,

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

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

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

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

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

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

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

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

(another brownie point for communism!!)

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

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

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

- which only finally came to an end in the 1970s. This was a system of racist despotism, which dominated the globe in Stalin's time. And while there is precious little connection between the ideas of fascism and communism, there is an intimate link between colonialism and Nazism.

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

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

Around 10 million Congolese died as a result of Belgian forced labor and mass murder in the early twentieth century; tens of millions perished in avoidable or enforced famines in British-ruled India; up to a million Algerians died in their war for independence, while controversy now rages in France about a new law requiring teachers to put a positive spin on colonial history. Comparable atrocities were carried out by all European colonialists, but not a word of condemnation from the Council of Europe. Presumably, European lives count for more.



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- (a) A hypothetical situation conceived to derive principles of justice which are not influenced by position, status and condition of individuals in the society.
- (b) A hypothetical situation in which every individual is equal and no individual enjoys any privilege based on the existing positions and powers.
- (c) A hypothetical situation to ensure fairness of agreements among individuals in society.
- (d) An imagined situation in which principles of justice would have to be fair.
- (e) An imagined situation in which fairness is the objective of the principles of justice to ensure that no individual enjoys any privilege based on the existing positions and powers.
8. Which of the following best illustrates the situation that is equivalent to choosing ‘the principles of justice’ behind a ‘veil of ignorance’?
- (a) The principles of justice are chosen by businessmen, who are marooned on an uninhabited island after a shipwreck, but have some possibility of returning.
- (b) The principles of justice are chosen by a group of school children whose capabilities are yet to develop.
- (c) The principles of justice are chosen by businessmen, who are marooned on an uninhabited island after a shipwreck and have no possibility of returning.
- (d) The principles of justice are chosen assuming that such principles will govern the lives of the rule makers only in their next birth if the rule makers agree that they will be born again.
- (e) The principles of justice are chosen by potential immigrants who are unaware of the resources necessary to succeed in a foreign country.
9. Why, according to the passage, do principles of justice need to be based on an original agreement?
- (a) Social institutions and laws can be considered fair only if they conform to principles of justice.
- (b) Social institutions and laws can be fair only if they are consistent with the principles of justice as initially agreed upon.
- (c) Social institutions and laws need to be fair in order to be just.
- (d) Social institutions and laws evolve fairly only if they are consistent with the principles of justice as initially agreed upon.
- (e) Social institutions and laws conform to the principles of justice as initially agreed upon.
10. Which of the following situations best represents the idea of justice as fairness, as argued in the passage?
- (a) All individuals are paid equally for the work they do.
- (b) Everyone is assigned some work for his or her livelihood.
- (c) All acts of theft are penalized equally.
- (d) All children are provided free education in similar schools.
- (e) All individuals are provided a fixed sum of money to take care of their health.

Detailed Explanation

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

Directions for Questions 6 to 10: The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.

My aim is to present a conception of justice which generalizes and carries to a higher level of abstraction the familiar theory of the social contract.

(The author is trying to generalize the abstract theory of the social contract—at this stage even if you do not know what the social contract theory is, you would still need to carry the idea ahead—and trust that the author is going to explain the theory.)

In order to do this we are not to think of the original contract as one to enter a particular society or to set up a particular form of government.

(He is going ahead with the explanation of what he means by the social contract—in this sentence he has named it as the original contract. Look out for what he



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Thus, science must begin with myths, and with the criticism of myths; neither with the collection of observations, nor with the invention of experiments, but with the critical discussion of myths, and of magical techniques and practices. The scientific tradition is distinguished from the pre-scientific tradition in having two layers. Like the latter, it passes on its theories; but it also passes on a critical attitude towards them. The theories are passed on, not as dogmas, but rather with the challenge to discuss them and improve upon them.

The critical attitude, the tradition of free discussion of theories with the aim of discovering their weak spots so that they may be improved upon, is the attitude of reasonableness, of rationality. From the point of view here developed, all laws, all theories, remain essentially tentative, or conjectural, or hypothetical, even when we feel unable to doubt them any longer. Before a theory has been refuted we can never know in what way it may have to be modified.

11. In the context of science, according to the passage, the interaction of dogmatic *beliefs* and critical attitude can be best described as:

- (a) A duel between two warriors in which one has to die.
- (b) The effect of a chisel on a marble stone while making a sculpture.
- (c) The feedstock (natural gas) in fertilizer industry being transformed into fertilizers.
- (d) A predator killing its prey.
- (e) The effect of fertilizers on a sapling.

12. According to the passage, the role of a dogmatic attitude and of dogmatic behaviour in the development of science is

- (a) critical and important, as, without it, initial hypotheses or conjectures can never be made.
- (b) positive, as conjectures arising out of our dogmatic attitude become science.
- (c) negative, as it leads to pseudo-science.
- (d) neutral, as the development of science is essentially because of our critical attitude.
- (e) inferior to critical attitude, as a critical attitude leads to the attitude of reasonableness and rationality.

13. Dogmatic behaviour, in this passage, has been associated with primitives and children. Which of the following best describes the reason why the author compares primitives with children?

- (a) Primitives are people who are not educated, and hence can be compared with children, who have not yet been through school.
- (b) Primitives are people who, though not modern, are as innocent as children.
- (c) Primitives are people without a critical attitude, just as children are.
- (d) Primitives are people in the early stages of human evolution; similarly, children are in the early stages of their lives.
- (e) Primitives are people who are not civilized enough, just as children are not.

14. Which of the following statements best supports the argument in the passage that a critical attitude leads to a weaker belief than a dogmatic attitude does?

- (a) A critical attitude implies endless questioning, and, therefore, it cannot lead to strong beliefs.
- (b) A critical attitude, by definition, is centered on an analysis of anomalies and "noise".
- (c) A critical attitude leads to questioning everything, and in the process generates "noise" without any conviction.
- (d) A critical attitude is antithetical to conviction, which is required for strong beliefs.
- (e) A critical attitude leads to questioning and to tentative hypotheses.

15. According to the passage, which of the following statements best describes the difference between science and pseudo-science?

- (a) Scientific theories or hypothesis are tentatively true whereas pseudo-sciences are always true.
- (b) Scientific laws and theories are permanent and immutable whereas pseudo-sciences are contingent on the prevalent mode of thinking in a society.
- (c) Science always allows the possibility of rejecting a theory or hypothesis, whereas pseudo-sciences seek to validate their ideas or theories.
- (d) Science focuses on anomalies and exceptions so that fundamental truths can be uncovered, whereas pseudo-sciences focus mainly on general truths.
- (e) Science progresses by collection of observations or by experimentation, whereas pseudo-sciences do not worry about observations and experiments.



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and the States. Like the democratic institutions at the higher level, those at the panchayat level, the panchayati raj institutions (PRIs), are written into and protected by the Constitution. All the essential features, which distinguish a unitary system from a federal one, are as much enshrined at the lower as at the upper level of our federal system. But look closely and you will discover a fatal flaw. The letter of the Constitution as well as the spirit of the present polity have exposed the intra-State level of our federal system to a dilemma of which the inter-State and Union-State layers are free. The flaw has many causes. But all of them are rooted in a historical anomaly, that while the dynamics of federalism and democracy have given added strength to the rights given to the States in the Constitution, they have worked against the rights of panchayats.

At both levels of our federal system there is the same tussle between those who have certain rights and those who try to encroach upon them if they believe they can. Thus, the Union Government was able to encroach upon certain rights given to the States by the Constitution. It got away with that because the single dominant party system, which characterised Centre-State relations for close upon two decades, gave the party in power at the Union level many extra-constitutional political levers. Firstly, the Supreme Court had not yet begun to extend the limits of its power. But all that has changed in recent times. The spurt given to a multi-party democracy by the overthrow of the Emergency in 1977 became a long-term trend later on because of the ways in which a vigorously democratic multi-party system works in a political society which is as assertively pluralistic as Indian society is. It gives political clout to all the various segments which constitute that society. Secondly, because of the linguistic reorganisation of States in the 1950s, many of the most assertive segments have found their most assertive expression as States. Thirdly, with single-party dominance becoming a thing of the past at the Union level, governments can be formed at that level only by multi-party coalitions in which State-level parties are major players. This has made it impossible for the Union Government to do much about anything unless it also carries a sufficient number of State-level parties with it. Indian federalism is now more real than it used to be, but an unfortunate side-effect is that India's panchayati raj system, inaugurated with such fanfare in the early 1980s, has become less real.

By the time the PRIs came on the scene, most of the political space in our federal system had been occupied by the Centre in the first 30 years of Independence, and most of what was still left after that was occupied by the States in the next 20. PRIs might have hoped to wrest some space from their immediate neighbour,

the States, just as the States had wrested some from the Centre. But having at last managed to checkmate the Centre's encroachments on their rights, the States were not about to allow the PRIs to do some encroaching of their own.

By the 1980s and early 1990s, the only national party left, the Congress, had gone deeper into a siege mentality. Finding itself surrounded by State-level parties, it had built walls against them instead of winning them over. Next, the States retaliated by blocking Congress proposals for panchayati raj in Parliament, suspecting that the Centre would try to use panchayats to bypass State governments. The suspicion fed on the fact that the powers proposed by the Congress for panchayats were very similar to many of the more lucrative powers of State Governments. State-level leaders also feared, perhaps, that if panchayat-level leaders captured some of the larger PRIs, such as district-level panchayats, they would exert pressure on State-level leaders through intra-State multi-party federalism.

It soon became obvious to Congress leaders that there was no way the panchayati raj amendments they wanted to write into the Constitution would pass muster unless State-level parties were given their pound of flesh. The amendments were allowed only after it was agreed that the powers of panchayats could be listed in the Constitution. Illustratively, they would be defined and endowed on PRIs by the State Legislature acting at its discretion.

This left the door wide open for the States to exert the power of the new political fact that while the Union and State Governments could afford to ignore panchayats as long as the MLAs were happy, the Union Government had to be sensitive to the demands of State-level parties. This has given State-level actors strong beachheads on the shores of both inter-State and intra-State federalism. By using various administrative devices and non-elected parallel structures, State Governments have subordinated their PRIs to the State administration and given the upper hand to State Government officials against the elected heads of PRIs. Panchayats have become local agencies for implementing schemes drawn up in distant State capitals. And their own volition has been further circumscribed by a plethora of "Centrally-sponsored schemes". These are drawn up by even more distant Central authorities, but at the same time tie up local staff and resources on pain of the schemes being switched off in the absence of matching local contribution. The "foreign aid" syndrome can be clearly seen at work behind this kind of "grass roots development".

1. Which of the following best captures the current state of Indian federalism as described in the passage?



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Yes definitely, but this is just a supporting detail of the entire logic of the passage.

3. The sentence in the last paragraph, "And their own volition has been further circumscribed...", refers to:
 - (a) The weakening of the local institutions' ability to plan according to their needs.

This is the **correct** option since it is essentially a restatement of the sentence above, which talks about the restriction of the self wish of the Panchayats.

- (b) The increasing demands made on elected local leaders to match central grants with local contributions.

This is the next point of the author. Hence, cannot be the correct answer.

- (c) The empowering of the panchayat system as implementers of schemes from State capitals.

The sentence means 'Their own wish has been further restricted'. It definitely does not refer to the empowering of the Panchayat system.

- (d) The process by which the prescribed Central schemes are reformulated by local elected leaders.

This option is out of context.

4. What is the "dilemma" at the intra-State level mentioned in the first paragraph of the passage?

- (a) Should the state governments wrest more space from the Union, before considering the panchayati system?

This dilemma has not been discussed. Further, it is a Union-State dilemma

- (b) Should rights similar to those that the States managed to get be extended to panchayats as well?

This is the **obvious answer**—since we are talking about a dilemma at the intra state level.

- (c) Should the single party system which has withered away be brought back at the level of the States?

Out of context

- (d) Should the States get "their pound of flesh" before allowing the Union government to pass any more laws?

Again, a Union-State dilemma, even if it exists.

5. Which of the following most closely describes the 'fatal flaw' that the passage refers to?

- (a) The ways in which the democratic multi-party system works in an assertively pluralistic society like India's are flawed.

There is nothing wrong in the democratic multi party system. Hence, this cannot be the fatal flaw.

- (b) The mechanisms that our federal system uses at the Union government level to deal with States are imperfect.

The fatal flaw does not refer to the mechanisms that the Union uses to deal with the State.

- (c) The instruments that have ensured federalism at one level, have been used to achieve the opposite at another.

This is the **correct answer**, since the fatal flaw is the central idea of the entire passage—and this option correctly describes what the passage describes.

- (d) The Indian Constitution and the spirit of the Indian polity are fatally flawed.

This option is too drastic to be considered.

Passage II

The endless struggle between the flesh and the spirit found an end in Greek art. The Greek artists were unaware of it. They were spiritual materialists, never denying the importance of the body and ever seeing in the body a spiritual significance. Mysticism on the whole was alien to the Greeks, thinkers as they were. Thought and mysticism never go well together and there is little symbolism in Greek art. Athena was not a symbol of wisdom but an embodiment of it and her statues were beautiful grave women, whose seriousness might mark them as wise, but who were marked in no other way. The Apollo Belvedere is not a symbol of the sun, nor the Versailles Artemis of the moon. There could be nothing less akin to the ways of symbolism than their beautiful, normal humanity. Nor did decoration really interest the Greeks. In all their art they were preoccupied with what they wanted to express, not with ways of expressing it, and lovely expression, merely as lovely expression, did not appeal to them at all.

Greek art is intellectual art, the art of men who were clear and lucid thinkers, and it is therefore plain art. Artists than whom the world has never seen greater, men endowed with the spirit's best gift, found their natural method of expression in the simplicity and clarity which are the endowment of the unclouded reason, "Nothing in excess," the Greek axiom of art, is the dictum of men



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- (d) Mystic spirituality. (Author's Note: This is the obvious answer. It is specifically mentioned in the passage that the Greeks were intellectuals and did not believe in mysticism. Do not confuse with the term 'spiritual materialists')

7. From the passage, which of the following combinations can be inferred to be correct?

- (a) Hindoo temple—power of nature.

The Hindoo temple was not connected to the power of nature, this is a characteristic of the Egyptian temple.

- (b) Parthenon – simplicity

Simplicity is definitely a characteristic of Greek architecture, since the Greeks believed in a 'lack of excess'. Hence (b) is correct

- (c) Egyptian temple—mysticism.

No mention about mysticism is made with respect to the Egyptian temples. As a matter of fact, mysticism was more connected to the Hindoo temple.

- (d) Greek temple—symbolism.

The Greeks did not believe in symbolism. Hence, this cannot be the answer.

The options for the above questions are confusing. This is an implicit question. You have to understand the components of the passage correctly.

8. According to the passage, what conception of man can be inferred from Egyptian architecture?

- (a) Man is the centre of creation.

The Egyptians believed the opposite of this, hence this cannot be correct.

- (b) Egyptian temples save man from unhuman forces.

Nowhere is this mentioned. Hence, you can safely reject this option.

- (c) Temples celebrate man's victory over nature.

Quite the contrary.

- (d) Man is inconsequential before the tremendous force of nature.

This is the obvious answer. This comes out clearly from the interpretation of the paragraph on Egyptian temples.

9. According to the passage, which of the following best explains why there is little symbolism in Greek art?

- (a) The Greeks focused on thought rather than mysticism.

This is the immediate reason for the lack of symbolism in Greek art.

- (b) The struggle between the flesh and the spirit found an end in Greek art.

Although this is explicitly stated, this is not the reason for the lack of symbolism in Greek art.

- (c) Greek artists were spiritual materialists.

Again, though this is also explicitly stated, this is not the reason for the lack of symbolism in Greek art.

- (d) Greek statues were embodiments rather than symbols of qualities.

This point is mentioned about one particular statue and cannot be generalised.

Options confuse you by using words from the passage. However, the answer to this question is in the line: 'Thought and mysticism never go well together and there is little symbolism in Greek art.' Hence, the first option is correct.

10. "The Greeks flung a challenge to nature in the fullness of their joyous strength." Which of the following best captures the 'challenge' that is being referred to?

- (a) To build a monument matching the background colours of the sky and the sea.

This option is irrelevant.

- (b) To build a monument bigger than nature's creations.

Size of the monument did not matter.

- (c) To build monuments that were more appealing to the mind and spirit than nature's creations.

Not stated explicitly, but this is what is implied.

- (d) To build a small but architecturally perfect monument.

This choice is irrelevant.

Passage III

While I was in class at Columbia, struggling with the *esoterica du jour*, my father was on a bricklayer's scaffold not far up the street, working on a campus building. Once we met up on the subway going home—he was with his tools, I with my books. My father wasn't interested in Thucydides, and I wasn't up on arches. My dad has built lots of places; in New York City he can't get into: colleges, condos, office towers. He made his living on the outside. Once the walls were up, a place took on a different feel for him, as though he wasn't welcome anymore. Related by blood, we're



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There is no arrogance involved here.

- (c) Evolving social transformation.

The statement is used to illustrate the social transformation brought about by education within one generation in a family. Hence, this is the correct option.

- (d) Breakdown of family relationships.

There is no breakdown of family relationships involved.

15. Which of the following statements about Straddlers does the passage Not support explicitly?

- (a) Their food preferences may not match those of their parents.

Explicitly mentioned in the words 'prefer Brie to Kraft slices'.

- (b) They may not keep up some central religious practices of their parents.

Can be inferred from the last sentence of the second paragraph 'They might not be in church on Sunday.'

- (c) They are at home neither in the middle class nor in the working-class.

Clearly mentioned in the second and third sentences of the second paragraph 'Born blue-collar, I still never felt completely at home among the tough guys and anti-intellectual crowd of my neighbourhood in deepest Brooklyn. I never did completely fit in among the preppies and suburban royalty of Columbia, either. It's like that for Straddlers'

- (d) Their political ideologies may differ from those of their parents.

There is no explicit mention about differing political ideologies anywhere in the passage. Hence, this is the correct option.

Passage IV

Pure love of learning, of course, was a less compelling motive for those who became educated for careers other than teaching. Students of law in particular had a reputation for being materialistic careerists in an age when law was becoming known as "the lucrative science" and its successful practice the best means for rapid advancement in the government of both church and state. Medicine too had its profit-making attractions. Those who did not go on to law or medicine could, if they had been well trained in the arts, gain positions at royal courts or rise in the clergy. Eloquent testimony to the profit motive behind much of twelfth-century education was the lament of a student of Abelard around

1150 that "Christians educate their sons...for gain, in order that the one brother, if he be a clerk, may help his father and mother and his other brothers, saying that a clerk will have no heir and whatever he has will be ours and the other brothers." With the opening of positions in law, government, and the church, education became a means for advancement not only in income but also in status. Most who were educated were wealthy, but in the twelfth century, more often than before, many were not and were able to rise through the ranks by means of their education. The most familiar examples are Thomas Becket, who rose from a humble background to become chancellor of England and then archbishop of Canterbury, and John of Salisbury, who was born a "plebeian" but because of his reputation for learning died as bishop of Chartres.

The instances of Becket and John of Salisbury bring us to the most difficult question concerning twelfth-century education: To what degree was it still a clerical preserve? Despite the fact that throughout the twelfth century the clergy had a monopoly of instruction, one of the outstanding medievalists of our day, R. W. Southern, refers with good reason to the institutions staffed by the clergy as "secular schools". How can we make sense out of the paradox that twelfth-century schools were clerical and yet "secular"?

Let us look at the clerical side first. Not only were all twelfth-century teachers except professionals and craftsmen in church orders, but in northern Europe students in schools had clerical status and looked like priests. Not that all really were priests, but by virtue of being students all were awarded the legal privileges accorded to the clergy. Furthermore, the large majority of twelfth-century students, outside of the possible exception of Italy, if not already priests became so after their studies were finished. For these reasons, the term "cleric" was often used to denote a man who was literate and the term "layman" one who was illiterate. The English word for cleric, clerk, continued for a long time to be a synonym for student or for a man who could write, while the French word *clerc* even today has the connotation of intellectual.

Despite all this, twelfth-century education was taking on many secular qualities in its environment, goals, and curriculum. Student life obviously became more secular when it moved out from the monasteries into the bustling towns. Most students wandered from town to town in search not only of good masters but also of worldly excitement, and as the twelfth century progressed they found the best of each in Paris. More important than environment was the fact that most students, even though they entered the clergy, had secular goals. Theology was recognized as the "queen of the sciences," but very few went on to it. Instead they used their



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- (d) directly added to the income levels of people.

Income was one of the factors. Status was also a factor. Also, this option is structured too drastically to be the correct answer.

20. According to the passage, what led to the secularization of the curriculum of the liberal arts in the twelfth century?

- (a) It was divorced from religion and its influences.

This is just a restatement of 'secularization of the curriculum.' Hence, this cannot be the cause of the same.

- (b) Students used it mainly as a base for studying law and medicine.

The second last paragraph talks about the secularization of education. However, it starts with the transitory— "This Being so..." which indicates that we are reading a cause and its effect. Hence, as a student, you should look for the cause in the in the prelude to the second last paragraph. The idea of this option is expressed in the last sentence of the third last paragraph. Hence, this option is correct.)

- (c) Teaching could no longer be conducted exclusively in Latin.

The second last paragraph discusses the opposite of this option.

- (d) Arabic was introduced into the curriculum.

Irrelevant point.

Passage V

The invention of the gas turbine by Frank Whittle in England and Hans von Ohain in Germany in 1939, signalled the beginning of jet transport. Although the French engineer Lorin had visualized the concept of jet propulsion more than 25 years earlier, it took improved materials and the genius of Whittle and von Ohain to recognise the advantages that a gas turbine offered over a piston engine, including speeds in excess of 350 miles per hour. The progress from the first flights of liquid propellant rocket and jet-propelled aircraft in 1939 to the first faster-than-sound (supersonic) manned airplane (the Bell X-1) in 1947 happened in less than a decade. This then led very rapidly to a series of supersonic fighters and bombers, the first of which became operational in the 1950s. World War II technology foundations and emerging Cold War imperatives then led us into space with the launch of Sputnik in 1957 and the placing of the first man on the moon only 12 years later—a mere 24 years after the end of World War II.

Now, a hypersonic flight can take you anywhere in the planet in less than four hours. British Royal Air Force and Royal Navy, and the air forces of several other countries are going to use a single-engine cousin to the F/A-22 called the F-35 Joint Strike Fighter. These planes exhibit stealthy angles and coatings that make it difficult for radar to detect them, among aviation's most cutting-edge advances in design. The V-22, known as tilt-rotor, part helicopter, part airplane, takes off vertically, then tilts its engine forward for winged flight. It provides speed, three times the payload, five times the range of the helicopters it's meant to replace. The new fighter, F/A-22 Raptor, with more than a million parts, shows a perfect amalgamation of stealth, speed, avionics and agility.

It seems conventional forms, like the Predator and Global Hawk are passe, the stealthier unmanned aerial vehicles (UAVs) are in. They are shaped like kites, bats and boomerang, all but invisible to the enemy radar and able to remain over hostile territory without any fear of getting grilled if shot down. Will the UAVs take away pilots' jobs permanently? Can a computer-operated machine take a smarter and faster decision in a war-like situation? The new free-flight concept will probably supplement the existing air traffic control system by computers on each plane to map the altitude, route, weather and other planes; and a decade from now, there will be no use of radar any more.

How much bigger can the airplanes get? In the 1950s they got speed, in the 1980s they became stealthy. Now, they are getting smarter thanks to computer automation. The change is quite huge: from the four-seater to the A380 airplane. It seems we are now trading speed for size as we build a new superjumbo jet, the 555 seater A380, which will fly at almost the same speed of the Boeing 707, introduced half a century ago, but with an improved capacity, range, greater fuel economy. A few years down the line will come the truly larger model, to be known as 747X. In the beginning of 2005, the A380, the world's first fully double-decked superjumbo passenger jet, weighing 1.2 million pounds, may carry a load of about 840 passengers.

Barring the early phase, civil aviation has always lagged behind the military technologies (of jet engines, lightweight composite materials, etc.). There are two fundamental factors behind the decline in commercial aeronautics in comparison to military aeronautics. There is no collective vision of our future such as the one that drove us in the past. There is also a need for a more aggressive pool of airplane design talents to maintain an industry that continues to find a multibillion dollar-a-year market for its product.



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The detective story, the 'adult' analogue of a juvenile adventure tale, has at times been described as a glorification of intellectualized conflict. However, a great deal of the interest in the plots of these stories is sustained by withholding the unraveling of a solution to a problem. The effect of solving the problem is in itself not a conflict if the adversary (the unknown criminal) remains passive, like Nature, whose secrets the scientist supposedly unravels by deduction. If the adversary actively puts obstacles in the detective's path toward the solution, there is genuine conflict. But the conflict is psychologically interesting only to the extent that it contains irrational components such as tactical error on the criminal's part or the detective's insight into some psychological quirk of the criminal or something of this sort. Conflict conducted in a perfectly rational manner is psychologically no more interesting than a standard Western. For example, Tic-tac-toe, played perfectly by both players, is completely devoid of psychological interest. Chess may be psychologically interesting but only to the extent that it is played not quite rationally. Played completely rationally, chess would not be different from Tic-tac-toe.

In short, a pure conflict of interest (what is called a zero-sum game) although it offers a wealth of interesting conceptual problems, is not interesting psychologically, except to the extent that its conduct departs from rational norms.

1. According to the passage, which of the following options about the application of game theory to a conflict-of-interest situation is true?
 - (a) Assuming that the rank order of preferences for options is different for different players.
 - (b) Accepting that the interests of different players are often in conflict.
 - (c) Not assuming that the interests are in complete disagreement.
 - (d) All of the above.
2. The problem solving process of a scientist is different from that of a detective because
 - (a) scientists study inanimate objects, while detectives deal with living criminals or law offenders.
 - (b) scientists study known objects, while detectives have to deal with unknown criminals or law offenders.
 - (c) scientists study phenomena that are not actively altered, while detectives deal with phenomena that have been deliberately influenced to mislead.
 - (d) scientists study psychologically interesting phenomena, while detectives deal with "adult analogues of juvenile adventure tales."

3. According to the passage, *internal conflicts* are psychologically more interesting than external conflicts because
 - (a) internal conflicts, rather than external conflicts, form an important component of serious literature as distinguished from less serious genres.
 - (b) only juveniles or very few "adults" actually experience external conflict, while internal conflict is more widely prevalent in society.
 - (c) in situations of internal conflict, individuals experience a dilemma in resolving their own preferences for different outcomes.
 - (d) there are no threats to the reader (or viewer) in case of external conflicts.
4. Which, according to the author, would qualify as interesting psychology?
 - (a) A statistician's dilemma over choosing the best method to solve an optimisation problem.
 - (b) A chess player's predicament over adopting a defensive strategy against an aggressive opponent.
 - (c) A mountaineer's choice of the best path to Mt. Everest from the base camp.
 - (d) A finance manager's quandary over the best way of raising money from the market.

Have you read the above passage and solved its questions?

Then, check your answers with those given below (along with their explanatory notes or author's advice on how they should be read). The passage in *italics* is a reproduction of relevant section from the original passage, and this will be followed by an explanatory note or interpretation on the same.

A game of strategy, as currently conceived in game theory, is a situation in which two or more "players" make choices among available alternatives (moves).

Introduces the topic and straightaway starts with an idea.

The totality of choices determines the outcomes of the game, and it is assumed that the rank order of preferences for the outcomes is different for different players. Thus the "interests" of the players are generally in conflict.

Continues to go deeper into the idea.

Whether these interests are diametrically opposed or only partially opposed depends on the type of game. Psychologically, most interesting



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language structures our understanding of ourselves—called ‘deconstruction’—gives you the idea conveyed.

In its simplest formulation, deconstruction can be taken to refer to a methodological strategy which seeks to uncover layers of hidden meaning, in a text that have been denied or suppressed.

Deconstruction is further defined, throwing more light on the idea the author is trying to convey.

The term ‘text’, in this respect, does not refer simply, to a written form of communication, however. Rather, texts are something we all produce and reproduce constantly in our everyday social relations, be they spoken, written or embedded in the construction of material artifacts.

This sentence is about details and should be read much faster than the first two sentences.

At the heart of Derrida’s deconstructive approach is his critique of what he perceives to be: the totalitarian impulse of the Enlightenment pursuit to bring all that exists in the world under the domain of a representative language, a pursuit he refers to as logocentrism. Logocentrism is the search for a rational language that is able to know and represent the world and all its aspects perfectly and accurately.

Another idea is defined – that of logocentrism. You need to slow down to take in what the author is trying to say in this sentence and connect it to the previous ideas in the paragraph.

Its totalitarian dimension for Derrida at least, lies primarily in its tendency to marginalize or dismiss all that does not neatly comply with its particular linguistic representations, a tendency that, throughout history, has all too frequently been manifested in the form of authoritarian institutions. Thus logocentrism has, in its search for the truth of absolute representation, subsumed difference and oppressed that which it designates as its alien ‘other’. For Derrida, western civilization has been built upon such a systematic assault on alien cultures and ways of life, typically in the name of reason and progress.

Details and opinions being mentioned here. No significant new idea emerges in the above sentences. You should be able to read this extremely rapidly.

In response to logocentrism, deconstruction posits the idea that the mechanism by which this process of marginalization and the ordering of truth occurs is through establishing systems of binary opposition.

The author is connecting the two ideas of deconstruction and logocentrism mentioned in the previous paragraph by

showing the principal difference between the two approaches. You need to grasp this here or if not here, in the next two to three sentences, which are likely to be details explaining the idea expressed in the first sentence of this paragraph.

Oppositional linguistic dualisms, such as rational/irrational, culture/nature and good/bad are not, however, construed as equal partners as they are in, say, the semiological structuralism of Saussure. Rather, they exist, for Derrida, in a series of hierarchical relationships with the first term normally occupying a superior position. Derrida defines the relationship between such oppositional terms using the neologism difference. This refers to the realization that in any statement, oppositional terms differ from each other (for instance, the difference between rationality and irrationality is constructed through oppositional usage), and at the same time, a hierarchical relationship is maintained by the deference of one term to the other (in the positing of rationality over irrationality, for instance). It is this latter point which is perhaps the key to understanding Derrida’s approach to deconstruction.

The author continues to construct on the idea he has introduced at the start of the paragraph. He has introduced a new idea—that of difference between the two terms in a linguistic dualism.

For the fact that at any given time one term must defer to its oppositional ‘other’, means that the two terms are constantly in a state of interdependence. The presence of one is dependent upon the absence or ‘absent-presence’ of the ‘other’, such as in the case of good and evil, whereby to understand the nature of one, we must constantly relate it to the absent term in order to grasp its meaning.

Extends the idea introduced towards the end of the previous paragraph.

That is, to do good, we must understand that our act is not evil, for without that comparison the term becomes meaningless. Put simply, deconstruction represents an attempt to demonstrate the absent-presence of this oppositional ‘other’, to show that what we say or write is in itself not expressive simply of what is present, but also of what is absent. Thus, deconstruction seeks to reveal the interdependence of apparently dichotomous terms and their meanings relative to their textual context; that is, within the linguistic power relations which structure dichotomous terms hierarchically. In Derrida’s own words, a deconstructive reading “must always aim at a certain relationship, unperceived by the writer, between what he commands and what he does not



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a close. China is still a long way from matching America's wealth, but it is growing at a stupendous rate and economic strength brings geo-political clout. Already, there is evidence of a new scramble for Africa as Washington and Beijing compete for oil stocks. Moreover, beneath the surface of the US economy, all is not well. Growth looks healthy enough, but the competition from China and elsewhere has meant the world's biggest economy now imports far more than it exports. The US is living beyond its means, but in this time of studied complacency, a current account deficit worth 6 percent of gross domestic product is seen as a sign of strength, not weakness.

The author has used these three examples—of oil Prices, the French referendum and the United States—in order to lead up to his point which you can anticipate will come in the last two paragraphs.

In this new Edwardian summer, comfort is taken from the fact that dearer oil has not had the savage inflationary consequences of 1973–74, when a fourfold increase in the cost of crude brought an abrupt end to a postwar boom that had gone on uninterrupted for a quarter of a century. True, the cost of living has been affected by higher transport costs, but we are talking of inflation at 2.3 per cent and not 27 per cent. Yet, the idea that higher oil prices are of little consequence is fanciful. If people are paying more to fill up their cars, it leaves them with less to spend on everything else, but there is a reluctance to consume less. In the 1970s unions were strong and able to negotiate large, compensatory pay deals that served to intensify inflationary pressure. In 2005, that avenue is pretty much closed off, but the abolition of all the controls on credit that existed in the 1970s means that households are invited to borrow more rather than consume less. The knock-on effects of higher oil prices are thus felt in different ways—through high levels of indebtedness, in inflated asset prices, and in balance of payments deficits.

There is clearly a negative point of view about the casualness exhibited by the world that the author is trying to convey. Notice that in each of the points above, the author gives his opinion by negating the reasons the world is using for being relaxed about its current problems. The author's opinion clearly is that the false security we are living under is not real.)

There are those who point out, rightly, that modern industrial capitalism has proved mightily resilient these past 250 years, and that a sign of the enduring strength of the system has been the way it apparently shrugged off everything—a stock market crash, 9/11, rising oil prices—that have been thrown at it in the half decade since the millennium. Even so, there are at least three reasons for concern.

This sentence signals three upcoming reasons for concern. It is clearly an opinion based sentence. Up until this point, he has not explicitly stated his opinion/s, only hinting at them through his three examples in the last three paragraphs. We will get to finally see the author's opinion in these reasons.

First, we have been here before. In terms of political economy, the first era of globalisation mirrored our own. There was a belief in unfettered capital flows, in free trade, and in the power of the market. It was a time of massive income inequality and unprecedented migration. Eventually, though, there was a backlash, manifested in a struggle between free traders and protectionists, and in rising labour militancy.

Second, the world is traditionally at its most fragile at times when the global balance of power is in flux. By the end of the nineteenth century, Britain's role as the hegemonic power was being challenged by the rise of the United States, Germany, and Japan, while the Ottoman and Hapsburg empires were clearly in rapid decline. Looking ahead from 2005, it is clear that over the next two or three decades, both China and India—which together account for half the world's population—will flex their muscles.

Finally, there is the question of what rising oil prices tell us. The emergence of China and India means global demand for crude is likely to remain high at a time when experts say production is about to top out. If supply constraints start to bite, any declines in the price are likely to be short-term cyclical affairs, punctuating a long upward trend.

These last three passages give the heart of the author's opinion. He has drawn up parallels between the Edwardian era—which he refers to as the first era of globalisation—and the current era of globalisation. He has clearly enumerated three reasons which should cause concern.

9. Which of the following best represents the key argument made by the author?

- (a) The rise in oil prices, the flux in the global balance of power and historical precedents should make us question our belief that the global economic prosperity would continue.

This is indeed the key argument that the author is making.

- (b) The belief that modern industrial capitalism is highly resilient and capable of overcoming shocks will be belied soon.

This option is extremely close and confusing. However, what you should realise is that the option goes further than what the author is saying. The author has just mentioned that we should be concerned—he does not go on to predict



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3. According to the paragraph, 'Coke has enjoyed phenomenal success' suggests that the author:
 - (a) thinks that the success of Coke is very strange.
 - (b) believes that the success of Coke has been impressive.
 - (c) thinks that the success of Coke is beyond explanation.
 - (d) rather disapproves of the success of Coke.
 - (e) considers the success of Coke to be undeserved.
4. Describing Coke's marketing strategies as 'enviable' in the paragraph, the author means that:
 - (a) the strategies are based on envy.
 - (b) Coke's marketing staff is encouraged to be envious of each other's ideas.
 - (c) people are persuaded to buy Coke because they are envious of others.
 - (d) rivals are envious of the Coke Company's successful methods of marketing.
 - (e) Coke's marketing strategies are enviable.
5. It can be inferred from the last sentence of the passage that:
 - (a) most people would like to live in America.
 - (b) many people wish for a lifestyle like they imagine most Americans have.
 - (c) drinking Coke reminds a lot of people of visiting America.
 - (d) living in the United States is a bit like living in a dream.
 - (e) drinking Coke is part of the American dream.
6. According to the paragraph, all of the following are not true, except:
 - (a) Cocaine and caffeine are addictive substances.
 - (b) At least one of the ingredients of Coke is addictive.
 - (c) The stimulating effect of caffeine is reduced over time unless consumption of it is increased.
 - (d) The Coca-Cola company has gradually increased the amount of caffeine it puts in Coke.
 - (e) All of the above are not true.

Passage 2

Ask an American schoolchild what he or she is learning in school these days and you might even get a reply, provided

you ask it in Spanish. But don't bother, here's the answer: Americans nowadays are not learning any of the things that we learned in our day, like reading and writing. Apparently, these are considered fusty old subjects, invented by white males to oppress women and minorities.

What are they learning? In a Vermont college town, I found the answer sitting in a toy store book rack, next to typical kids' books like 'Heather Has Two Mommies and Daddy Is Dysfunctional'. It's a teacher's guide called 'Happy To Be Me', subtitled 'Building Self Esteem'.

Self-esteem, as it turns out, is a big subject in American classrooms. Many American schools see building it as important as teaching reading and writing. They call it "whole language" teaching, borrowing terminology from the granola people to compete in the education marketplace.

No one ever spent a moment building my self-esteem when I was in school. In fact, from the day I first stepped inside a classroom, my self-esteem was one big demolition site. All that mattered was "the subject," be it geography, history, or mathematics. I was praised when I remembered that "near", "fit", "friendly", "pleasing", "like" and their opposites took the dative case in Latin. I was reviled when I forgot what a cosine was good for. Generally, I lived my school years beneath a torrent of castigation so consistent I eventually ceased to hear it, as people who live near the sea eventually stop hearing the waves.

Schools have changed. Reviling is out, for one thing. More important, subjects have changed. Whereas I learned English, modern kids learn something called "language skills." Whereas I learned writing, modern kids learn something called "communication". Communication, the book tells us, is seven per cent words, 23 per cent facial expression, 20 per cent tone of voice, and 50 per cent body language. So this column, with its carefully chosen words, would earn me at most, a grade of seven per cent. That is, if the school even gave out something as oppressive and demanding as grades.

The result is that, in place of English classes, American children are getting a course in How to 'Win Friends and Influence People'. Consider the new attitude toward journal writing: I remember one high school English class when we were required to keep a journal. The idea was to emulate those great writers who confided in diaries, searching their souls and honing their critical thinking on paper.

'Happy To Be Me' states that journals are a great way for students to get in touch with their feelings. Tell students they



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illustrations are lavish and painterly, and the story—who exactly is the king of the jungle?—holds the reader in suspense until the very last page.

The funniest new picture book is Posy Simmonds's "Baker Cat", the tale of a baker's cat who manages to outwit his owner, a thoroughly punitive and miserable fellow, by forging a cunning alliance with the very mice he is supposed to be keeping out of the bakery. Children will adore the fussy detail and the hilarious dialogue.

New in Britain, "The King of Capri" is a tale by Jeanette Winterson, who is better known for her novels for grown-ups; it is illustrated with panache by Jane Ray. The wind blows away the clothes of a greedy king, but they land on the roof of a tender-hearted woman. The story has all the ease and surprise of an old folk tale.

2. Six-to-ten-year olds

Two new editions of classic books head the list for children at the younger end of this age range. Naomi Lewis has produced an excellent new selection from the "Tales of Hans Christian Andersen." All the favourites are here, from "Thumbelina" to "The Little Mermaid" and "The Emperor's New Clothes", along with lesser known stories, such as "The Flying Trunk". Joel Stewart's illustrations bring out the many moods in Andersen's stories—their darkness, their vertigo-inducing strangeness, their wild flights of humour.

From the same publishers comes Martin Jenkins's sensitive abridgement of Jonathan Swift's "Gulliver". The illustrations of Chris Riddell, formerly with *The Economist*, show his characteristic flights of fancy.

Admirers of Philip Pullman for his "Dark Materials" trilogy, will be pleased to discover that he is no less adept at writing fantasy for younger children. "The Scarecrow and His Servant" has familiar elements of plot and characterisation, from the perky and comical scarecrow himself, to the serendipitous journey he takes in the company of a small, hungry boy called Jack. Yet, the familiar is transformed by the engaging and unpredictable way in which the story unfolds. Sheer delight.

"Magical Children" brings together three short novels by Sally Gardner about children who have magical gifts—the strongest girl in the world, a boy who can fly and another who just happens to be invisible. Ms Gardner's strength lies in her ability to combine the extraordinary with the utterly unexceptional.

"Christopher Mouse: The Tale of a Small Traveller" is a wonderful first novel by William Wise for readers with

growing confidence. It is about the adventures of a mouse who moves from family to family and after much travel and heartache, finds a happy home. The delight of this book is in the deft humour of the first-person storytelling.

Two novels not to be missed at the upper end of the age range are Linda Newbery's "At the Firefly Gate" and Shannon Hale's "Enna Burning". The first is about an unconfident urban boy, newly displaced to rural Suffolk, who makes strangely magical links across the generations. The second is a historical fantasy which circles around the mysteries of fire.

3. Eleven and above

Children's fiction for this age group has long been dominated by fantasy published in series. This season, two authors with an excellent record have new titles to their name, Herbie Brennan adds to his "Faerie Wars" series with a new book, "The Purple Emperor". In it, a son has the unenviable task of following in the footsteps of a father who has returned from the grave. Mr Brennan's manner is both brisk and amusing.

Paul Stewart and Chris Riddell have again collaborated on the latest novel—the seventh—in the "Edge Chronicles" series. "Freeglader" is set in foot-slogging, mist-choked Tolkien/Pratchett country. A young knight-librarian, Rook Barkwater, inches his way through peril, meeting ferocious birds, treacherous blowholes and bogs, and much else to keep him on his mettle.

Ursula Le Guin is a distinguished author of fantasies for older children. Her new novel, "Gifts", feels rooted in the folk tales of some distant, mythic tribe. The intricate plot is plainly yet absorbingly written.

Frank Cottrell Boyce has written a delightful and quirky thriller, set in Ireland, just before the introduction of the euro. "Millions" is quite unlike anything else recently written for this age group. The narrator, Anthony Cunningham of Year Six, has a direct and beguiling voice: funny, odd and compulsively readable. This is a story about money—how it arrives out of the blue, and how it needs to be spent, fast.

More poignant and inward-looking is "Private Peaceful", a novel by Michael Morpurgo, Britain's children's laureate. A young private, trapped in the trenches during the first world war, reflects upon his peaceful rural childhood. The closer danger creeps, the more he faces backwards into the past to retrieve some sense of inner tranquility.

24. What should a good picture book for children not contain?
 - (a) Quantum of words.



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Hamamatsu. And India became a good money earner for Suzuki outside Japan, with 74.6 per cent of its global profits coming in from the Rs. 800 crore profit made by MUL in 1996–97.

The Maruti 800 became the benchmark car in India and a shooting yen prevented MUL from swapping the model from Alto nee Zen, the same car made an entry in India as a classier hatchback and a replacement market car. And the 800 cc continued to reign supreme. Credit must go to MUL and Suzuki for indigenising the car and making it one of the cheapest in the world—it retails well under US \$10000 mark. But Suzuki fast became complacent and with the stake of the company raised to 50 per cent from a mere 26 per cent in 1992, it became ever more so. Nowhere in all this did the government think of setting up an R&D wing big enough to develop newer designs or at least revamps, without going to Hamamatsu. To be fair, Suzuki never voiced the need for an in-house MUL R&D.

8. Which of the following sentences is correct, according to the passage?
 - (a) Lotus was taken over by Proton so as to be able to offer a new product range.
 - (b) Lotus was taken over by Proton for increasing its cash balance.
 - (c) Lotus was taken over by Proton for contract engineering expertise.
 - (d) (a) & (b) both.
 - (e) a, b & c.
9. Which of the following statements is correct, according to the passage?
 - (a) Hicon Holdings was a Malaysian Government owned company.
 - (b) Maruti Udyog Ltd. belongs to the joint sector.
 - (c) Proton is an internationally competitive company today.
 - (d) a & b.
 - (e) None of these.
10. As per the passage, Maruti Udyog Ltd. has been successful because:
 - (a) It was created by a lobby of politicians.
 - (b) It had the protection of government regulations.
 - (c) It catered to 70% of the Indian market.
 - (d) It created a national car for the requirements of the common Indian.

- (e) It was technologically superior than its competitors.
11. As projected by the passage, the MUL has nurtured the interest of _____
 - (a) Indian polity
 - (b) Indian economy
 - (c) Suzuki's profits
 - (d) India's growth story
 - (e) None of these
12. The major difference between the Proton and MUL has been
 - (a) the political backing.
 - (b) the Japanese Collaboration.
 - (c) the emphasis on R&D efforts.
 - (d) The use of technology.
 - (e) None of the above.
13. Which of the following sentences is incorrect, according to the passage?
 - (a) The realization of Maruti cars in India is in consonance with the dream of the late Sanjay Gandhi who desired to have an affordable automobile for the masses.
 - (b) The contribution of Suzuki Motors towards indigenising the car is noteworthy.
 - (c) A high performance & efficient 1800 cc coupe was launched to explore the South Korean market.
 - (d) The Maruti 800 became the benchmark car in India.
 - (e) None of the above.

Passage 3

Sheepish scientists now admit that the first and most famous cloned animal, Dolly, is probably growing old before her time. It is reported that Dolly suffers from arthritis in one of her hind legs. Created from a cell taken from an adult ewe's mammary glands by Ian Wilmut and his team of scientists at the Roslin Institute in Scotland five years ago, Dolly created ripples in frontier biotech research. Hundreds of such cloned animal foetuses created before Dolly were found to be either abnormal or incapable of survival or both. Now, sceptics point out that Dolly's arthritis at so young an age is proof of the untenability of the cloning technique itself. In Dolly's case, they say, the issue at hand is premature ageing; in others, however, the consequences could be much more



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even though he may be exonerated afterwards. "No show cause notice is necessary to make a speaking order" so observed the Supreme Court in a case. A separate chapter has been assigned to explain how the CBI works to catch corrupt officials by laying traps. This chapter, apart from being interesting, is instructive to the staff of the persons involved in investigation of crimes. A separate chapter dealing with white-collar crimes discloses that it is the educated who commit more crimes in ingenuous manner. I will be failing in my duty if I do not refer to a case referred to by author. "Once a senior officer was approached by a contractor to show favour in the award of a particular contract, in his favour, on consideration. His P.A. had shown the file to the contractor where the officer had written 'approved'. The contractor was pleased that the work was got done with the fraction of the 'settled amount.' The officer did not release the file, as the settled amount had not been paid. He called back the file and recorded 'not approved'. The contractor again approached the officer with the plea that he had gone out of station, due to the death of his mother-in-law. When the amount was paid, he (the officer) added one 'e', 'Note approved'. When that note sheet was tested in CSFL it could be easily proved that 'Not' was added afterwards, and 'e' was entered subsequently, by ultra violet rays".

Chapters 27 to 33 are additions to this edition of this book. Features of the Information Technology Act are given in chapter 28, which gives full details of cyber fraud and abuse. He says "Cyber space is regarded as lawless Wild West for investment swindlers." Instances of certain crimes are given.

The next chapter, "Computer fraud prevention and detection and Internet fraud—how to avoid Internet scam" is very important which no reader can miss. Days are not far off as cyber crime will be the prime crime in our country. There are 103 appendices as against 65 in the previous edition. Though the author has captioned the book as "Facets of vigilance — prevention to prosecution", it is an exhaustive study of the subject.

1. According to the passage, government servants are

- I. fishes and birds.
- II. fish and poison.
- III. birds and poison.

- (a) Only I is correct.
- (b) Only II is correct.
- (c) Only III is correct.
- (d) None is correct.
- (e) I & III are correct.

2. According to the author, vigilance is the duty of _____.

- (a) the Central Vigilance Commission.
- (b) the central government.
- (c) the central government and all state governments.
- (d) all government institutions.
- (e) All government institutions & the public at large.

3. It can be inferred from the passage that

- (a) it is not impossible to predict the true character of government servants.
- (b) the author doesn't believe that government servants are not corrupt.
- (c) government servants eat up a large share of government revenues.
- (d) the behaviour of government servants are similar to the behaviour of birds.
- (e) Corruption is an integral part of governance.

4. According to the passage, all of the following are not true, except:

- (a) CVC can punish public servants who are guilty.
- (b) The discretion of accepting or rejecting the recommendations of the CVC lies with the government.
- (c) In certain circumstances, CVC's advice is binding for the government.
- (d) The government cannot take action on its own, against a government servant who is guilty.
- (e) None of these.

5. According to the passage, the term "the institution" refers to

- I. CVC
 - II. CVO
 - III. CBI
- (a) Both (I) and (II).
 - (b) Only (I).
 - (c) Only (III).
 - (d) Only (II).
 - (e) (I), (II) and (III).

Passage 2

AMONG the several citrus fruits, acid lime is one of the most prolific yielder, and this crop can be profitably grown in the tropical plains and hillslopes with scant water resources. It



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the Left disapproves of all legislative problems being dumped into the judiciary's lap. In principle he is correct, but who else can lay down the law to prevent the disgusting antics we saw in Goa?

The Supreme Court stepped in to tell Governor Syed Sibtey Razi that it was setting a date for the vote of confidence in the Jharkhand assembly. It told 'Chief Minister' Soren that he could not have one of his pets sitting there as a nominated Anglo-Indian member. I pray that it also lays down broad guidelines on the powers of a Speaker Pro-tem.

But what of those Speakers, properly elected and not serving pro-tem, who act as tools of the executive wing? The position of a Speaker was spelt out on January 4, 1642 when King Charles I came in person to arrest five MPs from the House of Commons. Not finding them, he asked the Speaker where they were. William Lenthall, famously replied, 'I have neither eyes to see nor tongue to speak in this place but as this House is pleased to direct me, whose servant I am here.' Speaker Bejoy Kumar Banerjee was a man cast in the same iron mould; others, I am afraid, have been far more accommodating to the executive branch.

I recall something Dr Ambedkar said long ago. After pointing several perceived flaws in the Constitution, his interlocutor asked Babasaheb how long such a body of laws could last. He replied soberly, 'Good men can make even bad laws work to the common benefit, but bad men will abuse even the best Constitution.' In the ultimate analysis, it is for us voters to see that only the best people get elected. If we are swayed by prejudice, then let us resign ourselves to more Satarkars and Sardinhas.

16. Governor Dharmavira was _____

- (a) prejudiced with the existing government.
- (b) trying to save the interest of West Bengal.
- (c) against the then speaker Bijoy Kumar Banerjee.
- (d) trying to gain political favours.
- (e) a shrewd politician.

17. Who had to sit on a Dharna outside Writer's Building against his own government?

- (a) Bijoy Kumar Banerjee
- (b) Dr. P.C. Ghosh
- (c) Ajoy Kumar Mukherjee
- (d) Vishwas Satarkar
- (e) None of these.

18. According to the passage which of the following is correct?

- (a) The P.C. Ghosh ministry was inefficient right from the start.
 - (b) The left approves of all powers being held by the judiciary.
 - (c) Dharam Vira had worked for the interest of his political bosses.
 - (d) The Supreme Court has given directives about all speakers Pro-tem.
 - (e) S.C. Jamir is not the first governor to be partial towards a particular political party.
- 19. The ultimate fate of Indian Democracy is in the hands of _____**
- (a) the speaker of Lok Sabha.
 - (b) the president of India.
 - (c) we, the people of India.
 - (d) the Supreme Court of India.
 - (e) The politicians & the bureaucrats.
- 20. The style of working of William Lenthall of the house of Commons was similar to the style of which of the following Indian politicians?**
- (a) Sitaram Yechury.
 - (b) Ajoy Kumar Mukherjee.
 - (c) Vishwas Satarkar.
 - (d) Francisco Sardinha.
 - (e) None of these.
- 21. Who holds the exclusive power to make and unmake ministries?**
- (a) The Executive.
 - (b) The Legislature.
 - (c) The Judiciary.
 - (d) All of the above.

TEST 4

Passage 1

Samar Elhamalawy didn't know what was wrong with her little son. But when Mahmood was nine months old, he suddenly lost interest in walking. He reverted back to crawling, from standing and cruising along the couch. "He just started to deteriorate," the Hamilton mother of two recalls. A few months later, she worriedly asked her family doctor why he had so few teeth. Then, at 14 months old, the little boy took two steps, fell down and broke his arm.



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"Grab a helicopter with a helitorch," says the voice on the phone. "Head north. Fast!" That's all the instruction Kelly Sawchuk needs. He hangs up, hails a pilot and runs to a chopper at the fire base in Weyakwin, in central Saskatchewan. Moments later they are lifting above a sea of spruce and pine.

A veteran firefighter, Sawchuk knows that a lightning strike on a windy day in a dry boreal forest is like dropping a match into a streak of gas. The trick is to nail the blaze while it's still small.

"We saw the fire as soon as we got above the trees," says Sawchuk. Catapulted by the furious south winds into the parched tree crowns three kilometres from Weyakwin, the fire is growing in mass and momentum. "It had to be doing 20 metres a minute. We could hardly catch up to it."

Slung beneath the chopper on five-metre-long cables is a 205-litre drum packed with gelled fuel and linked by hose to a burner nozzle. The helitorch is used to fight fires with fire, to set backfires that can slow or redirect a speeding forest blaze away from buildings or timber tracts in its path.

The Dragon, as this recent fire was dubbed by firefighters for its sudden, furious character, is rushing at a cluster of cottages on Weyakwin Lake. It threatens to leap the only road into the subdivision, burn out the power lines and spread into a large forest.

Sawchuk is well trained in the science of predicting fire behaviour, in the flammability of different tree species and in the telltale colors of foliage at different moisture levels.

He scans the forest for a target, a tactician looking for an opening.

What he needs is a natural barrier to work with, a stream or swamp. He spots a small piece of muskeg. It'll have to do. Quick words are exchanged, and the pilot dips the chopper beneath the smoke, flying directly ahead of the onrushing fire.

Northern Saskatchewan's forests were tinder dry that June, with 95 blazes burning in the province, nine out of control. How well equipped are we today to deal with such blazes?

Broad tendencies in forest fires have long been known. Blazes accelerate amid evergreens, but sputter in leafy stands. They speed naturally downwind and uphill, and grow fiercer and faster in the late afternoon than at night. Such truths have traditionally dictated fire-fighting tactics.

In the past, however, gaps in the knowledge were huge. Who knew where lightning would touch off a fire or how dry a forest was?

Where exactly are the coniferous and deciduous stands in Canada? These unknowns limited firefighting strategy.

But over the past two decades, there has been a revolution in Canadian fire fighting. Mere response is now obsolete, replaced by a new model of predicting fires and putting people and gear in place *before* the fire breaks out. Helicopters, water bombers and ground crews are shifted daily, if necessary, to stay ahead of the changing threat. It was no accident that Sawchuk's helicopter was near the Dragon outbreak. It had been pre-positioned because of that day's fire risk.

The revolution in fighting forest fires includes weather satellites that show the approach of lightning storms. Fire weather stations report moisture, temperature, humidity and wind speed by satellite, radio or telephone. Computer memories are stockpiled with maps documenting forest types, communities and other areas of value across the province. And 30 years of research into fire behaviour tells duty officers whether a particular fire is likely to flare or fizzle, to threaten a town or burn itself out harmlessly.

Canada's forest-fire-fighting agencies are now world leaders in predicting fire outbreaks and behaviour. And Saskatchewan's system is no exception. Its nerve centre is an island of buildings and helipads at the northern outskirts of Prince Albert. Here, Lyle Prokopetz, a regional duty officer, keeps watch on a bank of computers that are the guts of the early-warning system, working alongside specialists in geographic-information systems, fire science and logistics. A full-time summer staff of 1,000 and a part-time emergency crew of more than 5,000 stands ready.

Prokopetz opens a window on his computer monitor and a colourful sunburst of concentric rings around a red core appears. If the computer could talk, it would say "If a fire breaks out here, a ground crew must attack it within four minutes to keep it from spreading beyond ten hectares." The computer gathers information from provincial and federal weather stations, overlays it on geographic-information-system maps of the forest, and links the data to the burn behaviour established by forest-fire research.

Prokopetz opens another window that says in effect "If your fire spreads into this region, its intensity will hit 10,000 kilowatts per metre—the amount of energy being given off by a section of a flame front one metre wide." In this case, the fire would be too hot for crews to approach. Other windows show lightning storms approaching from Alberta, digital photographs of live fires e-mailed in over the past 24 hours from patrol planes and dollar values of specific forests.



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of kilos from Nicaragua to Seattle via Vancouver. He estimates that he and DeBrizzi earned \$500,000 from cocaine, though it may have cost DeBrizzi his life. He was shot: four bullets in his back and chest.

D'Rosa thinks John Gotti of the Gambino family must have ordered the hit because he suspected DeBrizzi was holding back money. Fearing he might be next, D'Rosa fled north to Toronto.

D'Rosa had about \$15,000 when he got here, the last of his cocaine money. He avoided Canadian mobsters for fear they might make inquiries about him in New York. Instead, he connected with a variety of petty crooks and eventually met up with a Quebecer named Yves.

"Yves dealt in counterfeit money and fake IDs, and D'Rosa was in the market for the latter. Yves brought along blank baptismal certificates and an official seal of the Province of Quebec. He filled out four or five of these documents by hand, supplying Quebecois names, places, dates of birth, as well as baptismal parishes and priests, and stamped them with the provincial seal. They could be used to apply for social-insurance numbers, driver's licences or medicare cards. For a few extra dollars, he threw in the baptismal certificate and social-insurance card of a Montrealer named Joseph. Taking on Joseph's identity, D'Rosa was ready to go to work. But he needed an address. He acquired one through an acquaintance named Roman, who managed several Toronto rental properties for a Serbian immigrant. For a small fee, he provided D'Rosa with a fake receipt for a deposit on a bachelor apartment in a building Roman managed. This was the address he provided the Toronto welfare office with the day he received his first two cheques.

Over the next couple of years, D'Rosa sold addresses in Roman's buildings to 40 or 50 others, collecting fees of \$100 to \$150 for each one. He also put his baptismal certificates to work, collecting welfare under as many as seven different names and filing for unemployment insurance.

The Ontario Student Assistance Program provided another source of easy money. On consecutive days one spring, D'Rosa filled out two applications for admission to George Brown College's human resources program as a mature student. He used different aliases and fabricated employment histories.

After completing the admission papers, he applied for student loans, and in late August he was informed that the loans had been approved. In September, he turned up at a gymnasium full of noisy, backpack-toting students. That day

he collected two loan certificates, each for \$4,500. The certificates were distributed from three different tables marked A to F, G to L, and M to Z. The two last names he was using landed at different tables, so he could collect his certificates without being noticed.

With his loans safely deposited at the bank, a teller asked him if he needed overdraft protection. "I said, 'Good idea. I might need some text books.' She makes it for \$500. Then in early January, to and behold, a loan certificate for \$1,500 arrives in the mail. I didn't even know I had more loan money coming. Happy New Year!"

D'Rosa is a little embarrassed by his Toronto scams but not because of any ethical qualms. "Ham and eggs stuff," he calls them-low-yield, low-risk activities, not up to his usual standards. In 1996, he did something even more uncharacteristic. He took his first legitimate job since leaving the marines-fund-raising for a major hospital foundation.

To get the job, he used a birth certificate and social-insurance number he had acquired from Georgie, an IRA man "over here illegally, raising money or buying guns for them."

D'Rosa found he liked the job and reeled in so many large donations that he earned the praise of the president of the foundation. He stayed at it for four years. Then, he says, "I got complacent." He returned from a break one day and a colleague told him someone from Revenue Canada had phoned. D'Rosa had recently filed a return after a friend said he could get a refund. He suspected the government had questions about it. He finished his shift and never went back. He left his live-in girlfriend at the same time, moved to Scarborough and adopted a new identity.

Later, he received correspondence from Revenue Canada indicating that someone was filing returns under the same name. "Georgie told me the ID was clean, the guy was dead," D'Rosa says. "It turns out he's still kicking."

Even without his job, though, he had reason to stay: He had developed a need for Canada's health-care system. He awoke one night with heartburn so severe that he had a friend drive him to Scarborough General Hospital. Eventually, he was referred to a cardiologist, who found a blocked artery and sent him to St. Michael's for an angioplasty. "When I found out the government pays for everything up here, I was shocked," he says. "The Canadian health-care system is truly amazing."

D'Rosa suffered a second attack in 2000 and was hospitalized for ten days, undergoing angioplasty, courtesy of Canadian taxpayers. Two years later, in November 2002, he



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4. Helping Handles for the elderly

In the late 1990s, Alexandra Levy got a contract with the Quebec branch of a U.S. company that sells everything from carts to trays, for institutional meal delivery. Her mother, Sarah, worked at the same company.

The two soon discovered that many people—particularly seniors in nursing homes—had trouble using standard plates, cups and utensils. Arthritic patients often found cutlery handles too small to grasp, while those suffering the trembling of Parkinson's disease risked burning themselves when drinking hot beverages. The ill-suited supplies made eating so difficult that some patients became undernourished.

When Alexandra and Sarah approached their employer with the idea of making ergonomically friendly insulated dishes, cutlery and other meal-related items, the company wasn't interested, so they decided to develop a line of products themselves. If they could be made at a reasonable price, and be made aesthetically pleasing, the line could turn into a money saver. "Nursing home and hospital operators are always looking for cost-saving measures," reasoned Alexandra. "If patients can feed themselves, that frees up an attendant."

It was a great idea, but costly. It took 18 months to come up with the right designs, and then they had to raise \$250,000 for molding and tooling, tapping two banks and two government funding programs.

But their faith in their new endeavour, Ergogrip, is paying off. By 2002, their annual sales had tripled to almost \$1 million in Quebec alone.

They are now busy expanding across Canada and into the United States, and adding to their line of products—which today stands at 17 items.

"Everybody is being paid, but we're not living lives of luxury," says Alexandra. Despite their debt, she and Sarah are happy. "We're building the company and doing what we want to do—and the way we want to do."

Andrew Dewberry, the Caulk-Rite inventor, would agree. "The whole process, from coming up with the idea to actually seeing it used, gives you a fantastic sense of self-worth."

21. Why did Devon not like his first bicycle ride with his father?
- The seat was too high and very hard.
 - He was feeling sleepy and wanted to take a nap.
 - He could not talk to his father while riding and could not see where they were going.

- He did not want to ride and wanted to walk instead.
 - He felt unsafe.
22. What is rare in the world of inventions?
- Good ideas for inventions.
 - People with the drive and initiative to make the ideas work into sound businesses.
 - Inventors who are not successful.
 - Access to money.
 - All of the above.
23. Why was Dewberry not able to sleep?
- He was having problems counting sheep.
 - His car industry was not doing a good business.
 - He was eleven years old and was very excited about a new idea.
 - He wanted to set up a new industry.
 - He wanted to set up a steel plant next to the car plant.
24. What prerequisites did the Hardware store ask Dewberry to furnish before they accepted his product?
- They wanted to know who they were.
 - They wanted to know how many products they had sold.
 - They wanted to know what was their track record about this product and other products.
 - They wanted to know what other products he had to sell.
 - All of the above.
25. What was the method that the workers employed for caulking before Dewberry's invention?
- They used a brush for the purpose.
 - They used their fingertips for the work.
 - They used a nozzle for caulking.
 - They used a felt pen like device to do the work.
 - None of these.
26. What problems were encountered by people who used the traditional crutches?
- Their hands used to be occupied and they were unable to use their hands for anything else.
 - The side effects of the use of crutches was associated with aches and pains.
 - Some people also used to fall while using crutches.
 - The weight was supported on the hands.
 - All of the above.



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- (b) Finding traces of microbes in a meteorite converted the belief into truth that we are not alone in the universe.
- (c) Finding traces of microbes in a meteorite would make it possible to exchange galactic e-mails in future.
- (d) Finding traces of microbes in a meteorite made us think about exploring the viability of establishing human settlements in space.
- (e) None of these can be inferred.
3. According to the passage it can be inferred that
- (a) A planet with a circular orbit is more likely to be hospitable to life than would one with an elliptical orbit because the latter experiences very low temperatures.
 - (b) A planet with a circular orbit is more likely to be hospitable to life form than would one with an elliptical orbit since the latter is proximate to the energy-giving star it is circumambulating.
 - (c) A planet with a circular orbit is more likely to be hospitable to life forms than would one with an elliptical orbit because the latter experiences extreme temperatures.
 - (d) Both (a) and (c).
 - (e) (a), (b) & (c).
4. According to the passage, we can infer that
- (a) Parallel universes are half truth and half truth is not perceptible
 - (b) Parallel universes are not easily perceptible because they are not the whole truth.
 - (c) Parallel universes are not easily perceptible and what we perceive is not the whole truth.
 - (d) Truth is always easily perceptible.
 - (e) Parallel universes do not exist.
5. After the discovery of new planets, according to the passage, scientists are
- (a) euphoric.
 - (b) jubilant.
 - (c) enthusiastic.
 - (d) elated.
 - (e) joyous.

Passage 2

In those days, there was no forum in DRDL where issues of general importance could be openly discussed and decisions debated. Scientists, it must be remembered, are basically emotional people. Once they stumble, it is difficult for them to pull themselves together. Setbacks and disappointments have always been and always will be an inherent part of any career, even in science. However, I did not want any of my scientists to face disappointments alone. I also wanted to ensure that none of them set their goals when they were at a low ebb. To avoid such eventualities, a Science Council was created—a sort of panchayat where the community would sit together and take common decisions. Every three months, all scientists—juniors and seniors, veterans and freshers—would sit together and let off steam.

The very first meeting of the council was eventful. After a spell of half-hearted enquiries and expressions of doubt, one senior scientist, MN Rao, shot a straight question: "On what basis did you select these five Pandavas (he meant the Project Directors)?"

I was, in fact, expecting this question. I wanted to tell him I found all these five Pandavas married to the Draupadi of positive thinking. Instead, I told Rao to wait and see. I had chosen them to be in charge of a long-term programme where new storms would arise everyday.

Every tomorrow, I told Rao, will give opportunities to these enthusiastic people—the Garwals, Prahlads, Iyer and Saraswats—to gain a fresh perspective on their goals and a strong hold on their commitment.

What makes a productive leader? In my opinion, a productive leader must be very competent in staffing. He should continually introduce new blood into the organization. He must be adept at dealing with problems and new concepts. The problems encountered by an R&D organization typically involve trade-offs among a wide variety of known and unknown parameters. Skill in handling these complex entities is important in achieving high productivity. The leader must be capable of instilling enthusiasm in his team. He should give appropriate credit where it is due; praise publicly, but criticize privately.

One of the most difficult questions came from a young scientist: "How are you going to stop these projects from going the Devil's way?" I explained to him the philosophy behind IGMDP—it begins with design and ends in deployment. The participation of the production centres and



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Westerners have more self-esteem than Chinese? Dr. Leung Kwok, chairman of the psychology department of Chinese University, points his finger at belief systems: the collectivist mind-set often stereotypes Chinese unfairly. The philosophy of "yuen" (a concept used to explain good and bad events which are pre-determined and out of the individual's control) does not foster a positive self-concept. Neither do collectivist beliefs, such as sacrifice for the group, compromise and importance of using connections. "If a Chinese loses or fails, he has a stronger sense of responsibility. He tends to blame it on himself. A non-Chinese from the West may blame it on forces outside himself," Dr. Leung said. By the end of the three-day session, there were as many questions raised as answered. It was agreed there was room for further research. To the layman, so much of the discussion was foreign and riddled with jargon and on-going references to studies and researchers. The work of the participants will resurface in a forthcoming Handbook of Chinese Psychology, which will be edited by Dr. Bond and published by Oxford University Press.

16. According to the passage the author suggests that:
 - (a) the building is in danger of attack.
 - (b) not many people study Chinese psychology.
 - (c) Chinese psychology is a difficult subject to study.
 - (d) Chinese psychology is a difficult subject to organize.
 - (e) Chinese psychology is outdated.
17. It can be inferred from the passage that:
 - (a) the cultural revolution was a dangerous period for Chinese psychology.
 - (b) the cultural revolution was a productive period for Chinese psychology.
 - (c) the cultural revolution was an unproductive period for Chinese psychology.
 - (d) the cultural revolution was a new beginning for Chinese psychology.
 - (e) the cultural revolution renewed Chinese Psychology.
18. According to the passage, William Gabrenya refers to himself as an 'illiterate gweilo'. This suggests that:
 - (a) he feels secure in his illiteracy.
 - (b) he feels defensive about not speaking and reading Chinese.
 - (c) he is representative of other westerners active in this field.

- (d) he can operate perfectly well without learning Chinese.
- (e) He does not know to read and write Chinese.
19. According to the passage, all of the following are true except:
 - (a) the conference attracted a very professional standard of presentation.
 - (b) the visual aids were not very easy to understand.
 - (c) the visual aids were not very tidy.
 - (d) the presenters were under time pressure.
 - (e) All of these.
20. According to the passage, which of the following is not true?
 - (a) It is difficult to come to a conclusion about western and Chinese intelligence.
 - (b) Chinese characters are very difficult for westerners to master.
 - (c) It is difficult to measure Chinese intelligence with western tests.
 - (d) More tests are required that are conducted by the Chinese for the Chinese.
 - (e) None of these.
21. Which of the following sources does the writer quote from in this passage?
 - (a) Confucius
 - (b) Chinese and Western academics
 - (c) Oxford University Press
 - (d) Journalists
 - (e) All of these.

Passage 5

The violence in Nepal, which has claimed over 280 lives in the last few days, has New Delhi worried for more reasons than one. For starters, instability has a way of spilling over international borders as India is only too well aware after what has happened in Afghanistan, Pakistan and Kashmir. India can also not ignore the fact that the Maoists in Nepal have strong ties with the Maoists Communist Centre (MCC) in Bihar, with which Nepal has an open border, and Jharkhand and with the People's War Group in Andhra Pradesh and Chhattisgarh. Not only does that increase the chances of spillover of the violence into India, it also means that any "success" that the Nepali Maoists achieve is likely to



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- III. It has always been the special privilege of the ruling class to fly the national flag.
- Both II and III
 - Only II
 - Only III
 - Both I and III
 - All three
10. The author's attitude towards the issue can be termed as
- very critical.
 - passionate.
 - indifferent.
 - objective.
 - pecuniary.

Passage 3

Alcohol doesn't often get billed as a brain food, but new research suggests that booze offers at least one cerebral benefit. It may reduce aging drinkers' risk of developing Alzheimer's disease and other forms of dementia.

Although extreme alcohol consumption kills brain cells, there's contradictory evidence about whether long-term drinking has permanent effects on cognitive abilities such as reasoning and memory. Prolonged, excessive drinking can lead to the liver disease cirrhosis and may contribute to breast cancer risk, however. Drinking is also responsible for many accidental injuries and deaths.

Nevertheless, alcohol in moderation promotes cardiovascular health by boosting concentrations of good cholesterol and inhibiting the formation of dangerous blood clots. Additional compounds in red wine seem to benefit the heart and blood vessels. Drinking also appears to guard against macular degeneration, an incurable eye disease.

Now, the brain joins the list of organs that seem to benefit from alcohol.

From 1990 to 1999, Monique M.B. Breteler and her colleagues at the Erasmus Medical Centre in Rotterdam, the Netherlands, observed 5,395 individuals aged 55 and older, who didn't initially show signs of dementia. Of these participants, 1,443 "moderate drinkers" reported having one to three alcohol beverages of some sort each day, while 2,674 said they consumed less than one drink and 165 acknowledged having four or more drinks per day. Another 1,113 participants abstained altogether.

Over an average follow-up period of 6 years, 146 participants developed Alzheimer's disease and another 51 got some other form of age-related dementia. That put the overall risk for dementia at 3.7 per cent. The risk was about 4 per cent among nondrinkers, light drinkers, and heavy drinkers, but only 2.6 per cent of the moderate drinkers developed dementia.

Once the researchers adjusted their data to account for participants' sex, age, weight, blood pressure, use of tobacco, and other factors that influence dementia, moderate drinkers showed only 58 per cent the risk of dementia calculated for nondrinkers, Breteler's team reported.

Moderate drinkers had an even more marked decrease in vascular dementia, a condition in which blockages in blood vessels in the brain cause recurring, minor strokes that gradually erode cognitive ability. The researchers hypothesize that since vascular disorders are linked to dementia in elderly people, alcohol's benefits to blood vessels might indirectly sustain brain function.

Jean-Marc Orgogozo, a neurological epidemiologist at the University of Bordeaux in France hails the study. He and his colleagues have found that French wine drinkers over the age of 65 have a reduced risk of dementia. The new research supports that finding, shows that beer and hard liquor—not just wine—are protective, and establishes the effect in somewhat younger people, he says.

John R. Copeland, a psychiatrist who's retired from the University of Liverpool in England, calls the Dutch finding "very interesting but not unexpected." Although Copeland's research suggested that heavy, long-term drinking reduces cognitive ability in elderly men, people who show benefits in the new study consumed alcohol in more modest, "therapeutic quantities," he says.

However, Orgogozo questions exactly what quantity constitutes a happy-hour medium. His own past research suggests three to four drinks per day are required to help ward off dementia. The lower threshold for benefit in the Dutch study may reflect participants' underreporting of alcohol consumption in a country that, unlike France, attaches a stigma to drinking, Orgogozo says.

11. Which of the following can be inferred from the passage?
- Sometimes, alcohol is considered as brain food.
 - Alcohol reduces the development of Alzheimer's disease.
 - Alcohol may be a cure for dementia.



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that the effects of global warming ought to be magnified at the Poles. Nonetheless, recent research points out that while the Arctic is indeed getting warmer, the Antarctic is definitely getting cooler. This will mean that previous estimates of rising sea levels that included the melting ice caps of both the North and South Poles will have to be suitably revised. So what is the mystery behind the cooling of the White continent?

Since most of the inhabited and industrialised countries are clustered close to the Arctic, polluting emissions waft across to the North Pole, creating a greenhouse effect, warming the air and loosening the ice sheets. Complex interplay of ocean currents appears to have changed temperatures, cooling the southern Ocean around the Antarctic and transforming the Pole's temperature profile. Antarctica's harsh desert valleys are turning cooler, setting off a series of ecological consequences in the region. Meanwhile, here's another contradiction; reports from New Zealand describe how there is a surfeit of global warming-induced break-away icebergs in the Southern Hemisphere.

23. According to the passage, all of the following are not true, except:
 - (a) Traditional theories failed to calculate the effects of global warming.
 - (b) Fall in temperatures in the Antarctic is in accordance with the traditional theories.
 - (c) Effect of global warming is the maximum at the Poles.
 - (d) Effect of global warming on Antarctica is on unexpected lines.
 - (e) Effect of global warming on Antarctica is on expected lines.
24. According to the passage, it can be said that
 - (a) Antarctica has become colder than the other continents of the world.
 - (b) Antarctica has become colder than the Earth over the last 35 years.
 - (c) The decade growth in temperature is much higher for Antarctica than the Earth itself.
 - (d) The average temperature rise for the decade 1979–1998 was more than the average rise in temperature over the last 100 years.
 - (e) Both the Arctic and Antarctic are getting cooler with global warming.

25. It can be inferred from the passage that:
 - (a) Our knowledge and our theories about global climate change fails to explain what is happening across the globe.
 - (b) It is a matter of great contradiction that we failed to understand the full import of global climatic change.
 - (c) We could not understand the importance of global climatic change.
 - (d) It was difficult for us to understand the full implication of global climatic change.
 - (e) The threat of global warming is accentuated due to what is happening in Antarctica.
26. According to the passage, factors affecting the temperature profile of Arctic do not include
 - (a) ocean currents.
 - (b) greenhouse effects.
 - (c) atmospheric pollutions.
 - (d) loosening of the ice sheets.
 - (e) Global warming.
27. According to the passage, the most important factor for global warming is
 - (a) hot summers.
 - (b) increased human activity.
 - (c) shrinking biodiversity.
 - (d) increasing pollution levels.
 - (e) polluting factories.

TEST 3

Passage 1

"SINCE wars begin in the minds of men," so runs the historic UNESCO Preamble, "It is in the minds of men that the defences of peace must be constructed." Wars erupt out when the minds of men are inflamed, when the human mind is blinded and wounded, succumbs to frustration and self-negation. War is the transference of this self-negation into the other-negation. The three Indo-Pak wars and the persisting will to terrorise have emanated from this savage instinct of other-negation that is the legacy of the partition carnage and its still-bleeding and unhealed wound.

Truncated from its eastern wing in 1971, Pakistan ever since has suffered from a sense of total existential self-negation. Plus the scars left by the two previously lost wars



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10. Which of the following is not a characteristic of mind-body medicine?
- It is a field that has been developed by Deepak Chopra.
 - Deepak Chopra is the only proponent of mind-body medicine.
 - It emerges out of the ancient view of medicine as a holistic one.
 - It focuses on the interactions between mind and body and how social, mental, emotional and spiritual factors affect health.
 - None of these.
11. According to the passage, which of the following is/are vital for the mind?
- Illuminations
 - Visual imagery
 - Meditation
- II and III
 - Only I
 - Both I and II
 - Only II
 - Only III
12. It can be inferred from the given passage, that:
- modern medicine totally rejects the need of harmonizing the human body interaction with the human mind.
 - Modern medicine does not accept the traditional holistic models.
 - Modern Medicine is more mechanistic and materialistic in its approach than that of the traditional holistic models.
 - Traditional holistic models attach greater importance to mind, emotions, social environment and spirituality.
 - Modern medicine is superior to traditional holistic models.
13. According to the passage, mind-body medicine is the most comprehensive and scientific examination of holism because
- It developed measurement tools for physical and psychological parameters.
 - It tests the relationships between physical and psychological parameters.
 - In it, the physical world, the mental world and the spiritual world move inwards to become one.
- Only III is correct
 - Only I and II are correct
 - I, II and III are correct
 - Only I and III are correct.
 - None of these
14. Which of the following professions is the most likely one to which the author could belong?
- a psychologist
 - a physician
 - a sociologist
 - an economist
 - a scientist
15. According to the passage, consciousness does not affect
- thoughts, desires and emotions.
 - behavior and physiology.
 - mind and body.
- II and III only
 - III only
 - I and II only
 - Only I
 - None of these

Passage 4

Treatments for heart failure—implantable heart devices and cell-grown tissues—are among the top 10 research advances in heart disease and stroke for 2001, says David Faxon, president of the American Heart Association.

Other major milestones include drug-eluting stents and the use of stem cell transplants to repair stroke-damaged brains. Created in 1996, the 'Top 10' list highlights major gains in heart disease and stroke research.

In what could become one of the biggest breakthroughs in treating cardiovascular disease, scientists used drug-coated stents to prevent the reblockage of the stented section of a coronary artery.

Reblockage occurs in about 15 per cent to 30 per cent of angioplasty patients who receive stents. Researchers involved in several clinical trials have found that stents coated with a drug prevent the overgrowth of cells that typically causes the stented artery to reblock. A number of other drug-eluting stent trials are under way.

Heart failure patients treated with a left ventricular assist device (LVAD) lived longer and better than patients who did not receive the device.



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addressing the needs of the unorganised sector. One of the major problems that has dogged this sector has of course been that of implementation. Thus, for example, while there is a stipulated minimum wage for most industries, this is frequently flouted by employers. A central objective of the NCL has been to advocate legislation to create agencies, which would mediate between the employer and the employee, to institutionalise certain guarantees of welfare and security to the employee. Thus, for example, the State Assisted Scheme of Provident Fund for Unorganised Workers, 2000, proposed by the Labour Department of the Government of West Bengal, introduces the mechanism of a Fund which will be contributed to by the worker (wage-earner or self-employed person), the employer, and the Government and to which the worker would be entitled at the age of 55 or above. By registering a worker to this programme and issuing an identity card, the initial hurdle of identifying a large mass of scattered workers is overcome, and a step is taken towards institutionalising their legitimate claims against the employers and from the State.

The Karnataka Unorganised Workers (Regulation of Employment and Conditions of Work) Bill, 2001, offers a more comprehensive framework for addressing the unorganised sector's needs. It envisages the formation of a Fund and a Board, in each sector. The Board, consisting of members from the Government, employers and employees, would be responsible for administering the Fund. Employers must compulsorily pay towards the Fund, a certain fixed percentage of the wages or taxes payable by them, or a certain percentage of the cost of their project, (for example, in construction projects). The concept of the Fund is designed to create the financial viability of social security for workers, and to provide a structure for employers' contribution. Thus, workers would be insured for accident and illness, old age, and unemployment. The Board is designed to provide a mechanism to ensure the working of the Fund, and essentially, to institutionalise workers' claims against employers through an empowered agency.

In the broader context of economic liberalisation, recently proposed labour reforms seek to extend the scope of contract employment and to facilitate worker lay-off. As casualisation of labour now seems an irreversible trend, the Bills outlined above would appear to be the only way to insure workers' interests. To this extent, organisations such as the NCL, which have systematically struggled to push for such legislation, are serving an invaluable historical purpose. As the Karnataka Unorganised Workers Bill awaits endorsement

during the Assembly sessions being held currently, for the protagonists of the movement, this would be a watershed, but, nevertheless, only a moment in a struggle that needs to be waged at multiple points and to evolve to newer heights.

22. According to the passage, the proposed labour reforms
 - (a) will encourage the practice of hiring Labourers on a contract basis.
 - (b) will provide a much needed thrust to liberalization.
 - (c) have resulted in casualisation of labour.
 - (d) seek to extend the scope of employment and to facilitate worker retrenchment.
 - (e) will help labourers.
23. According to the passage, textile mill workers could not obtain compensation because
 - (b) they were not united.
 - (a) the number of workers available for pressing their claims was not adequate.
 - (c) of the weakness of the struggle.
 - (d) the motivation of the leaders was very low.
 - (e) None of these.
24. According to the passage, the most important aspect of the NCL is that
 - (a) it is an apex body of independent trade unions.
 - (b) it has given a voice to the interests of workers in the unorganized sector.
 - (c) it has 6,25,000 members spread over 10 States in India.
 - (d) it is the only body of its kind in India.
 - (e) It brings together various organised and unorganised sectors.
25. The tone of the passage can be best described as
 - (a) very critical.
 - (b) descriptive.
 - (c) analytical.
 - (d) exploratory.
 - (e) Arbitrary.
26. It can be inferred from the passage that
 - (a) Formalisation of labour is the result of industrial unemployment.
 - (b) Formalisation attaches little importance to making a commitment towards providing permanent employment.



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have much choice today, between pest-induced cotton crop failure causing farmers' suicides and boosting cotton production through using Bt cotton.

12. According to the passage, Bt cotton
 - (a) could impoverish small farmers.
 - (b) could increase pesticide need.
 - (c) has been proved economically beneficial for small farmers.
 - (d) has resulted in a vast increase in production in the case of China.
 - (e) Is not suited for Indian conditions.
13. According to the passage, the most important objective of introducing GM cotton is to
 - (a) produce Bt.
 - (b) fight a special pest.
 - (c) produce bollworm and increase productivity.
 - (d) reduce pesticide use.
 - (e) reduce cost and increase productivity.
14. According to the passage, India is way behind China in Bt cotton production because
 - (a) Indian conditions are not conducive for it.
 - (b) India could not get the US-help.
 - (c) Indian public opinion is hostile toward it.
 - (d) Indian government is not proactive in implementing it.
 - (e) Both (c) and (d).
15. According to the passage, the attitude of the author towards the introduction of Bt-cotton in India is
 - (a) skeptical.
 - (b) radical.
 - (c) rational.
 - (d) not flexible.
 - (e) hopeful.
16. According to the passage, it can be inferred that Chinese transgenic crop program has become a success because
 - (I) China is not a democracy.
 - (II) China invested hugely in the new technology.
 - (III) China pursued the implementation of the program single-mindedly.
 - (a) I and III only
 - (b) III only

- (c) I and II only
- (d) II and III only
- (e) All three.

Passage 4

The more things change, as the saying goes, the more they stay the same. That could be the depressing epitaph on an eventful year. How else could one explain the extraordinary capacity just revealed in the most powerful country in the world, and now even in our own country, for the most basic and antediluvian of appetites—the lust for war?

It is difficult today to pick up a newspaper or experience the images and comments from major news channels without a deep sense not just of fear for the future, but of shame and embarrassment. We have the mainstream media bombarding us with the most hawkish and aggressive posturing from our own countrymen (yes, they are almost always men) and then eagerly repeating every equally inane and ridiculously belligerent response of the so-called “enemy”. We have declarations of hate and threats of violence which are covered in so much self-righteousness and pious wrath that they threaten to go up in smoke themselves. And through sheer repetition, we the recipients of this onslaught of outrage, are—frighteningly—getting more used to the idea of war, to the notion that it is in some way necessary or inevitable.

It is well known that periods of war, or war mongering, are associated with and depend upon temporary cessations of sanity in society at large. Even so, some of the current discourse is so ludicrous as to be startling. Take, for example, the notions that terrorism can be fought and defeated through war, or that raining bombs upon a country composed of predominantly innocent people can prevent handfuls of desperate and maddened people anywhere in the world from engaging in violence upon other innocents.

Surely no one in her sane mind could really believe this, even if CNN tells us that George Bush thinks so. But such are our dark times that we in India seem not only to have fallen for that quite remarkable formula, but even adopted it for our own. And we—or at least much of our media—appear to have decided that the only means to combat private terror is by unleashing state terror of even greater and more damaging proportions, destroying our own civil liberties and putting many more lives in our subcontinent at risk.

Of course, there are many contradictions in this belligerent position. In fact, if it were not so awful, it would even be



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been brought under cultivation. In many places, mutual-aid groups and ploughing teams have been organized to adjust the use of labour power in the villages, and co-operatives have been organized to overcome the shortage of draught oxen. Moreover, the women are taking part in production in great numbers. None of this could have happened in the Kuomintang days. With the land in the hands of the landlords, the peasants then were neither willing to improve it nor did they possess the means to do so. Only since we have distributed the land to the peasants and encouraged and rewarded production has their labour enthusiasm blossomed forth and great success in production been achieved. It should be pointed out that in the present conditions, agriculture occupies first place in our economic construction, it is by agriculture that we solve both the most important problem of food, and the problem of raw materials such as cotton, hemp, sugar-cane and bamboo, which are needed for the making of clothes, sugar, paper and other necessities. The care of forests and the increase of livestock are also an important part of agriculture. Within the framework of small-scale peasant economy, it is permissible and indeed necessary to draw up suitable plans for the output of certain important agricultural products and to mobilize the peasants to strive for their fulfillment. We should pay closer attention and devote greater efforts to this. We must actively lead the peasants in solving such difficult and essential problems in production as labour power, draught oxen, fertilizer, seed and irrigation. In this connection, our fundamental task is to adjust the use of labour power in an organized way and to encourage women to do farm work. The necessary measures to solve the problem of labour power are organizing mutual-aid groups and ploughing teams and mobilizing and encouraging the whole rural population to help during the busy spring and summer ploughing seasons. Another big problem is that quite a large proportion (about 25 per cent) of the peasants are short of draught oxen. We must attend to organizing draught oxen co-operatives, encouraging the peasants without oxen to buy them for their common use through voluntary subscription to shares. Irrigation, which is the lifeblood of agriculture, also merits close attention. Of course, we cannot as yet bring up the question of state or collective farming, but it is urgently necessary to set up small experimental farms, agricultural research schools and exhibitions of farm produce in various places to stimulate the development of agriculture.

The enemy blockade has made it difficult for us to market goods outside our areas. There has been a decline in production in many handicraft industries in the Red areas, notably tobacco-curing and paper-making. But the difficulties of sending goods out are not entirely insurmountable. We have an extensive market of our own because of the mass demand in our areas. We should systematically restore and develop handicrafts and also certain industries, firstly to supply our own needs and secondly for trade with the outside. In the last two years, and especially since the first half of 1933, many handicrafts and a few industries have begun to look up because of the attention we have begun to devote to them and the gradual development of producers' co-operatives by the people. The most significant fields are tobacco, paper, wolfarm, camphor, farm implements and fertilizers (such as lime). Moreover, in our present circumstances, we should not neglect the manufacture of our own cotton cloth, medicines and sugar. In the Fukien-Chekiang-Kiangsi border areas, some industries have been set up which were previously non-existent, such as paper-making, cloth-making and sugar-refining, and they are doing well. To relieve the shortage of salt, people have begun to extract it from nitre. It requires proper planning to keep the industry going. With a scattered handicraft industry, detailed and comprehensive planning is of course, impossible. But fairly detailed production plans are absolutely essential for certain important enterprises, and first and foremost for state and co-operative enterprises. Every one of our state and co-operative industrial enterprises must pay attention from the very beginning to making accurate estimates of raw material output and marketing prospects in both the enemy areas and our own.

At the present time, it is particularly necessary for us to organize private external trading according to plan and for the state to handle certain essential commodities directly, for instance, the import of salt and cotton cloth, the export of grain and wolfarm, and the adjustment of grain supply within our own areas. Such work was first undertaken in the Fukien-Chekiang-Kiangsi border area and was started in the Central Area in the spring of 1933. With the establishment of the Bureau of External Trade and other agencies, initial successes have been achieved in this connection.

1. According to the passage, the economic blockade has resulted in
 - (a) decline in production in handicraft industries.
 - (b) decline in mass demand.



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The export trade is also vital. Not only can exports be a means of paying for imports, but they also help to earn foreign exchange. Since 1979, the Chinese government has recognised the importance of exports as a means of fostering economic growth. Economic policies and special incentive programmes have been introduced to increase exports. One measure taken was the opening of the five special economic zones.

The aims of the establishment of the SEZ's were to earn foreign exchange, to enhance employment, to attract foreign investment and to accelerate the introduction of technology and management expertise. The five SEZ's established were Shenzhen, Zhuhai, Shantou in Guangdong province, Xiamen in Fujian province and Hainan Island. In order to attract foreign investors and develop foreign trade, the five SEZ's offer similar packages of favourable incentives to foreign firms. One of the most attractive points of these packages is that income tax is fixed at the rate of 15 per cent, lower than that in other parts of China. Other advantages such as tax exemptions, land use rights, and banking and finance privileges are not available to firms operating outside the SEZs.

Many other non-financial advantages are provided inside the SEZs. Firms are provided relatively free-market environments with minimal government intervention. This means that private and joint-venture enterprises are free to hire their own workers. They are also free to set wages to reflect market conditions. Bonuses can be awarded to workers for outstanding performance.

The favourable impact of the SEZs on the economy of China is fivefold: They attract foreign investment, they help the growth of the export industry, they earn foreign exchange, they provide employment opportunities and lastly, they help the indigenous economy improve its level of technology. I would now like to look at some of these points in more detail.

The preferential treaties of the SEZs have attracted foreign investors to invest a huge amount of money in China. For instance, Hainan and Xiamen have attracted investments mostly from Taiwan. By June 1987, a total foreign investment of \$2.12 billion had been made in the five zones, amounting to one quarter of the total foreign investment in China during this period. The most marked success was registered in Shenzhen. By the end of 1986, it accounted for \$1.4 billion through more than 4000 economic cooperation agreements. One significant factor is that the investment has not been confined to the export industry, but has permeated other

sectors such as infrastructure construction, commerce, tourism and real estate.

The establishment of the SEZs has opened a way for China to increase its trade with foreign countries. They not only enhance trading activities such as foreign investment and tourism, but also help China to earn foreign exchange through these activities. As all five SEZs are coastal cities, they are convenient for ocean transport routes and help to promote the export industry. Preferential policies have encouraged foreigners to set up export-oriented factories in the territories. From 1985 to 1987, an annual average real growth rate of 83 per cent was recorded for exports from the five zones. Shenzhen's exports, for example, grew at an average rate of 70 per cent during this period. At the same time, the proportion of the SEZs' industrial products which went to export had risen to 53 per cent by 1987.

Since the beginning of the open-door policy, small-scale private businesses have been allowed to coexist with state enterprises. This has increased employment opportunities for local people and raised the level of economic activity. Also, many state workers sense that going into business on their own may provide greater income potential. They generally adopt an attitude commonly known in China as "I Bu Zho Er Bu Shu", which, loosely translated, means refusing to work and refusing to relax. Many prefer to work for joint-venture firms for higher wages. So the average income in SEZs now ranks as the highest in China.

In theory, advanced technology and know-how will also flow into the country as a result of foreign investment. In turn, with increasing exports, the force of international competition may bring greater pressure on Chinese firms to adopt more efficient work practices. It is perhaps questionable how much benefit the wider Chinese economy has reaped from these investments. The technology, patents and know-how remain firmly the property of, and are controlled by the parent companies. It may however be the case that in the long run, the work culture and practices adopted by foreign companies could have some washback effect over wider economic practices in the country.

In conclusion, the establishment of the SEZs has helped to increase the export trade which in turn, has helped to improve the Chinese economy. Preferential treaties have been offered in the five SEZs to attract foreign investment. A large amount of foreign investment has occurred not only in the export trade, but also in infrastructure construction, commerce and tourism. Foreign companies have been



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the skill to tend plants to eliminate pests and weeds, to plough the field with the help of animals. He saw only one career for his son in fact that lay in farming.

Parental expectations have a distinct slant. Rarely ever do they provide for the natural proclivities of the progeny. By and large, they manage to have their way. In the process they stifle the child's basic talent. It is only the exceptionally strong and the extremely confident among the offsprings who fly against the set by their parents and streak their path to glory. Henry Ford did just that. He showed even when he was about five, that machines and tools were the playthings with which he could spend hours. Time seemed to stand still for him when he played with them. He would rip open a tool that had a rusted nut; he would tear apart a mechanism, which had a broken axle. He would look around for a suitable replacement. He would oil the joints, get the stains all over his clothes, run into trouble with his mother for spoiling the clothes. But all the reprimands failed to mend his ways. He occasionally went with his father around the hoe and the mechanical plough, the tools of the trade. His father, often exasperated, pleaded, cajoled, shouted and screamed. These had only temporary impact. Henry's heart was not in farming.

Mechanical contraptions fascinated him. He would pick up a watch, gently prise the lid on the back, up with a thin wedge peer into it, watch the spring pulsating with life, and notice the wheels, which ran into each other, rotating at steady paces. The whole world for the little boy lay there. He often dismantled the watch, checked each part, understood its role in the complex assembly, got them together again after cleansing, dusting and oiling them. Henry offered to repair clocks and watches held by friends and neighbours. A neighbour joked, "Every clock in the village shudders when it sees Henry coming". At the age of 13, he went with his father to the neighbouring town of Detroit. On the way, he noticed—the steam locomotive. This was in 1876. Henry could not take his eyes off the machine. How smoothly did the locomotive chug along? Could he not try his hand at producing something that would move on roads? Something that won't need rails to glide along? He pleaded with the locomotive driver to wait for a few minutes. He ran over, waved his hand to the driver of the locomotive, which had come to a halt a little away at the station. The driver glared at the boy—Henry hailed him, politely requested him to explain how the locomotive worked. The driver did not know much. Yet, he decided he would amuse the boy. Henry heard with rapt attention, while the driver explained to him the main

parts—the boiler, the pressure created in the boiler by water, heated by coal, the steam pressing the axles to turn the wheels. Henry sought some clarifications. The driver found it rather beyond him to answer the boy. He shooed the boy aside, and got into the engine. Henry rushed back to his father. The two moved on, Henry still wondering about the machine he would produce once he grew up, that would help people move fast on roads.

For making that dream come true, he had to fly against his father's desire. That pained him. He loved his father, but he was not willing to mortgage his future. His mind was not in farming. He told his father bluntly that he was moving to Detroit to learn the trade of a mechanic. His father was aghast at the suggestion. Had the boy lost his head? The two stood their grounds. Fiery words flew around. The sparks of angry exchanges boomed. Then came the truce. The father gave his son reluctantly, the permission to go. There was a tiny ray of hope that the boy would come back to the sylvan settings, finally settle down at the farm. This hope sustained the old man. It was at Detroit that Henry sharpened his native talent. He would spend hours to understand the intricacies of every machine, which was assigned to him by the small firm where he was employed. Soon, he gained a reputation as a boy who could repair any machine. His reputation was matched by hard work. Henry knew that he was getting the insight into machines. He would soon break off, start work on the 'horseless carriage' that he wanted to produce. He was finally earning enough to live in reasonable comfort. He fell in love with Clara Bryant. He was 25. Youthful desires were coursing through him. Yet he did not want to enter wedlock unless he was sure that Clara would share his dream.

The two sat together in a lonely place, while Henry detailed his future plans. He hinted that life would not be a bed of roses. His first love would always be machines. If she could share his enthusiasm, the two together could target for fame, wealth, and recognition. In other words, what he wanted of Clara was a multiple role. Not only should Clara be his wife, but his friend, critic, associate, my Woman Friday. That was not an easy role to play. However, Clara did not bat an eyelid. She responded with warmth to his proposal. The two decided to go through life hand in hand, creating a path that had never been trekked by others. It was hard work for Henry. During the day, he worked at the Edison Illuminating Company. At night, he huddled along with Clara, at the workshop, at the rear of their humble house. Henry would have an assortment of old parts—many of them partly worn



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- (c) Levy is correct that 100 per cent sex differences were only due to the environment.
 (d) Both (a) and (b).
 (e) (a), (b) and (c).
10. During the feminist revolution of the 1970s,
 (a) men dominated fields like architecture & engineering.
 (b) women had the vast majority in society's child rearing field.
 (c) men started showing interest in child rearing activities.
 (d) both (a) & (b) above.
 (e) None of these.
11. The human brain, according to the passage, weighs—
 (a) Less than 1.4 kg.
 (b) 1.4 kg.
 (c) More than 1.4 kg.
 (d) 2.4 kg.
 (e) Cannot be inferred or concluded from the passage.
12. Which of the following statements, according to the passage, is incorrect?
 (a) Males excel at rotating three-dimensional objects in their heads.
 (b) Females prove better at reading emotions of people in photographs.
 (c) More men, than women, are left handed, which shows the dominance of the brain's right hemisphere.
 (d) Men are better at reading maps.
 (e) None of these.
13. The psychologist Leda Cosmides, says—"I have all the genes for being male except this one, and my husband has all the genes for being female". What is she talking about?
 I. Women bear double doses of the large X chromosome.
 II. Men usually bear a single X and a short stumpy Y chromosome.
 III. There is a single gene on the Y chromosome that determines maleness.
 IV. A master gene that turns a foetus into a boy, without which, all human embryos would develop into girls.
- (a) I & II only
 (b) II, III & IV
 (c) II & IV only
 (d) III & IV only
 (e) I, III and IV.
14. According to the researches, as given in the passage, more boys are left-handed because:
 (a) Testosterone levels are higher in boys than in girls.
 (b) An excess of testosterone before birth enables the right hemisphere to dominate the brain, resulting in left handedness.
 (c) Both (a) & (b) of the above.
 (d) They are right brained.
 (e) None of the above
15. In the studies of 72 new-borns, as done by the psychologist Martha McClintock of the University of Chicago, it was found that
 (a) A toe-fanning reflex was stronger in the left foot for 60% of the males, while all the females favoured their right.
 (b) A toe-fanning reflex was stronger in the left foot for 60% of the females, while all the males favoured their right.
 (c) Both of the above.
 (d) Apart from the toe fanning reflex there were no major differences between boys and girls.
 (e) Both a and d.
16. According to the passage, which of the combinations is correct?
 I. Hypothalamus is a lusty little organ perched over the brain stem.
 II. Hypothalamus, when provoked, doesn't create any effect on the person with respect to his rage, thirst, hunger or desire.
 III. Its size need not remain constant. (of the hypothalamus)
 IV. Most probably, sexual preferences are also controlled by the Hypothalamus.
 (a) III & IV only
 (b) I, III & IV
 (c) All of the above
 (d) I, II and III
 (e) Only I and III



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creative thinker we now consider him to be. Yet, the only clues about the development of Leonardo's exceptional mind come from the fact that he was the illegitimate son of a notary; as such, he was not allowed to follow in the family business and was therefore, spared a rigid education.

Instead, he was sent with his mother to live on a Tuscan farm. There, a deep love for nature was fostered, while his mind was able to develop, unfettered to an unusual degree. Leonardo was then apprenticed to a Florentine artist, Verrocchio, at a time when many artists were interested in the fashionable new technique of perspective and oil painting.

According to both books, Leonardo's fascination with engineering came from watching the construction of Brunelleschi's vast dome over the cathedral in Florence. Yet, other young artists who worked in Medici Florence had also turned their hands to everything, from painting to architecture and interior decoration. So what was special about Leonardo?

First, as Giorgio Vasari said in the 16th century, Leonardo had a "heretical" state of mind. So great was his curiosity about how things worked that he would believe only what had been proved empirically before his eyes. The clandestine dissections that got him in trouble with the pope flowed logically from a desire to learn how the body worked, the better to be able to render it in art.

Second, Leonardo was obsessed with birds, and claimed that his first memory was of being visited by a red kite in his cradle. Mr Nicholl constructs intricate theories about this, finding hidden bird patterns in the folds of the skirt of the "Madonna of the Rocks", among other places.

Mr Nicholl's book brings the reader no closer to the nature of Leonardo's genius, though a better understanding of the man, warts and all, does emerge—a subtler appreciation of a man, for instance, who devised war machines for the violent Cesare Borgia, yet also bought caged birds to set them free. Leonardo's love of birds and his desire to "conquer the resistance of the air" is the lasting and original detail of this book. Metaphorically, Leonardo flew, because he was forever asking why.

27. On the basis of which of the following does the author want us to decide our choice for a particular book?
 - (a) The desire to read Leonardo as a good character or a bad one.
 - (b) Which one of the writers was more effective.
 - (c) The contents of the book.
 - (d) Our personal preferences.
 - (e) Both a and d.

28. Which of these bring about the exact definition of Leonardo Da Vinci's character, according to Martin Kemp?
 - (a) Leonardo had a strange career.
 - (b) Leonardo's brilliance lay in his penchant for a variety of subjects.
 - (c) He is a genius in paintings.
 - (d) He is the subject of an exhibition—Universal Leonardo Project.
 - (e) None of these.
29. Which of these brings about the exact definition of Leonardo da Vinci's character, according to Charles Nicholl?
 - (a) He was a man who made mistakes and had weaknesses.
 - (b) He was a down-to-earth person.
 - (c) He was a perverted person, indulging more in narcissism.
 - (d) He was a rebel.
 - (e) None of the above.
30. According to the paragraph, homosexuality is not present in which of the following?
 - I. Botticelli
 - II. Michelangelo
 - III. Leonardo da Vinci
 - (a) only I
 - (b) I & II
 - (c) II & III
 - (d) only II
 - (e) none of these.
31. Which of the following according to the passage, is not correct?
 - (a) Leonardo believed only what was empirically proved.
 - (b) Leonardo served as a trainee to Verrocchio.
 - (c) Leonardo was the son of a notary.
 - (d) Leonardo had a historical bent of mind.
 - (e) none of above.

TEST 7

Passage 1

IT SEEMED like a good idea at the time. Align top executives' pay with the performance of their firms and all will be



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alone machines. Alas for Dr Foster, his checklist immediately raised hackles within the computer industry, since much existing “grid computing” software fails to meet these criteria. Linking many small computers together to create a more powerful machine, for example, is not new, and is usually called network. For marketing purposes, however, some firms like to call it grid instead.

Similarly, grid is often confused, sometimes deliberately, for marketing reasons, with equally nebulous terms, such as utility computing, on-demand computing, autonomic computing and data-centre virtualisation. Behind all this terminology is the idea of continuously and automatically adjusting the configuration of a corporate data-centre to meet the demands made on it. But Andrew Chien, a grid pioneer at the University of California at San Diego, notes that though useful, such approaches generally eschew the harder part of the grid vision, which requires automated sharing of computing resources between different organisations, not just within one firm.

A well-known example of the sharing of computing resources across the internet is SETI@home, in which over half a million people help to sift radio-telescope readings for evidence of extra-terrestrial life using a glorified screen-saver running on their PCs. Other similar projects, such as IBM’s new World Community Grid, conduct medical research. But David Anderson, the director of SETI@home, rejects the grid label, preferring the term “public resource computing”. Others call it “internet computing” or “cycle scavenging”. While it is grid-like in some respects, this approach is very task-specific and is centrally controlled—so it is not truly grid.

Some firms, such as United Devices, sell proprietary software for cycle scavenging within a single company. Idle PCs can, for example, run drug-design software in a pharmaceuticals company or evaluate a derivatives portfolio for a financial-services firm. Early adopters of this technology claim impressive benefits. Yet since all the resources are controlled by a single organisation, purists argue that this is at best an “intragrid”, just as an intranet is a private, internal version of the internet.

What of those deliberately decentralised systems, peer-to-peer file-sharing networks? Some of them, at least, operate using open standards, and they are certainly robust: repeated attempts to close them down have failed. But they do not count as grid computing either, since they are mostly storage and distribution systems, and do not perform general purpose data-processing.

Grid computing is not entirely fictional, however: scientists have been building grids on a national or even global scale for several years. A good example is the LHC computing Grid, which links large clusters and storage systems in 87 computer centres around the world, for the benefit of particle physicists. Another example is TeraGrid, an American effort to link nine large supercomputing centres for scientific use. Even within the academic arena, though, convergence towards common standards is slow, partly because each grid project tends to reinvent the wheel. To tackle this problem, the European Union launched a major initiative called EGee this year, to provide a common grid infrastructure for scientists; America has a similar initiative.

The hope is that such projects will provide the first glimpse of “the grid”, a single global computing grid that will do for data processing what the world wide web did for online publishing. Wolfgang Gentzsch, a former grid guru at Sun Microsystems, who is now director of MCNC, North Carolina’s statewide grid initiative, says the term “grid” really refers to this ultimate goal, towards which today’s systems are merely stepping stones. But it would, he admits, be more accurate to refer to them as “grid-like” or using “grid technology”.

Constructing a single, global grid will mean solving difficult security, privacy and billing problems. Scientists have a tradition of sharing their results and resources, but others do not. Yet the hurdles are not so much technological as political, economic and terminological. The dream of a single grid, akin to the web in its simplicity and pervasiveness, still seems a long way off—as does agreement about what “grid” really means.

12. According to the passage, which of the following definition of clustering is correct?
 - (a) Harnessing of the collective processing power of many computers in different places.
 - (b) Linking of small computers.
 - (c) Maintenance of grids.
 - (d) Maintenance of small computers.
 - (e) None of the above.

13. According to the passage, a grid should not be mistaken as
 - (a) utility computing.
 - (b) on-demand computing.
 - (c) data centre virtualisation.
 - (d) Autonomic computing.
 - (e) All of the above.



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- (b) Child care policies will curb benefits from tax funds.
 (c) Women must work to encourage economic growth and tax revenue.
 (d) Women should leave child rearing responsibilities to the govt.
 (e) None of the above.
25. What according to the author, is the way through which the government's child care programmes be really beneficial?
 (a) The people who actually run them should be responsible.
 (b) Pumping in more money into programmes such as Sure Start.
 (c) Educating parents on the necessity of such programmes.
 (d) Involving women to run such programmes.
 (e) None of these.
26. Which of the following best describes the author's stand on child-care strategies by the government?
 (a) supportive.
 (b) critical.
 (c) sarcastic.
 (d) philosophical.
 (e) Balanced.

TEST 8

Passage 1

THE dollar has been the leading international currency for as long as most people can remember. But its dominant role can no longer be taken for granted. If America keeps on spending and borrowing at its present pace, the dollar will eventually lose its mighty status in international finance. And that would hurt: the privilege of being able to print the world's reserve currency, a privilege which is now at risk, allows America to borrow cheaply, and thus to spend much more than it earns, on far better terms than are available to others. Imagine you could write cheques that were accepted as payment but never cashed. That is what it amounts to. If you had been granted that ability, you might take care to hang on to it. America is taking no such care, and may come to regret it.

The dollar is not what it used to be. Over the past three years it has fallen by 35 per cent against the euro and by 24 per cent against the yen. But its latest slide is merely a

symptom of a worse malaise: the global financial system is under great strain. America has habits that are inappropriate, to say the least, for the guardian of the world's main reserve currency: rampant government borrowing, furious consumer spending and a current-account deficit big enough to have bankrupted any other country some time ago. This makes a dollar devaluation inevitable, not least because it becomes a seemingly attractive option for the leaders of a heavily indebted America. Policymakers now seem to be talking the dollar down. Yet, this is a dangerous game. Why would anybody want to invest in a currency that will almost certainly depreciate?

A second disturbing feature of the global financial system is that it has become a giant money press as America's easy money policy has spilled beyond its borders. Total global liquidity is growing faster in real terms than ever before. Emerging economies that try to fix their currencies against the dollar, notably in Asia, have been forced to amplify the Fed's super-loose monetary policy: when central banks buy dollars to hold down their currencies, they print local money to do so. This gush of global liquidity has not pushed up inflation. Instead, it has flowed into share prices and houses around the world, inflating a series of asset-price bubbles.

America's current-account deficit is at the heart of these global concerns. The OECD'S latest *Economic Outlook* predicts that the deficit will rise to \$825 billion by 2006 (6.4% of America's GDP) assuming unchanged exchange rates. Optimists argue that foreigners will keep financing the deficit because American assets offer high returns and a haven from risk. In fact, private investors have already turned away from dollar assets: the returns on investments in America have recently been lower than in Europe or Japan. And can a currency that has been sliding against the world's next two biggest currencies for 30 years be regarded as "safe"?

In a free market, without the massive support of Asian central banks, the dollar would be far weaker. In any case, such support has its limits; and the dollar now seems likely to fall further. How harmful will the economic consequences be? Will it really undermine the dollar's reserve-currency status?

Periods of dollar decline have often been unhappy for the world economy. The breakdown of Bretton Woods that led to a weaker dollar in the early 1970s was painful for all, contributing to rising inflation and recession. In the late 1980s, the falling dollar had few ill-effects on America's economy, but it played a big role in inflating a bubble in Japan by forcing Japanese authorities to slash interest rates.



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- (c) The phenomenon of global warming is not very different from the EL Nino effect occurring in the oceans.
 (d) Global warming is harmful for the human race.
 (e) All of the above.
7. The Summiteers assembled in Johannesburg for _____
 (a) attending the Earth summit, quite similar to the one held earlier in Rio-de-Janeiro.
 (b) devising methods to attain sustainable development in the field of environmental protection.
 (c) exploring avenues to a healthier future, including green architecture, green energy, green transportation & even wilderness preservation.
 (d) creating a green century.
 (e) None of these.
8. Which of the following sentences is incorrect, according to the passage?
 (a) Though of late, it has come to our realization that our earth takes more than a year to replenish what has been utilized by us for about a year.
 (b) People come before the environment, as with the depletion of resources, we are destroying people ultimately.
 (c) Population is the key issue affecting the environment.
 (d) The EL Nino effect has been caused by natural processes.
 (e) None of these.
9. Which of the following conditions is responsible for sickness in big cities?
 (a) Rural land degradation is pushing off the population into cities, thereby creating a perfect breeding ground for sickness.
 (b) Smoke emissions from the factories and the big industries could be the cause.
 (c) Economic development and family planning programs failed to get implemented.
 (d) The poverty in slums leads to sickness.
 (e) None of these.
10. Which of the following records show that an access to family planning and health care have proved effective?
 (a) That the collective fertility ratio is 50 per cent lower than it was in 1969.
 (b) That at least 68 million people are expected to die of AIDS by 2020.
 (c) That the world population has increased by 48 per cent from 1975 to 2000.
 (d) None of these.
 (e) Both a and c.
11. What was the breakthrough for the people of Uganda?
 (a) Scientists here have developed corn varieties that are more resistant to disease and can adapt to soil having poor nitrogenous content.
 (b) Scientists here have developed sweet potatoes that wards off viruses.
 (c) New techniques for genetically modified crops have been developed here.
 (d) All of the above.
 (e) a and b.
12. The central theme for the passage is _____
 (a) that we should strictly adhere to the guidelines of the summit so as not to be devoid of the basic amenities some day.
 (b) That we must take care of our environment before we improve our standard of living.
 (c) Taking the holistic approach for global purification should be the concern of every quarter of population.
 (d) Serious participation to evade global degradation is required by each of us, before it is too late.
 (e) Saving the planet is an imperative for everyone of us.

Passage 3

Penetrating studies carried out so far suggest conclusively that the human brain is the most unexplored and mystifying territory which would baffle scientists for quite a long time yet. Dr. V. S. Ramachandran, Professor and Director of the Center for Brain and Cognition at the University of California, Santiago, in his recent presentation of the subject at the Apollo Hospital, gave some tantalizing glimpses of the ways in which the brain behaves and responds for dictating behaviour and which he has dealt with in absorbing detail in his 'Phantoms in the Brainwidth' with his co-author, Sandra



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to his actions. The first is to exclude reason in his dealings; and the second is to believe that there is nothing beyond reason. Going back hundreds of years, this thinker could have foreseen the truth of his statement despite the fact that the present scientific advances that we swear by had not existed then. He is not far off the mark even today.

Rational thinking and scientific outlook have enormous limitations. When you look beyond reason, you get an insight into Nature's functioning better. Nature has its reasons always, but reason cannot explore them many a time. How else can one feel love, hatred, jealousy, etc., in life? None of them can be measured in scientific terms. One could experience love but not be able to see it or measure its dimensions. To deny the effects of intense feelings of love for one's beloved or oneself is to deny the truth. If "science is measurement and measurement is science" as defined by Marie Curie, love as an emotion does not exist at all. No one has seen the wind, but when the trees dance and bend, the wind is passing by, wrote the poet.

Similarly, there are a lot of things that one can only feel but not be able to see and measure. The problem with mankind today is intolerance for others' views. Rousseau was despised by many of his peers for his strong and unconventional views. His life was in danger. Voltaire came to his rescue and asked Rousseau to stay with him to avoid any harm. Eventually, when Rousseau did come, Voltaire told him "I do not agree with a single word of what you say, but I shall defend to my last breath your right to say what you want to say."

That is the kind of tolerance that would take mankind forward. Science, if anything, has taken mankind backwards, if one critically looks at it philosophically, pushing him to the brink of self-destruction. Is not the threat of nuclear war from the terrorists based on scientific data? Is not the anthrax fever in the U.S. born out of complicated scientific research to get resistant germs to fight wars? Is not the ever-present threat of chemical warfare based on science?

Recently, when doctors went on strike in Israel, the death rate and morbidity fell significantly there only to bounce back to the original levels when there was peace between the striking doctors and the government. It is to be noted that morticians, whose business had all but disappeared when the strike was on, brokered peace between the striking doctors and the government! The so-called evidence-based medicine, when looked at carefully, is only evidence burdened and makes life that much difficult for both the doctor and the

patient. This is because scientific evidence gathered need not have a linear relationship to what happens inside the human body. The latter is run by the human mind, which is scientifically unfathomable. There are so many imponderables in Nature that one cannot answer all the questions in Nature with the help of science alone. There are many things outside the realm of science, which are beyond the explanatory capacity of science.

Any intolerance is the beginning of terrorism and "scientific intolerance" is one such. Scientific terrorism could be more lethal than the present day political terrorism. If allowed to go beyond control, it could destroy mankind forever. Let us look at some happenings that science will never be able to gauge.

Years ago, Leonard Leibovici showed that "remote, retroactive, intercessory prayer could do wonders for patient recovery in hospitals." A positivist that he was, he went a step further to urge doctors to include prayer in their armamentarium. He also gave evidence to show how scurvy could be controlled hundreds of years before the discovery of vitamin C, as shown by James Lind.

The prayer theme was taken to great scientific heights by a recent study in an American University hospital in a well controlled, randomised, triple-blind (the patient, his treating doctor and the relatives are kept in the dark) prospective study of heart attack patients. The prayed-for group had a very significant fall in all parameters of the illness in a coronary care set-up. Even death rate was significantly lower in the prayed-for group. This was replicated in patients who had severe infective fevers, in another milestone study.

Konotey-Ahulu documented some unexplainable deaths in his hospital in Africa (very thoroughly studied even after post-mortem) where medical science could not give any clue to the happenings. Recitation of the rosary, which derives its origin from the Tibetan monks, brought to the West via Arabs and other crusaders, and the yoga mantras that are well known in India, have been elegantly shown to reduce the rate of breathing which had significant improvement in the patients' illness. Yogic breathing is shown to lower elevated blood pressure, and many other cardiac parameters like aortic pressure, pulmonary artery pressure, the ventricular ejection fraction, etc., in those with severe heart failure. Tranquility of the mind that it bestows is immeasurable and is the added bonus.

Studies in America have shown that the Chinese and Japanese Americans had significantly higher death rates on



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even though the suprachiasmatic nucleus maintained time properly, the clocks in the peripheral organs were either out of sync or had lost rhythm entirely.

- (d) (b) and (c).
- (e) None of these.

6. What appears to be true, in the context of new findings?

- (a) Sufficient information about the bipolar disease is necessary to ward off desynchronization.
- (b) Age related failure hampers the synchronization of the peripheral clocks in the respective organs.
- (c) Alzheimer's disease and sleeping disorders have a similar impact upon the human mind.
- (d) Only (b) and (c).
- (e) Only (a) and (b).

7. Alterations in the biological clock of ageing mammals are due to _____.

- (a) desynchronization of smaller clocks.
- (b) destabilization of molecular machinery.
- (c) arrhythmic functioning of the old tissues.
- (d) Both a and c.
- (e) None of these.

Passage 2

It wasn't every day that Patricia Torres raced down the streets of Miami at 70 m.p.h. But then it wasn't every day that her daughter Nicole Cabezas hallucinated wildly, trying to jump out of the car, pulling off her clothes and ranting that people were following her, so this seemed like a pretty good time to hurry. Nicole, 16, had been having problems for a while now—ever since she was 14—and began closeting herself in her bedroom, incapable of socializing or doing her schoolwork, and contemplating suicide. The past few months had been different, though, with the depression lifting and an odd state of high energy taking its place. Nicole's thoughts raced; her speech was fragmented. She went without sleep for days at a time and felt none the worse for it. She began to suspect that her friends were using her, but that was understandable, she guessed, since they no doubt envied her profound gifts. "I was the center of the universe," she says quietly today. "I was the chosen one." Finally, when the chosen one was struck by violent delusions—the belief that she had telekinetic powers, that she could change the colors

of objects at will—Torres decided it was time to take Nicole to the hospital. Emergency-room doctors took one look at the thrashing teenager, strapped her to a gurney and began administering sedatives. She spent two weeks in the hospital as the doctors monitored her shifting moods, adjusted her meds and talked to her and her parents about her descent into madness. Finally, she was released with a therapy plan and a cocktail of drugs. Six months later, doctors at last reached a diagnosis: she was suffering from bipolar disorder. While emotional turmoil is part of being a teenager, Nicole Cabezas is among a growing cohort of kids whose unsteady psyches do not simply rise and fall now and then but whipsaw violently from one extreme to another. Bipolar disorder—once known as manic depression, always known as a ferocious mental illness—seems to be showing up in children at an increasing rate, and that has taken a lot of mental-health professionals by surprise. The illness until recently, was thought of as the rare province of luckless adults—the overachieving businessman given to sullen lows and impulsive highs; the underachieving uncle with the mysterious moods and the drinking problem; the tireless supermom who suddenly takes to her room, pulls the shades and weeps in shadows for months at a time. But bipolar disorder isn't nearly so selective. As doctors look deeper into the condition and begin to understand its underlying causes, they are coming to the unsettling conclusion that a large number of teens and children are suffering from it as well. The National Depressive and Manic-Depressive Association gathered in Orlando, Fla., last week for its annual meeting, as doctors and therapists face a daunting task. Although the official tally of Americans suffering from bipolar disorder seems to be holding steady—at about 2.3 million, striking men and women equally—the average age of onset has fallen in a single generation from the early 30s to the late teens. And that number doesn't include kids under 18. Diagnosing the condition at very young ages is new and controversial, but experts estimate that an additional 1 million preteens and children in the U.S. may suffer from the early stages of bipolar disorder. Moreover, when adult bipolars are interviewed, nearly half report that their first manic episode occurred before age 21; 1 in 5 says it occurred in childhood. "We don't have the exact numbers yet," says Dr. Robert Hirschfeld, head of the psychiatry department at the University of Texas in Galveston, "except we know it's there, and it's under diagnosed." If he's right, it's an important warning sign for parents and doctors, since bipolar disorder is not an illness



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- (c) The inspirational values present among chimps are similar to those of human beings.
 (d) A sense of fraternity exists among chimpanzees at the best and worst of times.
 (e) Human beings are much more dangerous than Chimpanzees.
21. The passage could be described as
 (a) Descriptive
 (b) Topical
 (c) Analytical
 (d) Illustrative
 (e) Hilarious.
22. Which of the following is correct, according to the passage?
 (a) The real cause behind the exhilaration of a scientist named Hooven was the strange behavior of a chimp called Imoso.
 (b) Violence directed against smaller chimps by Imoso was the main thrust of the scientist's inquisition.
 (c) Predators themselves, are the manifestation of weapons.
 (d) Chimpanzees try to hurt each other with the intention of killing.
 (e) None of these.
23. Why did Imoso use only sticks to assault Outamba?
 (a) Stones could not have been efficiently used.
 (b) The use of sticks was resorted to inflict hurt & not to kill.
 (c) Unpredictable behavior of the chimps could not lead the scientist to any conclusion.
 (d) He did not know how to use other weapons.
 (e) None of these.
24. To which group did all the chimps belong?
 (a) Local starbucks
 (b) Kanyawara
 (c) Kibale
 (d) Pieta
 (e) None of these
25. Which of these cannot be inferred from the incidents of Kibale?
 (a) The behaviour of the chimps can be classified as evolutionary.
 (b) It is possible that chimps actually imitate human beings.
 (c) The use of sticks signified restraint.
 (d) All of the above
 (e) None of the above.

TEST 10**Passage 1**

Deep in our hearts, we have an intense desire to be loved. Yet, just as deeply, we know no one really understands us, and that we are separated from those around us by differences we don't fully comprehend. The 'Family of Man' we long to share and belong to does not exist. We are just a bunch of desperate, lonely orphans. We would give anything to know how to be lovable. Yet, now more than ever, seemingly caring guides want to help us in our quest. A flurry of books and lectures tells us that change is mandatory for survival. While the recipes for harmony sometimes strike chords in our hearts, it is not enough to read the books or say the phrases. Only if the tools offered are actually used and do indeed make our lives better will we know that the message was correct and we understood. The majority of self-help books agree on one thing: Change is necessary for a more fulfilling life. Some say that the answers lie in justifying fears, anger and emotional suffering by holding someone else—usually a parent or spouse—responsible. Often, another race or some other force at work in our life gets the blame for the mess in which we find ourselves. But one thing is for sure: We are not responsible. 'They' are. How many books, tapes and seminars does it take before the average hurting human being becomes so frustrated that he or she cries, 'The true path must exist because all the wise people say so, but I'll never find it.' Life must have more to offer, something most of us are missing. Otherwise, God has a stranger sense of humour than any comedian working today. Here's the bad news. We can all agree that this thing we call our self, our ego, our personality, is somehow the cause of all our conflicts and negative emotions. This is the cold, hard truth: The self has no idea how to fix itself or it already would have. But no one else can fix our self. We must do it—on our own. You would have probably always suspected this—but no one would prove it because it appears to become a problem with no solution. This realisation is extremely threatening, especially to those who have tried so hard to change in the past and have been



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show a keen interest in the uranium-enrichment technology required for weapons-making.

Iran's officials have pointed out that their declared nuclear facilities are all monitored and inspected by the International Atomic Energy Agency, as required by the 1970 nuclear Non-Proliferation Treaty (NPT). But like many countries, it has yet to submit to new checks that can pick up clandestine activity more effectively. The more Iran learns from its Russian helpers, the greater the danger that it could some day attempt a sudden break-out from the NPT, which requires only three months' notice of withdrawal. On February 5th, however, Admiral Ali Shamkhani, the defence minister, was quoted in a newspaper interview as saying Iran would never seek nuclear weapons "for any reason". He also warned Israel against attacking Iran's nuclear power plants, threatening an "unimaginable" response. Israeli ministers have denied having any such intention.

14. It can be inferred from the contents of the passage, about President Bush's message that:
 - (a) It was made due to the fact that America considers Iran an evil state.
 - (b) It was, most probably, aimed to placate American Public opinion.
 - (c) It was issued since America wants to threaten Iran.
 - (d) It was in response to the fact that Iran is trying hard to improve her relations with the US.
 - (e) He wanted to connect to the Iranian public.
15. According to the passage, in declaring that "Iran is a clear and present threat to America and to all the responsible and civilized world",
 - (a) Rice was totally justified.
 - (b) Rice was rational.
 - (c) Rice was arbitrary.
 - (d) Rice was self-contradictory.
 - (e) Rice was incorrect.
16. According to the passage, which of the following programmes of Iran is the main concern of America?
 - (I) Chemical Weapon Programme (CWP).
 - (II) Biological Weapon Programme (BWP).
 - (III) Nuclear Power Programme (NPP).
 - (a) Only II
 - (b) Only I & III
 - (c) Only III

(d) I, II and III

(e) Only II & III.

17. According to the passage, it can be definitely said that
 - (a) Iran is developing weapons of mass destruction.
 - (b) Iran is sponsoring terrorism.
 - (c) Iran is giving refuge to Al-Qaeda terrorists.
 - (d) Iran is a threat to all the responsible and civilized world.
 - (e) Iran is a terrorist state.
18. According to the passage, all of the following are not true except:
 - (a) Iran is not a signatory to the NPT.
 - (b) Iran has refused to allow new checks that can pick up clandestine activities more effectively.
 - (c) Iran would break out from NPT after three months.
 - (d) Iran's nuclear facilities are within the jurisdiction of IAEA.
 - (e) Iran definitely has a clandestine nuclear weapons program.

Passage 4

Professor Gloria Gutman has the kind of credentials that should guarantee a long, fruitful stay at the peak of her profession. She developed and directs the highly regarded Gerontology Research Centre at Simon Fraser University in Vancouver. She's written or edited 20 books and more than 100 scholarly articles on such issues as housing for the elderly, dementia and long-term care. Her work is recognized beyond Canada's borders—she's president of the International Association of Gerontology, representing organizations in 63 countries.

But last summer, she faced a problem. On July 17 she turned 65. At Simon Fraser, as at many institutions and workplaces across Canada, that's the age of mandatory retirement. Happy birthday! Here's your watch, there's the door. One day you're 64, an internationally respected member of the faculty. The next, you're too old to be employed as an expert on aging.

How weird! "I find it odious," Gutman says. "At whatever age we are, we should be judged on the basis of our competency."

In her view, Canada is tossing away a valuable part of its labour force. "It's insane when you figure what life expectancy is today," she says. "And look at



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Passage 2

- | | | | | |
|---------|---------|---------|---------|---------|
| 8. (e) | 9. (d) | 10. (e) | 11. (b) | 12. (e) |
| 13. (d) | 14. (a) | 15. (a) | 16. (b) | |

Passage 3

- | | | | |
|---------|---------|---------|---------|
| 13. (c) | 14. (b) | 15. (b) | 16. (e) |
|---------|---------|---------|---------|

Passage 3

- | | | | | |
|---------|---------|---------|---------|---------|
| 17. (c) | 18. (c) | 19. (c) | 20. (c) | 21. (c) |
| 22. (d) | 23. (b) | 24. (e) | 25. (d) | 26. (a) |

Passage 4

- | | | | | |
|---------|---------|---------|---------|---------|
| 17. (d) | 18. (d) | 19. (e) | 20. (c) | 21. (c) |
|---------|---------|---------|---------|---------|

Passage 4

- | | | | | |
|---------|---------|---------|---------|---------|
| 27. (e) | 28. (e) | 29. (a) | 30. (e) | 31. (d) |
|---------|---------|---------|---------|---------|

Test IX

Test VII

Passage 1

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (a) | 2. (c) | 3. (a) | 4. (a) | 5. (c) |
| 6. (c) | | | | |

Passage 1

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (c) | 2. (b) | 3. (a) | 4. (e) | 5. (b) |
| 6. (b) | 7. (c) | | | |

Passage 2

- | | | | | |
|--------|--------|--------|---------|---------|
| 7. (b) | 8. (a) | 9. (e) | 10. (a) | 11. (a) |
|--------|--------|--------|---------|---------|

Passage 2

- | | | | | |
|---------|---------|---------|---------|---------|
| 8. (d) | 9. (b) | 10. (c) | 11. (c) | 12. (c) |
| 13. (a) | 14. (d) | 15. (d) | | |

Passage 3

- | | | | | |
|---------|---------|---------|---------|---------|
| 12. (b) | 13. (e) | 14. (a) | 15. (a) | 16. (c) |
|---------|---------|---------|---------|---------|

Passage 3

- | | | | | |
|---------|---------|---------|---------|---------|
| 16. (b) | 17. (b) | 18. (d) | 19. (a) | 20. (e) |
| 21. (d) | 22. (c) | 23. (b) | 24. (e) | 25. (d) |

Passage 4

- | | | | | |
|---------|---------|---------|---------|---------|
| 17. (b) | 18. (d) | 19. (d) | 20. (c) | 21. (a) |
|---------|---------|---------|---------|---------|

Test X

Passage 5

- | | | | | |
|---------|---------|---------|---------|---------|
| 22. (c) | 23. (d) | 24. (e) | 25. (a) | 26. (b) |
|---------|---------|---------|---------|---------|

Passage 1

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (b) | 2. (e) | 3. (b) | 4. (c) | 5. (d) |
| 6. (d) | 7. (d) | | 8. (c) | |

Test VIII

Passage 1

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (c) | 2. (e) | 3. (d) | 4. (b) | 5. (d) |
|--------|--------|--------|--------|--------|

Passage 2

- | | | | | |
|--------|---------|---------|---------|---------|
| 9. (e) | 10. (d) | 11. (c) | 12. (b) | 13. (b) |
|--------|---------|---------|---------|---------|

Passage 2

- | | | | | |
|---------|---------|--------|--------|---------|
| 6. (e) | 7. (b) | 8. (c) | 9. (a) | 10. (d) |
| 11. (a) | 12. (c) | | | |

Passage 3

- | | | | | |
|---------|---------|---------|---------|---------|
| 14. (b) | 15. (c) | 16. (c) | 17. (a) | 18. (b) |
|---------|---------|---------|---------|---------|

Passage 4

- | | | | | |
|---------|---------|---------|---------|---------|
| 19. (c) | 20. (d) | 21. (c) | 22. (d) | 23. (a) |
| 24. (c) | | | | |



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10. From the passage, all of the following cannot be inferred except
- America is all set to come out from the current downturn
 - The current global downturn has destroyed the confidence of people in American economy.
 - The current global downturn contradicts the popular belief about the resilience of American economy.
 - The judgment of many economists would most likely not be vindicated.
 - The Euro is crucial for the world economy.
11. According to the passage, the term "Euro-area's" stands for
- European countries.
 - Area of Europe.
 - Euro's area of circulation.
 - Members of the European Union.
 - Germany & Britain.

Passage 3

We can see because the eye forms a small inverted image of the outside world in the light-sensitive cells of the retina. However, the retinal image is flat, like a photograph or TV screen. How do we see the three dimensions? The two eyes look at the world from slightly different vantage points, and the difference or disparity between the images is used by the brain to see the third dimension. The generally accepted physiological theory of disparity-sensing is that the cells in the brain are stimulated by light falling on slightly different parts of the left and right eyes, making them most responsive to objects at a particular distance. A population of slide cells, each tuned to a different disparity, could in principle provide sufficient information to recover the third dimension. Such cells have been found in monkeys, and models of stereoscopic vision based on their properties have been successfully simulated by computers.

A potential problem arose first from some observation by the German physicists Carl van Pulfrich, who reported that if a person viewed the world with a sunglass lens over one eye (with both eyes open), moving objects appeared displaced in distance from their true positions. It is possible to see this effect on a TV screen: examine an action movie with an ordinary sunglass lens over one eye and objects such as a

car moving across the screen from left to right will appear out of the plane from out of the screen.

This unsolved problem was one of the factors that led me to investigate stereoscopic depth perceptions at high velocities. An optical engineer working at Zeiss (Jena) proposed an elegant explanation for the Pulfrich effect. Suppose that the reduction of light in one eye causes it to respond more sluggishly and thus, to delay its signals to the brain. So the covered eye sees the moving object at an earlier time and thus, at an earlier point on its trajectory. This disparity fools the disparity-sensitive cells into computing a false position for the target. The conjecture was triumphantly confirmed when direct recording from retinal cells showed that their response was indeed delayed by reducing the amount of illumination. But calculations carried out on the *effect* revealed some surprising twists. Effect can be simulated by using a stereoscope that slightly delays the signal to one eye. It turns out that our brain senses time delays as small as one half of a thousand of a second. This is smaller than the interval between nerve impulses when a neuron is firing at its fastest rate (about 1,000 impulses per second). Another fact is that the *effect* is still seen when the moving target is presented in a series of flashes such that the flashes occur in the same places in the two eyes, but with a slight delay between the two eyes.

This would not be expected from the simple disparity theory. Finally, a 3D *effect* is seen when the purely random noise such as snowstorm on a detuned TV receiver is examined with a delay between the eyes. Where is the disparity in this case? Anomalies such as these led to the suggestion that the brain computes the position of moving targets by some special mechanism, which is directly sensitive to the differences between the eyes. Is there a stereo mechanism tuned to the movement? I decided to examine the question using a special class of stimuli called sine-wave gratings? Surprisingly, I observed that viewers could not detect delays between the eyes as the velocity of the movement was increased. There seemed to be no upper velocity limit to detection: observers could tell which eye was stimulated first at velocities of up to 1,000 per second. Observers could detect delays as little as 450 microseconds.

12. Which of the following according to the passage, is incorrect:

- According to the Pulfrich *effect*, the covered eye sees the object at an earlier time.



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within a year of each other, just over a hundred years ago. (Indeed, 1986 was the centenary year of Darwin's *Life and Letters*.) Freud was a toddler of three years when *The Origin of Species* and *An Introduction to Political Economy* appeared in 1859. The problematic of his life's work makes little sense without seeing both Darwin and Marx as providing the framework of ideas and aspirations about nature and human nature, which he addresses. All three are very much alive today—vivid—providing us with the terms of reference for both a realistic and a cautiously hopeful view of our humanity.

20. According to the passage, the role of belief in the ability to learn through practical experience for an enlightened human science is
 - (a) very important.
 - (b) indispensable.
 - (c) insignificant.
 - (d) unimaginable.
 - (e) dispensable.
21. According to the passage, which of the following is most helpful in understanding second nature?
 - (a) Freud and Marx
 - (b) Herbert Marcuse and Russel Jacoby
 - (c) Members of Frankfurt school
 - (d) (b) and (c) both
 - (e) Lukacs of History and class-consciousness.
22. According to the passage, which of the following is true?
 - (a) Marcuse and Jacoby rejected the role of class struggle as the key to social-change and have laid emphasis on cultural and political processes.
 - (b) Marcuse and Jacoby recognised the role of class-struggle as the key to social-change.
 - (c) Marcuse and Jacoby saw the cultural and political processes as the only key to social change.
 - (d) Marcuse and Jacoby recognised a lesser role of class-struggle as the key to social-change than that of the cultural and political processes.
 - (e) None of these.
23. According to the passage
 - I. Behaviourists believe in the potential for extreme change in human behaviour.
 - II. Behavioural geneticists do not believe in the potential for extreme change in human behaviours.

III. Sociobiologists believe, to some extent, in the potential for extreme change in human behaviour.

- (a) (I) and (II) are correct.
 - (b) Only (I) is correct.
 - (c) (I) and (III) are correct.
 - (d) Only (II) is correct.
 - (e) Only II & III are correct.
24. According to the passage, all of the following are not true except:
 - (a) Freud does not see any meeting point between history and culture.
 - (b) Darwin rejects the centrality of life.
 - (c) Freud, Marx and Darwin are not in contradiction among themselves, but they do project different perspectives.
 - (d) Darwin and Marx are unanimous on the role and place of history in linking life to the earth and our humanity to both.
 - (e) Freud, Marx, and Darwin are contradictory to each other.
 25. According to the passage, Darwin, Marx and Freud all provide us the most important conception of
 - (a) historicity
 - (b) humanity
 - (c) history
 - (d) human sciences
 - (e) evolution

TEST 2

Passage 1

For a perspective on the polarization electrotonic hypothesis, one should consider the examples of simple forms of temporary connexion-summation reflex and the dominant *focus*, generally called the dominant. Though akin to the conditioned reflex in character, both differ from it by a number of significant attributes. In eliciting conditioned reflexes, the summation reflex and the dominant are the initial phases of their initiation. So the latter two forms must be logically defined as temporary connexions or the initial phases of a single complex process leading to the rise of new connexions. The dominant and its physiological mechanisms are more complex than the summation reflex. For one thing, the latter has not the large inertia that the dominant has. For another, if there is any conjugate inhibition during the summation



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- II. Physiological electrotone.
 III. Physical electrone.
- (a) I, II & III
 (b) II & III
 (c) only III
 (d) only II
 (e) only I
11. Apart from the three types of functional connexions between neurons, what other factors affect the formation of simple forms of temporary connexions?
- (a) Chemical and electric local fields.
 (b) Excitation of excitable substrates.
 (c) State of the nerve cells.
 (d) Both (a) and (b).
 (e) Chemical and electric local fields in the context of the state of the nerve cells.
12. What is both deterministic and probabilistic in character?
- (a) Generation of an impulse.
 (b) The processes going on in the nervous system.
 (c) The role of gradual electrotonic potentials.
 (d) Local spreading excitation.
 (e) None of these can be inferred.

Passage 2

ALL men by nature, desire to know. An indication of this is the delight we take in our senses: for even apart from their usefulness they are loved for themselves; and above all others, the sense of sight. For not only with a view to action, but even when we are not going to do anything, we prefer seeing (one might say) to everything else. The reason is that this, most of all the senses, makes us know and brings to light many differences between things. By nature, animals are born with the faculty of sensation, and from sensation, memory is produced in some of them, though not in others. And therefore, the former are more intelligent and apt at learning than those which cannot remember; those which are incapable of hearing sounds are intelligent though they cannot be taught, e.g., the bee, and any other race of animals that may be like it; and those which besides memory, have this sense of hearing can be taught. The animals other than man live by appearances and memories, and have but little of connected experience; but the human race lives also by art

and reasonings. Now from memory, experience is produced in men; for the several memories of the same thing produce finally the capacity for a single experience. And experience seems pretty much like science and art, but really, science and art come to men through experience; for 'experience made art', as Polus says, 'but inexperience luck.' Now art arises, when from many notions gained by experience, one universal judgement about a class of objects is produced. For to have a judgement that when Callias was ill of this disease that did him good, and similarly, in the case of Socrates and in many individual cases, is a matter of experience; but to judge that it has done good to all persons of a certain constitution, marked off in one class, when they were ill of this disease, e.g., to phlegmatic or bilious people when burning with fevers—this is a matter of art.

With a view to action, experience seems in no respect inferior to art, and men of experience succeed even better than those who have theory without experience. (The reason is that experience is knowledge of individuals, art of universals, and actions and productions are all concerned with the individual; for the physician does not cure man, except in an incidental way, but Callias or Socrates or some other called by some such individual name, who happens to be a man. If, then, a man has the theory without the experience, and recognizes the universal but does not know the individual included in this, he will often fail to cure; for it is the individual that is to be cured.) But yet we think that knowledge and understanding belong to art rather than to experience, and we suppose artists to be wiser than men of experience (which implies that wisdom depends in all cases rather on knowledge); and this because the former know the cause, but the latter do not. For men of experience know that the thing is so, but do not know why, while the others know the 'why' and the cause. Hence we think also that the masterworkers in each craft are more honourable and know in a truer sense and are wiser than the manual workers, because they know the causes of the things that are done (we think the manual workers are like certain lifeless things which act indeed, but act without knowing what they do, as fire burns, but while the lifeless things perform each of their functions by a natural tendency, the labourers perform them through habit); thus we view them as being wiser not in virtue of being able to act, but of having the theory for themselves and knowing the causes. And in general, it is a sign of the man who knows and of the man who does not know, that the former can teach, and therefore, we think art



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- (d) 2 & 3 only
 (e) 1 & 3 only.

23. Which of the following according to the passage, cannot be classified as an act of Dharma?
 (a) Doing your job sincerely.
 (b) Reforming convicts.
 (c) Following a religion.
 (d) Being kind to fellow human beings.
 (e) Cannot be inferred from the passage.

24. What is understood by the phrase in the passage—“lifeless and devoid of atmosphere”?
 (a) A word without a cultural and historical background.
 (b) A senseless word.
 (c) A new word in a language.
 (d) Something incoherent and difficult.
 (e) A ‘dead’word, which is no longer in active use.

25. Which of the following words/expressions would describe the attitude of the author towards different societal ideals?
 I. Pro-spiritualism
 II. Anti-capitalism
 III. Pro-socialism
 IV. Anti-materialism
 (a) All of these
 (b) I & II
 (c) I, III & IV
 (d) I, II & IV
 (e) I, II & III only.

ANSWER KEY**Test I****Passage 1**

1. (c) 2. (b) 3. (d) 4. (a) 5. (d)
 6. (a)

Passage 2

7. (b) 8. (c) 9. (d) 10. (a) 11. (c)

Passage 3

12. (b) 13. (c) 14. (c)

Passage 4

15. (b) 16. (d) 17. (e) 18. (d) 19. (a)

Passage 5

20. (b) 21. (b) 22. (d) 23. (b) 24. (c)
 25. (d)

Test II**Passage 1**

1. (b) 2. (a) 3. (a) 4. (d) 5. (a)
 6. (c) 7. (d) 8. (c) 9. (b) 10. (d)
 11. (a) 12. (b)

Passage 2

13. (d) 14. (a) 15. (c) 16. (b)

Passage 3

17. (c) 18. (a) 19. (d) 20. (a)

Passage 4

21. (c) 22. (c) 23. (e) 24. (a) 25. (a)



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- (a) I, II
- (b) I, III
- (c) I, II, III
- (d) II, III, IV

Passage 3 (Total Words—653) (CAT 2001)

Billie Holiday died a few weeks ago. I have been unable until now to write about her, but since she will survive many who receive longer obituaries, a short delay in one small appreciation will not harm her or us. When she died we—the musicians, critics, all who were ever transfixed by the most heart-rending voice of the past generation—grieved bitterly. There was no reason to. Few people pursued self-destruction more whole-heartedly than she, and when the pursuit was at an end, at the age of forty-four, she had turned herself into a physical and artistic wreck. Some of us tried gallantly to pretend otherwise, taking comfort in the occasional moments when she still sounded like a ravaged echo of her greatness. Others had not even the heart to see and listen any more. We preferred to stay home and, if old and lucky enough to own the incomparable records of her heyday from 1937 to 1946, many of which are not even available on British LP, to recreate those coarse-textured, sinuous, sensual and unbearable sad noises which gave her a sure corner of immortality. Her physical death called, if anything, for relief rather than sorrow. What sort of middle age would she have faced without the voice to earn money for her drinks and fixes, without the looks—and in her day she was hauntingly beautiful—to attract the men she needed, without business sense, without anything but the disinterested worship of ageing men who had heard and seen her in her glory?

And yet, irrational though it is, our grief expressed Billie Holiday's art—that of a woman for whom one must be sorry. The great blues singers, to whom she may be justly compared, played their game from strength. Lionesses, though often wounded or at bay (did not Bessie Smith call herself 'a tiger, ready to jump?'), their tragic equivalents were Cleopatra and Phaedra; Holiday's was an embittered Ophelia. She was the Puccini heroine among blues singers, or rather among jazz singers. For though she sang a cabaret version of the blues incomparably, her natural idiom was the op song. Her unique achievement was to have twisted this into a genuine expression of the major passions by means of a total disregard of its sugary tunes, or indeed of any tune other than her own few delicately crying elongated

notes, phrased like Bessie Smith or Louis Armstrong in sackcloth, sung in a thin, gritty, haunting voice whose natural mood was an unresigned and voluptuous welcome for the pains of love. Nobody has sung, or will sing, Bess's songs from *porgy* as she did. It was this combination of bitterness and physical submission, as of someone lying still while watching his legs being amputated, which give such a blood-curdling quality to her *Strange Fruit*, the anti-lynching poem which she turned into an unforgettable art song. Suffering was her profession; but she did not accept it.

Little need be said about her horrifying life, which she described with emotional, though hardly with factual, truth in her autobiography *Lady sings the Blues*. After an adolescence in which self-respect was measured by a girl's insistence on picking up the coins thrown to her by clients with her hands, she was plainly beyond help. She did not lack it, for she had the flair and scrupulous honesty of John Hammond to launch her, the best musicians of the 1930s to accompany her—notably Teddy Wilson, Frankie Newton and Lester Young—the boundless devotion of all serious connoisseurs, and much public success. It was too late to arrest a career of systematic embittered self-immolation. But, while she destroyed herself, she sang, unmelodious, profound and heartbreaking. It is impossible not to weep for her, or not to hate the world, which made her what she was.

11. Why will Billie Holiday survive many who receive longer obituaries?
 - (a) Because of her blues creations.
 - (b) Because she was not as self-destructive as some other blues exponents.
 - (c) Because of her smooth and mellow voice.
 - (d) Because of the expressions of anger in her songs.
12. According to the author, if Billie Holiday had not died in her middle age:
 - (a) she would have gone on to make a further mark.
 - (b) she would have become even richer than she was when she died.
 - (c) she would have led a rather ravaged existence.
 - (d) she would have led a rather comfortable existence.
13. Which of the following statements is not representative of the author's opinion?
 - (a) Billie Holiday had her unique brand of melody.
 - (b) Billie Holiday's voice can be compared to other singers in certain ways.



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- II. Scientific rationality results in the development of impersonal rules.
- III. Modernisation and development have been chosen over traditional music, dance and drama.
- IV. Democracies aspire to achieve substantive equality.
- I, II, III but not III
 - I, IV but not II, III
 - I, II but not III, IV
 - I, II, III but not IV
24. Tocqueville believed that the age of democracy would be an un-heroic age because:
- Democratic principles do not encourage heroes.
 - There is no urgency for development in democratic countries.
 - Heroes that emerged in democracies would become despots.
 - Aristocratic society has a greater ability to produce heroes.
25. A key argument the author is making is that:
- in the context of extreme inequality, the issue of leadership has limited significance.
 - democracy is incapable of eradicating inequality.
 - formal equality facilitates development and change.
 - impersonal rules are good for avoiding instability but fall short of achieving real equality.
26. Which of the following four statements can be inferred from the above passage?
- There is conflict between the pursuit of equality and individuality.
 - The disadvantages of impersonal rules can be overcome in small communities.
 - Despite limitations, impersonal rules are essential in large systems.
 - Inspired leadership, rather than plans and schemes, is more effective in bridging inequality.
- II, IV but not I, III
 - I, II but not III, IV
 - I, IV but not II, III
 - I, IV but not II, IV

Passage 6 (Total Words—620) (CAT 2001)

In the modern scientific story, light was created not once but twice. The first time was in the Big Bang, when the universe began its existence as a glowing, expanding fireball, which cooled off into darkness after a few million years. The second time was hundreds of millions of years later, when the cold material condensed into dense nuggets under the influence of gravity, and ignited to become the first stars.

Sir Martin Rees, Britain's astronomer royal, named the longer interval between these two enlightenments, the cosmic "Dark Age". The name describes not only the poorly lit conditions, but also the ignorance of astronomers about that period. Nobody knows exactly when the first stars formed, or how they organized themselves into galaxies—or even whether stars were the first luminous objects. They may have been preceded by quasars, which are mysterious, bright spots found at the centers of some galaxies.

Now, two independent groups of astronomers, one led by Robert Becker of the University of California, Davis, and the other by George Djorgovski of the Caltech, claim to have peered far enough into space with their telescopes (and therefore backwards enough in time) to observe the closing days of the Dark Age.

The main problem that plagued previous efforts to study the Dark Age was not the lack of suitable telescopes, but rather the lack of suitable things at which to point them. Because these events took place over 13 billion years ago, if astronomers are to have any hope of unraveling them, they must study objects that are at least 13 billion light years away. The best prospectuses are quasars, because they are so bright and compact that they can be seen across vast stretches of space. The energy source that powers a quasar is unknown, although it is suspected to be the intense gravity of a giant black hole. However, at the distances required for the study of Dark Age, even quasars are extremely rare and faint.

Recently, some members of Dr. Becker's team announced their discovery of the four most distant quasars known. All the new quasars are terribly faint, a challenge that both teams overcame by peering at them through one of the twin Keck telescopes in Hawaii. These are the world's largest, and can therefore collect the most light. Dr. Becker's team analysed the light from all four quasars. Three of them appeared to be similar to ordinary, less



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the bombing of that city by the Germans. To express the terror and suffering of the victims more vividly, he distorted the figures and presented them in a black and white journalistic manner. If he had used representational images and colour, much of the emotional content would have been lost and the piece would not have caused the demand for justice that it did. Secondly, I do not think that a piece must be logical and aesthetically pleasing to be art. The message it conveys to its viewers is more important. It should reflect the ideals and issues of its time and be true to itself, not just a flowery, glossy surface. For example, through his work, Mondrain was trying to present a system of simplicity, logic and rational order. As a result, his pieces did end up looking like a scrabble board. Miro created powerful, surrealistic images from his dreams and subconscious. These artists were trying to evoke a response from society through an expressionistic manner. Finally, abstract artists and representational artists maintain different ideas about 'reality'. To the abstract artist, reality is what he feels about what his eyes see. This is the reality he interprets on canvas. This can be illustrated by Mondrain's Trees series. You can actually see the progression from the early recognizable, though abstracted, Trees, to his final solution, the grid system.

A cycle of abstract and representational art began with the first scratching of prehistoric man. From the abstractions of ancient Egypt to representational, classical Rome, returning to abstractionism in early Christian art and so up to the present day, the cycle has been going on. But this day and age may witness its death through the camera. With film, there is no need to produce finely detailed, historical records manually; the camera does this for us more efficiently. May be, representational art would cease to exist. With abstractionism as the victor of the first battle, may be a different kind of cycle will be touched off. Possibly, some time in the distant future, thousands of years from now, art itself will be physically non-existent. Some artists today believe that once they have planned and constructed a piece in their mind, there is no sense in finishing it with their hands; it has already been done and can never be duplicated.

7. The author argues that many people look down upon abstract art because they feel that:

- (a) Modern abstract art does not portray what is ideal and real.

- (b) Abstract artists are unskilled in matters of technical drafting.
 - (c) Abstractionists compose irrationally.
 - (d) All of the above.
8. The author believes that people feel comfortable with representational art because:
- (a) they are not engulfed in brightly colored canvases.
 - (b) they do not have to click their tongues and shake their heads in sympathy.
 - (c) they understand the art without having to put too much strain on their minds.
 - (d) Paintings like Guernica do not have a point.
9. In the author's opinion, Picasso's Guernica created a strong demand for justice since
- (a) it was a protest against the German bombing of Guernica.
 - (b) Picasso managed to express the emotional content well with his abstract depiction.
 - (c) it depicts the terror and suffering of the victims in a distorted manner.
 - (d) it was a mature work of Picasso's, painted when the artist's drafting skills were excellent.
10. The author acknowledges that Mondrain's pieces may have ended up looking like a scrabble board because:
- (a) many people declared the poor guy played too many scrabble games.
 - (b) Mondrain believed in the 'grid-work' approach to abstractionist painting.
 - (c) Mondrain was trying to convey the message of simplicity and rational order.
 - (d) Mondrain learned from his Trees series to evolve a grid system.
11. The main difference between the abstract artist and the representational artist in matters of the 'ideal' and the 'real' according to the author is:
- (a) how each chooses to deal with 'reality' on his or her canvas.
 - (b) the superiority of interpretation of reality over reproduction of reality.
 - (c) the different values attached by each to being a historian.
 - (d) the varying levels of drafting skills and logical thinking abilities.



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Passage 5 (Total Words—1460) (CAT 1999)

The persistent patterns in the way nations fight reflect their cultural and historical traditions and deeply rooted attitudes that collectively make up their strategic culture. These patterns provide insights that go beyond what can be learnt just by comparing armaments and divisions. In the Vietnam War, the strategic tradition of the United States called for forcing the enemy to fight a massed battle in an open area, where superior American weapons would prevail. The United States was trying to fight World War II in the jungles of Southeast Asia, against an enemy with no intention of doing so.

Some British military historians describe the Asian way of war as one of indirect attacks, avoiding frontal attacks meant to overpower an opponent. This traces back to Asian history and geography: the great distances and harsh terrain have often made it difficult to execute the sort of open field clashes allowed by the flat terrain and relatively compact size of Europe. A very different strategic tradition arose in Asia.

The bow and arrow were metaphors for an Eastern way of war: By its nature, the arrow is an indirect weapon. Fired from a distance of hundreds of yards, it does not necessitate immediate physical contact with the enemy. Thus, it can be fired from hidden positions. When fired from behind a bridge, the barrage seems to come out of nowhere, taking the enemy by surprise. The tradition of this kind of fighting is captured in the classical strategic writings of the East. The 2,000 years' worth of Chinese writings on war constitutes the subtlest writings on the subject in any language. Not until Clausewitz did the West produce a strategic theorist to match the sophistication of Sun-tzu, whose Art of War was written 2,300 years earlier.

In Sun-tzu and other Chinese writings, the highest achievement of arms is to defeat an adversary; without fighting. He wrote, "To win one hundred victories in one hundred battles is not the acme of skill. To subdue the enemy without fighting is the supreme excellence." Actual combat is just one among many means towards the goal of subduing an adversary. War contains too many surprises to be a first resort. It can lead to ruinous losses, as has been seen time and again. It can have the unwanted effect of inspiring heroic efforts in an enemy, as the United States learned in Vietnam, and as the Japanese found out after Pearl Harbor.

Aware of the uncertainties of a military campaign, Sun-tzu advocated war only after the most thorough preparations. Even then, it should be quick and clean. Ideally, the army is just an instrument to deal the final blow to an enemy already weakened by isolation, poor morale, and disunity. Ever since Sun-tzu, the Chinese have been seen as masters of subtlety, who take measured actions to manipulate an adversary without his knowledge. The dividing line between war and peace can be obscure. Low level violence often is the backdrop to a larger strategic campaign. The unwitting victim, focused on the day-to-day events, never realizes what's happening to him until it's too late. History holds many examples. The Viet Cong lured French and U.S. infantry deep into the jungle, weakening their morale over several years. The mobile army of the United States was designed to fight on the plains of Europe, where it could quickly move unhindered from one spot to the next. The jungle did more than make quick movement impossible; broken down into smaller units and scattered in isolated bases, US forces were deprived of the feeling of support and protection that ordinarily comes from being part of a big army.

The isolation of U.S. troops in Vietnam was not just a logistical detail, something that could be overcome by, for instance, bringing in reinforcements by helicopter. In a big army reinforcements are readily available. It was Napoleon who realized the extraordinary effects on morale that come from being part of a larger formation. Just the knowledge of it lowers the soldier's fear and increases his aggressiveness. In the jungle and on isolated bases, this feeling was removed. The thick vegetation slowed down the reinforcements and made it difficult to find stranded units. Soldiers felt they were on their own.

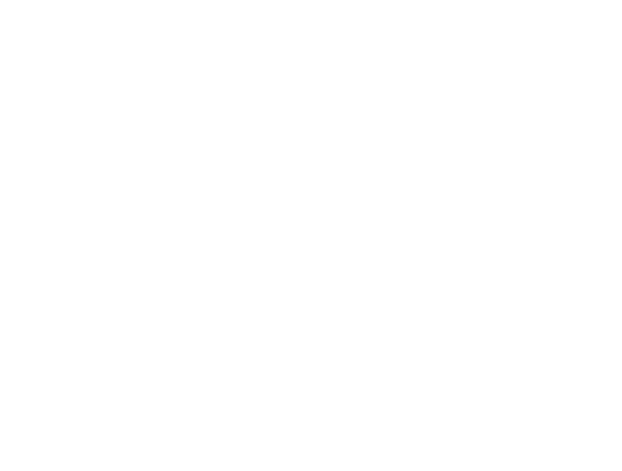
More important, by altering the way the war was fought, the Viet Cong stripped the United States of its belief in the inevitability of victory, as it had done to the French before them. Morale was high when these armies first went to Vietnam. Only after many years of debilitating and demoralizing fighting did Hanoi launch its decisive attacks, at Dienbienphu in 1954 and against Saigon in 1975. It should be recalled that in the final push to victory, the North Vietnamese abandoned their jungle guerrilla tactics completely, committing their entire army of twenty divisions to pushing the South Vietnamese into collapse. The final battle, with the enemy's army all in one place, was the one that the United States had desperately wanted



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1. Which one of the following statements describes an important issue or important issues, not being raised in the context of the current debate on IPRs?
 - (a) The role of MNCs in the sphere of biotechnology and agriculture.
 - (b) The strategy and policies for establishing an IPR regime for Indian agriculture.
 - (c) The relative roles of public and private sectors.
 - (d) Wider concerns about 'privatization' of research.
2. The fundamental breakthrough in deciphering the structure and functioning of DNA has become a public good. This means that:
 - (a) Breakthroughs in fundamental research on DNA are accessible by all, without any monetary considerations.
 - (b) The fundamental research on DNA has the characteristic of having beneficial effects for the public at large.
 - (c) Due to the large scale of fundamental research on DNA, it falls in the domain of public sector research institutions.
 - (d) The public and other companies must have free access to such fundamental breakthroughs in research.
3. In debating the respective roles of the public and private sectors in the national research system, it is important to recognize:
 - (a) that private companies do not produce new varieties and inputs entirely on their own research.
 - (b) that almost all technological improvements are based on knowledge and experience accumulated from the past.
 - (c) the complementary role of public and private sector research.
 - (d) that knowledge repositories are primarily the scientific community and its academic publications.
4. Which one of the following may provide incentives to address the problem of potential adverse consequences of biotechnology?
 - (a) Include IPR issue in the TRIPs agreement.
 - (b) Nationalise MNCs engaged in private research in biotechnology.
 - (c) Encourage domestic firms to patent their innovation.
- (d) Make provision in the law for user compensation against failure of newly developed varieties.
5. Which of the following statements is not a likely consequence of emerging technology in agriculture?
 - (a) Development of newer and newer varieties will lead to increase in biodiversity.
 - (b) MNCs may underplay the negative consequences of the newer technology on environment.
 - (c) Newer varieties of seeds may increase vulnerability of crops to pest and diseases.
 - (d) Reforms in patent laws and user compensation against crop failures would be needed to address new technology problems.
6. The TRIPs agreement emerged from the Uruguay Round to:
 - (a) address the problem of adverse consequences of genetically engineered new varieties of grain.
 - (b) fulfill the WTO requirement to have an agreement on trade related property rights.
 - (c) provide innovators a way of protecting their intellectual property.
 - (d) give credibility to the innovations made by MNCs in the field of pharmaceuticals and agriculture.
7. Public or quasi-public research institutions are more likely than private companies to address the negative consequences of new technologies, because of which of the following reason/s?
 - (a) Public research is not driven by profit motive.
 - (b) Private companies may not be able to absorb losses arising out of the negative effects of the new technologies.
 - (c) Unlike new technology, product knowledge and techniques for resource management are not amenable to simple market transactions.
 - (d) All of the above.
8. While developing a strategy and policies for building a more dynamic national agricultural research system, which one of the following statements needs to be considered?
 - (a) Public and quasi-public institutions are not interested in making profits.



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so sensitive that it means the spots can be made smaller and packed closer together than was previously possible, thus increasing the capacity and reducing the size and cost of a disk drive.

Dr. Prinz and his colleagues are now exploiting the same phenomenon on the surface of memory chips, rather than spinning disks. In a conventional memory chip, each binary digit (bit) of data is represented using a capacitor—reservoir of electrical charge that is either empty or full—to represent a zero or a one. In the NRL's magnetic design, by contrast, each bit is stored in a magnetic element in the form of a vertical pillar of magnetized material, either clockwise or anticlockwise to represent zero or one. Another set of wires allows current to pass through any particular element. By measuring an element's resistance you can determine its magnetic orientation, and hence, whether it is storing a zero or a one. Since the elements retain their magnetic orientation even when the power is off, the result is nonvolatile memory. Unlike the elements of an electronic memory, a magnetic memory's elements are not easily disrupted by radiation. And compared with electronic memories, whose capacitors need constant topping up, magnetic memories are simpler and consume less power. The NRL researchers plan to commercialise their device through a company called Non-Volatile Electronics, which recently began work on the necessary processing and fabrication techniques. But it will be some years before the first chips toll off the production line.

Most attention in the field is focused on an alternative approach based on magnetic tunnel-junctions (MTJs), which are being investigated by researchers at chipmakers such as IBM, Motorola, Siemens and Hewlett-Packard. IBM's research team, led by Stuart Parkin, has already created a 500-element working prototype that operates at 20 times the speed of conventional memory chips and consumes 1% of the power. Each element consists of a sandwich of two layers of magnetable material separated by a barrier of aluminium oxide just four or five atoms thick. The polarization of lower magnetable layer is fixed in one direction, but that of the upper layer can be set (again by passing a current through a matrix of control wires) either to the left or to the right, to store a zero or a one. The polarizations of the two layers are then in either the same or opposite directions.

Although the aluminium-oxide barrier is an electrical insulator, it is so thin that electrons are able to jump across it via a quantum-mechanical effect called tunneling. It turns

out that such tunneling is easier when the two magnetic layers are polarized in the same direction than when they are polarized in opposite directions, so, by measuring the current that flows through the sandwich, it is possible to determine the alignment of the topmost layer; and hence, whether it is storing a zero or a one.

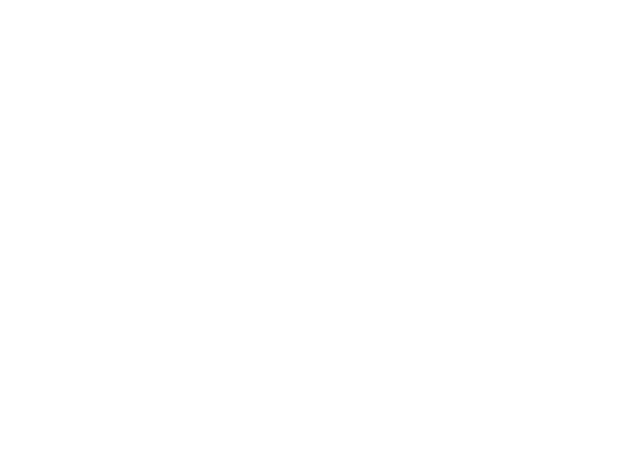
To build a full-scale memory chip based on MTJs is, however, no easy matter. According to Paulo Freitas, an expert on chip manufacturing at the Technical University of Lisbon, magnetic memory elements will have to become far smaller and more reliable than current prototypes if they are to compete with electronic memory. At the same time, they will have to be sensitive enough to respond when the appropriate wires in the control matrix are switched on, but not so sensitive that they respond when a neighboring element is changed. Despite these difficulties, the general consensus is that MTJs are the more promising ideas. Dr. Parkin says his group evaluated the GMR approach and decided not to pursue it, despite the fact that IBM pioneered GMR in hard disks. Dr. Prinz, however, contends that his plan will eventually offer higher storage densities and lower production costs.

Not content with shaking up the multi-billion-dollar market for computer memory, some researchers have even more ambitious plans for magnetic computing. In a paper published last month in science, Russell Cowburn and Mark Welland of Cambridge University outlined research that could form the basis of a magnetic microprocessor—a chip capable of manipulating (rather than merely storing) information magnetically. In place of conducting wires, a magnetic processor would have rows of magnetic dots, each of which could be polarized in one of two directions. Individual bits of information would travel down the rows as magnetic pulses, changing the orientation of the dots as they went. Dr. Cowburn and Dr. Welland have demonstrated how a logic gate (the basic element of a microprocessor) could work in such a scheme. In their experiment, they fed a signal in at one end of the chain of dots and used a second signal to control whether it propagated along the chain.

It is, admittedly, a long way from a single logic gate to a full microprocessor, but this was true also when the transistor was first invented. Dr. Cowburn, who is now searching for backers to help commercialise the technology, says he believes it will be at least ten years before the first magnetic microprocessor is constructed. But other researchers in the field agree that such a chip is the next



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30. Which of the following does the 'desert' in the passage refer to?
- Prairie soil depleted by cultivation of wheat.
 - Reservations in which native Indians were resettled.
 - Absence of, and emptiness in, community kinship and relationships.
 - All of the above.
31. According to the author, people will begin to utilize the service of the bereavement counselor because:
- New Country regulations will make them feel it is a right, and if they don't use it, it would be a loss.
 - The bereaved in the community would find her a helpful friend.
 - She will fight for subsistence allowance from the Country Board for the poor among the bereaved.
 - Grief processing needs tools certified by universities and medical centers.
32. Which one of the following parallels between the plow and bereavement counseling is not claimed by the author?
- Both are innovative technologies.
 - Both result in migration of the communities into which the innovations are introduced.
 - Both lead to deserts in the space of only one generation.
 - Both are tools introduced by outsiders entering existing communities.

Passage 5 (Total Words—1028) (CAT 2000)

The teaching and transmission of North Indian classical music is, and long has been, achieved by largely oral means. The raga and its structure, the often breathtaking intricacies of tala or rhythm, and the incarnation of raga and tala as bandish or composition, are passed thus, between guru and Shishya by word of mouth and direct demonstration, with no printed sheet of notated music, as it were, acting as a go-between. Saussure's conception of language as a communication between addresser and addressee is given, in this model, a further instance, and a new, exotic complexity and glamour.

These days, especially with the middle class having entered the domain of classical music and playing not a

small part in ensuring the continuation of this ancient tradition, the tape recorder serves as a handy technological slave and preserves, from oblivion, the vanishing, elusive moment of oral transmission. Hoary gurus, too, have seen the advantage of this device, and increasingly use it as an aid to instructing their pupils; in place of the shawls and other traditional objects that used to pass from shishya to guru in the past, as a token of the regard of the former for the latter, it is not unusual, today, to see cassettes changing hands.

Part of my education in North Indian classical music was conducted via this rather ugly but beneficial rectangle of plastic, which I carried with me to England when I was an undergraduate. One cassette had stored in it various talas played upon the tabla, at various tempos, by my music teacher's brother-in-law, Hazarilalji, who was a teacher of Kathak dance, as well as a singer and a tabla player. This was a work of great patience and prescience, a one-and-a-half hour performance without any immediate point or purpose, but intended for some delayed future moment when I'd practice the talas solitarily.

This repeated playing out of the rhythmic cycles on the tabla was inflected by the noises – an irate auto driver blowing a horn; the sound of overbearing pigeons that were such a nuisance on the banister; even the cry of a kulfi seller in a summer—entering from the balcony of the third floor flat we occupied in those days, in a lane in a Bombay suburb, before we left the city for good. These sounds, in turn, would invade, hesitantly, the ebb and flow of silence inside the artificially heated room, in a borough of west London, in which I used to live as an undergraduate. There, in the trapped dust, silence and heat, the theka of the tabla, qualified by the imminent but intermittent presence of the Bombay suburb, would come to life again. A few years later, the tabla and, in the background, the pigeons and the itinerant kulfi seller, would inhabit a small graduate room in Oxford.

The tape recorder, though, remains an extension of the oral transmission of music, rather than a replacement of it. And the oral transmission of North Indian classical music remains, almost uniquely, a testament to the fact that the human brain can absorb, remember and reproduce structures of great complexity and sophistication without the help of the hieroglyph or written mark or a system of notation. I remember my surprise on discovering that Hazarilalji—who has mastered Kathak dance, tala and North Indian classical music, and who used to narrate to



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endless rounds of job cuts and firings that have eliminated 100,000 jobs since 1985. Last week, IBM announced to its shell-shocked investors that it lost \$4.97 billion last year—the biggest loss in American corporate history.

And just when IBM is losing ground in one market after another, Intel and Microsoft have emerged as the computer industry's most fearsome pair of competitors. The numbers on Wall Street tell a stunning story. Ten years ago, the market value of the stock of Intel and Microsoft combined amounted to about a tenth of IBM's. Last week, with IBM's stock at an 11 year low, Microsoft's value surpassed its old mentor's for the first time ever (\$26.76 billion to \$26.48 billion), and Intel (\$24.3 billion) is not far behind. While IBM is posting losses, Intel's profits jumped 30% and Microsoft's rose 44%.

Both Intel, the world's largest supplier of computer chips, and Microsoft, the world's largest supplier of computer software, have assumed the role long played by Big Blue as the industry's pacesetter. What is taking place is a generational shift unprecedented in the information age—one that recalls transition in the U.S. auto industry 70 years ago, when Alfred Sloan's upstart General Motors surpassed Ford Motors as America's No. 1 car maker. The transition also reflects the decline of computer manufacturers such as IBM, Wang and Unisys, and the rise of companies like Microsoft, Intel and AT&T that create the chips and software to make the computers work. Just like Dr. Frankenstein, IBM created these two monster competitors, says Richard Shaffer, publisher of the Computer Letter. Now, even IBM is in danger of being trampled by the creations it unleashed.

Although Intel and Microsoft still have close relationships with Big Blue, there is little love lost between IBM and its potent progeny. IBM had an ugly falling-out with former partner Microsoft over the future of personal-computer software. Microsoft developed the now famous disk operating system for the IBM-PC called DOS—and later created the operating software for the next generation of IBM personal computers, the Personal System/2. When PS/2 and its operating system, OS/3, failed to catch on, a feud erupted over how the two companies would upgrade the system. Although they publicly patched things up, the partnership was tattered. IBM developed its own version of OS/3, which has so far failed to capture the industry's imagination. Microsoft's competing version, dubbed New Technology, or NT, will debut in a few months and will

incorporate Microsoft's highly successful Windows program, which lets users juggle several programs at once. Windows NT however, will offer more new features, such as the ability to link many computers together in a network and to safeguard them against unauthorized use.

IBM and Intel have also been parting company. After relying almost exclusively on the Santa Clara, California company for the silicon chips that serve as computer brains, IBM has moved to reduce its dependence on Intel by turning to competing vendors. In Europe, IBM began selling a low-cost line of PCs called Ambra, which runs on chips made by Intel rival Advanced Micro Devices. IBM also demonstrated a sample PC using a chip made by another Intel enemy, Cyrix. And last October, IBM said it would begin selling the company's own chips to outsiders, in direct competition with Intel.

IBM clearly feels threatened. And the wounded giant still poses the biggest threat to any future dominance by Intel and Microsoft. Last year, it teamed up with both companies' most bitter rivals—Apple Computers and Motorola—to develop advanced software and microprocessors for a new generation of desktop computers. In selecting Apple and Motorola, IBM bypassed its longtime partners. Just as Microsoft's standard operations system runs only on computers built around Intel's computer chips, Apple's software runs only on Motorola's chips. Although IBM has pledged that the new system will eventually run on a variety of machines, it will initially run only computer programs written for Apple's Macintosh or IBM's OS/2. Its competitive juices now flowing, IBM last week announced that it and Apple Computer will deliver the operating system in 1994—a year ahead of schedule.

10. As a result of greater competition in the US Computer industry:
 - (a) Some computer companies are expanding while others are contracting.
 - (b) Employment in the industry is going down.
 - (c) The industry is becoming more monopolized.
 - (d) The share value of IBM is going up relative to that of Intel and Microsoft.
11. Why is something that happened 70 years ago in the US auto industry being mentioned here?
 - (a) General Motors broke away from Ford Motors.
 - (b) A new company went ahead of an established market leader.



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28. Out of the total outlay for water supply and sanitation in the seventh plan, rural water supply sector would receive
- about 53 percent.
 - over 80 percent.
 - between 65 and 80 per cent.
 - equal to 44.7 percent.

Passage 4 (Total Words—843) (CAT 1998)

To teach is to create a space in which obedience to truth is practiced. Space may sound like a vague, poetic metaphor until we realize that it describes experiences of everyday life. We know what it means to be in a green and open field; we know what it means to be on a crowded rush hour bus. These experiences of physical space have parallels in our relations with others. On our jobs, we know what it is to be pressed and crowded, our working space diminished by the urgency of deadlines and competitiveness of colleagues.

But then there are times when deadlines disappear and colleagues cooperate, when everyone has space to move, invent and produce with energy and enthusiasm. With family and friends, we know how it feels to have unreasonable demands placed upon us, to be boxed in the expectations of those nearest to us. But then there are times when we feel accepted for who we are (or forgiven for who we are not), times when a spouse or a child or a friend gives us the space both to be and to become.

Similar experiences of crowding and space are found in education. To sit in a class where the teacher stuffs our minds with information, organizes it with finality, insists on having the answers while being utterly uninterested in our views, and forces us into a grim competition for grades—to sit in such a class is to experience a lack of space for learning. But to study with a teacher who not only speaks but also listens, who not only gives answers but asks questions and welcomes our insights, who provides information and theories that do not close doors but open new ones, who encourages students to help each other learn—to study with such a teacher is to know the power of a learning space.

A learning space has three essential dimensions: openness, boundaries and an air of hospitality. To create open learning space is to remove the impediments to learning that we find around and within us: we often create them ourselves to evade the challenge of truth and

transformation. One source of such impediments is our fear of appearing ignorant to others or to ourselves. The openness of a space is created by the firmness of its boundaries. A learning space cannot extend indefinitely; if it did, it would not be a structure for learning but an invitation for confusion and chaos. When space boundaries are violated, the quality of space suffers. The teacher who wants to create an open learning space must define and defend its boundaries with care, because the pursuit of truth can often be painful and discomforting, the learning space must be hospitable. Hospitality means receiving each other, our struggles, our new-born ideas with openness and care. It means creating an ethos in which the community of truth can form and the pain of its transformation be borne. A learning space needs to be hospitable not to make learning painless, but to make painful things possible, things without which no learning can occur—things like exposing ignorance, testing tentative hypotheses, challenging false or partial information, and mutual criticism of thought.

The task of creating learning space with qualities of openness, boundaries and hospitality can be approached at several levels. The most basic level is the physical arrangement of the classroom. Consider the traditional classroom setting with row upon row of chairs facing the lectern where learning space is confined to the narrow alley of attention between each student and teacher. In this space, there is no community of truth, hospitality or room for students to relate to the thoughts of each other. Contrast it with the chairs placed in a circular arrangement, creating an open space within which learners can interconnect. At another level, the teacher can create conceptual space—with words, in two ways. One is through assigned reading; the other is through lecturing. Assigned reading, not in the form of speed reading several hundred pages, but contemplative reading which opens, not fills, our learning space. A teacher can also create a learning space by means of lectures. By providing critical information and a framework of interpretation, a lecturer can lay down the boundaries within which learning occurs.

We also create learning space through the kind of speech we utter and the silence from which true speech emanates. Speech is a precious gift and a vital tool, but too often our speaking is an evasion of truth, a way of buttressing our self-serving reconstructions of reality. Silence must therefore be an integral part of learning space. In silence, more than in arguments, our mind-made world falls away



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V

Passage 1 (Total Words—675)

This industry preys on pestilence for profits. As the primary sector thrives under the benevolent gaze of the rain gods, according to the CMIE forecast for Business Today, the production of food grains will touch 187 million tons in 1994–95—up from 182 million tons in 1993–94—pesticides are likely to be a key input in the country's race for a quantum jump in agricultural productivity.

That's because a not-insignificant 30 per cent of the production of food grains in the country is destroyed by insects, pests, plant pathogens, rodents, and birds every year. And even though the per capita consumption of pesticides is currently low—which is also a pointer to the industry's potential—this country is still the world's third largest consumer of pesticides.

Classified by target species, pesticides can be divided into four broad categories. Insecticides—like monocrotophos and fenvalerate—are used for killing insects. Herbicides—such as butachlor and anilophos—remove weeds and unwanted plants. Fungicides—like nickel chloride—kill fungi. And fumigants and rodenticides—such as zinc and aluminium phosphide—are used to kill rodents.

At present, insecticides contribute to almost 75 per cent of the turnover of the pesticides industry in value terms and 85 per cent in terms of volume. This is at variance with the trend in the West, where insecticides account for just 32 per cent of pesticides consumption: it is herbicides and fungicides which account for the largest share of consumption in those countries.

In terms of manufacturing technology, the production of pesticides can be classified into two main categories: technical-grade materials and formulations. Technical-grade-material—the basic chemical of high purity—is manufactured in organized units, with the top 10 units accounting for more than 80 percent of production. Most of them have a dominant market share in one or two key products.

However, most pesticides are used as formulations, which are produced by the processing of technical grade materials and are manufactured by both large and small-scale units. In fact, the Insecticides Act of 1968 stipulates that 50 per cent of the production of technical-grade pesticides must be supplied by every manufacturer to non-associated formulators.

While the stipulation aims at ensuring the sale of pesticides at cheaper prices, arbitrary control has led to a conflict of interests. Formulators complain that technical-grade manufacturers operate a cartel. The latter, however, claim that rising input costs—raw materials constitute 60 percent of the selling price of pesticides—are forcing hikes in selling prices.

The pesticides industry has over 80 registered technical-grade manufacturers and about 800 registered formulators. About 160 formulators are associated with technical-grade manufacturers and boast of the advantage of being able to obtain raw materials easily, even during the peak consumption season.

As the level of technology required is relatively low, formulators have low fixed investment per unit of output. At 35 percent, the pesticides industry's average capacity utilization is rather low. And this, notwithstanding the 1974 ban imposed by the government on the addition of formulation capacity. However, firms can expand their formulation capacities so long as such expansions are linked to the increased production of technical-grade material.

One of the main reasons for low capacity utilization in this industry is the seasonal nature of the demand for pesticides. The maximum amount of sales is recorded between July and November, which is reflected in the high inventories that are built up in the first quarter of the year. As the active ingredient deteriorates over time, a large number of formulations have a limited shelf-life.

At another level, the industry is characterized by the practice of credit sales to the trade. These credits—which are typically for 60 to 90 days—coupled with the high level of inventories—to cope with demand fluctuations—contribute to the working capital-intensive nature of the industry. That's why most manufacturers have diversified, the most common diversification being pharmaceuticals. An analysis of pesticides sales as a percentage of the total sales of the major players confirms that most pesticides makers are well-diversified.

1. The growth in the production of food grains in 1994–95 over 1993–94 is predicted to be roughly
 - (a) 187 million tons.
 - (b) 2 percent.
 - (c) 3 percent.
 - (d) 182 million tons.
2. This country is the third largest consumer of pesticides in spite of



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Committee and the design of Edwin Lutyen's Delhi. Delhi unlike all other major cities of the world has a hollow center—the density of population at the heart of town is negligible. In design, it is no modern metropolis but a medieval imperial capital like the Baghdad of the Abbasid Caliphate. The very center of the city is entirely occupied by the almost empty places of the mighty, while hoi polloi throng the periphery and travel long distances daily to serve their masters.

Within the charmed circle of inner New Delhi, Ministers and Members of parliament, the top military brass and the bureaucratic and the judicial elite of the country luxuriate in sprawling bungalows nestling amidst lush greenery in almost sylvan surroundings. The total land area occupied by these bungalows is one of the best kept official secrets. The ministry of urban development keeps no count of aggregates; but it appears that there are about 600 bungalows with areas varying from one to 10 acres. A not implausible estimate of the total area is about 10 million square yards.

A conservative estimate of the value of land in central New Delhi is Rs. 1,00,000 per square yard. Six hundred families of VIPs are occupying real estate worth about Rs. 1,000 billion; at an interest rate of 12%, this sum would yield an annual income of Rs. 120 billion. This amounts to more than one percent of the gross domestic product.

If the government were to move these six hundreds families to the outskirts of the town and lease this land out, say for multi-storied residential construction—subject, of course, to environmental restrictions that would protect the existing greenery—the primary deficit of India would be wiped out.

What is more, rents would drop all over the city and the housing problem of Delhi would be solved, if not fully, at least in substantial measure. Further, there would be a major inward shift of population reducing transport requirements, and making it more lucrative for public transport to ply through inner Delhi. The removal of the six hundred would, at one stroke, relieve the accommodation and transport problems of Delhi as well as the budget deficit of the country. But who would bell the cat? Would the government do it, considering that the 600 are the government?

Public interest litigation has of late highlighted a relatively minor aspect of the VIP housing issue: the abuse of ministerial discretion in making out of turn allotments. This focuses attention on the question of a fair distribution

between the members of the elite of the fruits of power. In the process, unfortunately, a question of infinitely larger import has been conveniently consigned to oblivion. Doesn't the entire scheme of VIP housing in New Delhi imply organized plunder of the citizenry on a scale quite unprecedented and totally incompatible with the principles of a democratic society?

Strangely enough, this matter has entirely eluded the searchlight of public attention. Political parties, the media, public interest litigants, grass root people's movements have all maintained a resounding of reticence on the issue. When the excesses perpetrated in the name of VIP security provoked public protest, the prime minister desired that VIP security should be made unobtrusive. VIP housing, however, is an entirely unobtrusive burden on the public, but a burden of quite mind boggling proportions. Perhaps it is the silent character of this infliction that has made it so easy to impose. Or perhaps centuries of colonial rule have made habitual slaves of us: a mere 50 years of democracy cannot erase our, habit of obsequiousness to the imperial state and its rulers.

18. According to the passage, when a public system suffers from financial crisis, the situation calls for:
 - (a) Tightening the belt all around.
 - (b) Handing over unproductive assets to private parties.
 - (c) Contracting our maintenance of assets to less efficient private parties.
 - (d) Painless and quick execution of all white elephants.
19. One proposal made by the author to reduce the cost of photocopying well below the market price, was to:
 - (a) Stop using owned photocopying machines and get photocopies done by private operators in the market.
 - (b) Stop using owned photocopying machines and get photocopies done by a private operator who had rented space from the institution.
 - (c) Have an agreement with the private operator allowing him to use the owned surplus machines in exchange for a price concession.
 - (d) Put the photocopy operating employees on a piece rate basis.



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have deteriorated as more people clamour to use them. The same is true for telephones, which took over hundred years to become mobile, or photographic film, which also required an entire century to change.

The only explanation for this is anthropological. Once established in calcified organizations, humans do two things: sabotage changes that might render people dispensable, and ensure industry-wide emulation. In the 1960s, German auto companies developed plans to scrap the entire combustion engine for an electrical design. (The same existed in the 1970s in Japan, and in the 1980s in France.) So for 40 years we might have been free of the wasteful and ludicrous dependence on fossil fuels. Why didn't it go anywhere? Because auto executives understood pistons and carburetors, and would be loath to cannibalize their expertise, along with most of their factories.

1. According to the passage, which of the following statements is true?
 - (a) Executives of automobile companies are inefficient and ludicrous.
 - (b) The speed at which an automobile is driven in a city has not changed much in a century.
 - (c) Anthropological factors have fostered innovation in automobiles by promoting use of new technologies.
 - (d) Further innovation in jet engines has been more than incremental.
2. Which of the following views does the author fully support in the passage?
 - (a) Nothing is as permanent as change.
 - (b) Change is always rapid.
 - (c) More money spent on innovation leads to more rapid change.
 - (d) Over decades, structural change has been incremental.
3. Which of the following best describes one of the main ideas discussed in the passage?
 - (a) Rapid change is usually welcomed in society.
 - (b) Industry is not as innovative as it is made out to be.
 - (c) We should have less change than what we have now.
 - (d) Competition spurs companies into radical innovation.

4. According to the passage, the reason why we continued to be dependent on fossil fuels is that:
 - (a) Auto executives did not wish to change.
 - (b) No alternative fuels were discovered.
 - (c) Change in technology was not easily possible.
 - (d) German, Japanese and French companies could not come up with new technologies.

Passage 2 (CAT 2004)

The painter is now free to paint anything he chooses. There are scarcely any forbidden subjects, and today, everybody is prepared to admit that a painting of some fruit can be as important as a painting of a hero dying. The Impressionists did as much as anybody to win this previously unheard of freedom for the artist. Yet, by the next generation, painters began to abandon the subject altogether, and began to paint abstract pictures. Today, the majority of pictures painted are abstract.

Is there a connection between these two developments? Has art gone abstract because the artist is embarrassed by his freedom? Is it that, because he is free to paint anything, he doesn't know what to paint? Apologists for abstract art often talk of it as the art of maximum freedom. But could this be the freedom of the desert island? It would take too long to answer these questions properly. I believe there is a connection. Many things have encouraged the development of abstract art. Among them has been the artists' wish to avoid the difficulties of finding subjects when all subjects are equally possible.

I raise the matter now because I want to draw attention to the fact that the painter's choice of a subject is a far more complicated question than it would at first seem. A subject does not start with what is put in front of the easel or with something which the painter happens to remember. A subject starts with the painter deciding he would like to paint such-and-such because for some reason or other he finds it meaningful. A subject begins when the artist selects something for *special mention*. (What makes it special or meaningful may seem to the artist to be purely visual—its colours or its form.) When the subject has been selected, the function of the painting itself is to communicate and justify the significance of that selection.

It is often said today that subject matter is unimportant. But this is only a reaction against the excessively literary and moralistic interpretation of subject matter in the



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One problem for supporters of this argument is lack of the right kind of hard evidence. We have a wealth of epidemiological data linking dietary factors to health profiles/disease risks and a great deal of information on mechanism: how food factors interact with our biochemistry. But almost all intervention studies with micronutrients, with the notable exception of the omega 3 fatty acids, have so far produced conflicting or negative results. In other words, our science appears to have no predictive value. Does this invalidate the science? Or are we simply asking the wrong questions?

Based on pharmaceutical thinking, most intervention studies have attempted to measure the impact of a single micronutrient on the incidence of disease. The classical approach says that if you give a compound formula to test subjects and obtain positive results, you cannot know which ingredient is exerting the benefit, so you must test each ingredient individually. But in the field of nutrition, this does not work. Each intervention on its own will hardly make enough difference to be measured. The best therapeutic response must therefore combine micronutrients to normalize our internal physiology. So, do we need to analyse each individual's nutritional status and then tailor a formula specifically for him or her? While we do not have the resources to analyse millions of individual cases, there is no need to do so. The vast majority of people are consuming suboptimal amounts of most micronutrients, and most of the micronutrients concerned are very safe. Accordingly, a comprehensive and universal program of micronutrient support is probably the most cost-effective and safest way of improving the general health of the nation.

14. Type-B malnutrition is a serious concern in developed countries because
 - (a) developing countries mainly suffer from Type-A malnutrition.
 - (b) it is a major contributor to illness and death.
 - (c) pharmaceutical companies are not producing drugs to treat this condition.
 - (d) national surveys on malnutrition do not include newer micronutrient groups.
15. Why are a large number of apparently healthy people deemed pre-ill?
 - (a) They may have chronic degenerative diseases.
 - (b) They do not know their own genetic risk factors which predispose them to diseases.

- (c) They suffer from Type-B malnutrition.
- (d) There is a lengthy latency period associated with chronically degenerative diseases.
16. The author recommends micronutrient-repletion for large-scale treatment of chronic degenerative diseases because
 - (a) it is relatively easy to manage.
 - (b) micronutrient deficiency is the cause of these diseases.
 - (c) it can overcome genetic risk factors.
 - (d) it can compensate for other lifestyle factors.
17. Tailoring micronutrient-based treatment plans to suit individual deficiency profiles is not necessary because
 - (a) it very likely to give inconsistent or negative results.
 - (b) it is a classic pharmaceutical approach not suited to micronutrients.
 - (c) most people are consuming suboptimal amounts of safe-to-consume micronutrients.
 - (d) it is not cost effective to do so.

Passage 5 (CAT 2004)

Fifty feet away, three male lions lay by the road. They didn't appear to have a hair on their heads. Noting the color of their noses (leonine noses darken as they age, from pink to black), Craig estimated that they were six years old—young adults. "This is wonderful!" he said, after staring at them for several moments. "This is what we came to see. They really are maneless." Craig, a professor at the University of Minnesota, is arguably the leading expert on the majestic Serengeti lion, whose head is mantled, in long, thick hair. He and Peyton West, a doctoral student who has been working with him in Tanzania, had never seen the Tsavo lions that live some 200 miles east of the Serengeti. The scientists had partly suspected that the maneless males were adolescents mistaken for adults by amateur observers. Now they knew better.

The Tsavo research expedition was mostly Peyton's show. She had spent several years in Tanzania, compiling the data she needed to answer a question that ought to have been answered long ago: Why do lions have manes? It's the only cat, wild or domestic, that displays such ornamentation. In Tsavo, she was attacking the riddle from the opposite angle. Why do its lions not have manes? Some



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by men, have "given" women the right to contraceptive use and abortion access when their countries were perceived to have an overpopulation problem. When these countries are perceived to be underpopulated, that right has been absent. Until the nineteenth century, a woman's rights to an abortion followed English common law; it could only be legally challenged if there was a "quickenning", when the first movements of the foetus could be felt. In 1800, drugs to induce abortions were widely advertised in local newspapers. By 1900, abortion was banned in every state except to save the life of the mother. The change was strongly influenced by the medical profession, which focussed its campaign ostensibly on health and safety issues for pregnant women and the sanctity of life. Its position was also a means of control of non licensed medical practitioners such as midwives and women healers who practiced abortion.

The anti-abortion campaign was also influenced by political considerations. The large influx of eastern and southern European immigrants with their large families was seen as a threat to the population balance of the future United States. Middle and upper class Protestants were advocates of abortion as a form of birth control. By supporting abortion prohibitions, the hope was that these Americans would have more children and thus, prevent the tide of immigrant babies from overwhelming the demographic characteristics of Protestant America.

The anti-abortion legislative position remained in effect in the United States through the first sixty-five years of the twentieth century. In the early 1960s, even when it was widely known that the drug thalidomide taken during pregnancy to alleviate anxiety was shown to contribute to the formation of deformed "flipper-like" hands or legs of children, abortion was illegal in the United States. A second health tragedy was the severe outbreak of rubella during the same time period, which also resulted in major birth defects. These tragedies combined with a change of attitude towards a woman's right to privacy lead a number of states to pass abortion-permitting legislation.

On one side of the controversy are those who call themselves "pro-life". They view the foetus as a human life rather than as an unformed complex of cells; therefore, they hold to the belief that abortion is essentially murder of an unborn child. These groups cite both legal and religious reasons for their opposition to abortion. Pro-lifers point to the rise in legalized abortion figures and see this as morally intolerable. On the other side of the issue are those who call

themselves "pro-choice". They believe that women, not legislators or judges, should have the right to decide whether and under what circumstances they will bear children. Pro-choicers are of the opinion that laws will not prevent women from having abortions and cite the horror stories of the past when many women died at the hands of "backroom" abortionists and in desperate attempts to self-abort. They also observe that legalized abortion is especially important for rape victims and incest victims who became pregnant. They stress physical and mental health reasons why women should not have unwanted children.

To get a better understanding of the current abortion controversy, let us examine a very important work by Kristin Luker, titled *Abortion and The Politics of Motherhood*. Luker argues that female pro-choice and pro-life activists hold different world views regarding gender, sex, and the meaning of parenthood. Moral positions on abortions are seen to be tied intimately to views on sexual behaviour, the care of children, family life, technology, and the importance of the individual. Luker identifies "pro-choice" women as educated, affluent, and liberal. Their contrasting counterparts, "pro-life" women, support traditional concepts of women as wives and mothers. It would be instructive to sketch out the differences in the world views of these two sets of women. Luker examines California, with its liberalized abortion law, as a case history. Public documents and newspaper accounts over a twenty-year period were analyzed and over 200 interviews were held with both pro-life and pro-choice activists.

Luker found that pro-life and pro-choice activists have intrinsically different views with respect to gender. Pro-life women have a notion of public and private life. The proper place for men is in the public sphere of work; for women, it is the private sphere of the home. Men benefit through the nurturance of women; women benefit through the protection of men. Children are seen to be the ultimate beneficiaries of this arrangement by having the mother as a full-time loving parent and by having clear role models. Pro-choice advocates reject the view of separate spheres. They object to the notion of the home being the "women's sphere". Women's reproductive and family roles are seen as potential barriers to full equality. Motherhood is seen as a voluntary, not a mandatory or "natural" role.

In summarizing her findings, Luker believes that women become activists in either of the two movements as the end result of lives that center around different



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17. The author has used several analogies to illustrate his arguments in the article. Which of the following pairs of words are examples of the analogies used?
- Cell activity and vehicular traffic.
 - Polymers and tram tracks.
 - Genes and canoes.
 - Vorticellids and ratchets.
- (a) I and II
 (b) II and III
 (c) I and IV
 (d) I and III
18. Read the five statements below: I, II, III, IV, and V. From the options given, select the one which includes statement that are **not** representative of an argument presented in the passage.
- Sperms use spring like engines made of actin filament.
 - Myosin and kinesin are unrelated.
 - Nanotechnology researchers look for ways to power molecule-sized devices.
 - Motor proteins help muscle contraction.
 - The dynein motor is still poorly understood.
- (a) I, II and III
 (b) III, IV and V
 (c) I, IV and V
 (d) I, III and IV
19. Read the four statements below: I, II, III, and IV. From the options given, select the one which includes only statement(s) that are representative of arguments presented in the passage.
- Protein motors help growth processes.
 - Improved transport in nerve cells will help arrest tuberculosis and cancer.
 - Cells, together, generate more power than the sum of power generated by them separately.
 - Vorticellid and the leaf fragment are connected by a calcium engine.
- (a) I and II but not III
 (b) I and III but not IV
 (c) I and IV but not II
 (d) III and IV but not II
20. Read the four statements below: I, II, III, and IV. From the options given, select the one which include statement(s) that are representative of arguments presented in the passage.
- Myosin, kinesin and actin are three types of protein.
 - Growth processes involve a routine in a cell that duplicates their machinery and pulls the copies apart.
 - Myosin molecules can generate vibrations in muscles.
 - Ronald and Mahadevan are researchers at Massachusetts Institute of Technology.
- (a) I and II but not III and IV
 (b) II and III but not I
 (c) II and IV but not I and III
 (d) I, II and III but not IV

Passage 5 (CAT 2002)

If translated into English, most of the ways economists talk among themselves would sound plausible enough to poets, journalists, businesspeople, and other thoughtful though *noneconomical* folk. Like serious talk anywhere—among boat designers and baseball fans, say—the talk is hard to follow when one has not made a habit of listening to it for a while. The culture of the conversation makes the words arcane. But the people in the unfamiliar conversation are not Martians. Underneath it all (the economist's favorite phrase), conversational habits are similar. Economics uses mathematical models and statistical tests and market arguments, all of which look alien to the literary eye. But looked at closely, they are not so alien. They may be seen as figures of speech-metaphors, analogies, and appeals to authority.

Figures of speech are not mere frills. They think for us. Someone who thinks of a market as an “invisible hand” and the organization of work as a “production function” and his coefficients as being “significant,” as an economist does, is giving the language a lot of responsibility. It seems a good idea to look hard at his language.

If the economic conversation were found to depend a lot on its verbal forms, this would not mean that economics would be not a science, or just a matter of opinion, or some sort of confidence game. Good poets, though not scientists, are serious thinkers about symbols; good historians, though not scientists, are serious thinkers about data. Good scientists also use language. What is more (though it



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rationale for conquest: It was supposedly for the good of the conquered. This led to much muddled hypocrisy. On the one hand, the empire needed to be profitable. On the other hand, the white man's burden made brazen loot impossible.

An additional factor deterring loot was the 1857 Sepoy Mutiny. Though crushed, it reminded the British vividly that they were a tiny ethnic group who could not rule a gigantic subcontinent without the support of important locals. After 1857, the British stopped annexing one princely state after another, and instead treated the princes as allies. Land revenue was fixed in absolute terms, partly to prevent local unrest and partly to promote the notion of the white man's burden. The empire proclaimed itself to be a protector of the Indian peasant against exploitation by Indian elites. This was denounced as hypocrisy by nationalists like Dadabhoi Naoroji in the 19th century, who complained that land taxes led to an enormous drain from India to Britain.

Objective calculations by historians like Adams Maddison suggest a drain of perhaps 1.6 percent of Indian Gross National Product in the 19th century. But land revenue was more or less fixed by the Raj in absolute terms and so its real value diminished rapidly with inflation in the 20th century. By World War II, India had ceased to be a profit centre for the British Empire.

Historically, conquered nations paid taxes to finance fresh wars of the conqueror. India itself was asked to pay a large sum at the end of World War I to help repair Britain's finances. But, as shown by historian Indivar Kamtekar, the independence movement led by Gandhiji changed the political landscape, and made mass taxation of India increasingly difficult. By World War II, this had become politically impossible. Far from taxing India to pay for World War II, Britain actually began paying India for its contribution of men and goods. Troops from white dominions like Australia, Canada and New Zealand were paid for entirely by these countries, but Indian costs were shared by the British government. Britain paid in the form of non-convertible sterling balances, which mounted swiftly. The conqueror was paying the conquered, undercutting the profitability on which all empire is funded. Churchill opposed this, and wanted to tax India rather than owe it money. But he was overruled by India hands who said India would resist payment, and paralyze the war effort. Leo Amery, Secretary of State for India, said that when you are driving in a taxi to the station to catch a life-or-death train, you do not loudly announce that you have

doubts whether to pay the fare. Thus, World War II converted India from a debtor to a creditor with over one billion pounds in sterling balances. Britain, meanwhile, became the biggest debtor in the world. It's not worth ruling over people you are afraid to tax.

6. Which one of the following best expresses the main purpose of the author?
 - (a) To present the various reasons that can lead to the collapse of an empire and the granting of independence to the subjects of an empire.
 - (b) To point out the critical role played by the 'white man's burden' in making a colonizing power give up its claims to native possessions.
 - (c) To highlight the contradictory impulse underpinning empire building which is a costly business but very attractive at the same time.
 - (d) To illustrate how erosion of the financial basis of an empire supports the granting of independence to an empire's constituents.
7. Which of the following was not a reason for the emergence of the 'white man's burden' as a new rationale for empire building in India?
 - (a) The emergence of the idea of the public good as an element of governance.
 - (b) The decreasing returns from imperial loot and increasing costs of conquest.
 - (c) The weakening of the immorality attached to an emperor's looting behaviour.
 - (d) A growing awareness of the idea of equality among peoples.
8. Which of the following best captures the meaning of the 'white man's burden', as it is used by the author?
 - (a) British claim to a civilizing mission directed at ensuring the good of the natives.
 - (b) Inspiration for the French and American revolutions.
 - (c) Resource drain that had to be borne by the home country's white population.
 - (d) Imperative that made open looting of resources impossible.
9. What was the main lesson the British learned from the Sepoy Mutiny of 1857?
 - (a) That the local princes were allies, not foes.
 - (b) That the land revenue from India would decline dramatically.



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- (c) there are limits to which experimentation can be used to understand some physical phenomena.
- (d) it is meaningless to try to understand the distinction between velocity and accelerated or rotational motion.
20. Which of the following statements about modern science best captures the theme of the passage?
- (a) Modern science rests firmly on the platform built by the Greeks.
- (b) We need to go back to the method of enquiry used by the Greeks to better understand the laws of dynamics.
- (c) Disciplines like Mathematics and Physics function best when integrated into one.
- (d) New knowledge about natural phenomena builds on existing knowledge.

Directions for Questions 21 to 25: The poem given below is followed by five questions. Choose the best answer to each question.

As you set out for Ithaka
hope the journey is a long one,
full of adventure, full of discovery.

Laistrygonians and Cyclops,
angry Poseidon—don't be afraid of them:
you'll never find things like that on your way,
as long as you keep your thoughts raised high,
as long as a rare excitement
stirs your spirit and your body.

Laistrygonians and Cyclops,
wild Poseidon—you won't encounter them
unless you bring them along inside your soul,
unless your soul sets them up in front of you.
Hope the voyage is a long one,
may there be many a summer morning when
with what pleasure, what joy,
you come into harbours seen for the first time;
may you stop at Phoenician trading stations
mother of pearl and coral, amber and ebony
sensual perfume of every kind
as many sensual perfumes as you can;
and may you visit many Egyptian cities
to gather stores of knowledge from their scholars.

Keep Ithaka always in your mind.
Arriving there is what you are destined for.

- But do not hurry the journey at all.
Better if it lasts for years.
so you are old by the time you reach the island,
wealthy with all you have gained on the way,
not expecting Ithaka to make you rich.
Ithaka gave you a marvelous journey,
without her you would not have set out.
She has nothing left to give you now.

And if you find her poor, Ithaka won't have fooled you
Wise as you will have become, so full of experience,
you will have understood by then what these Ithakas mean.
21. Which of the following best reflects the central theme of this poem?
- (a) If you don't have high expectations, you will not be disappointed.
- (b) Don't rush to your goal; the journey is what enriches you.
- (c) The longer the journey, the greater the experiences you gather.
- (d) You cannot reach Ithaka without visiting Egyptian ports.
22. The poet recommends a long journey. Which of the following is the most comprehensive reason for it?
- (a) You can gain knowledge as well as sensual experience.
- (b) You can visit new cities and harbours.
- (c) You can experience the full range of sensuality.
- (d) You can buy a variety of fine things.
23. In the poem, Ithaka is a symbol of
- (a) the divine mother
- (b) your inner self
- (c) the path to wisdom
- (d) life's distant goal
24. What does the poet mean by 'Laistrygonians' and 'Cyclops'?
- (a) Creatures which, along with Poseidon, one finds during a journey.
- (b) Mythological characters that one should not be afraid of.
- (c) Intra-personal obstacles that hinder one's journey.
- (d) Problems that one has to face to derive the most from one's journey



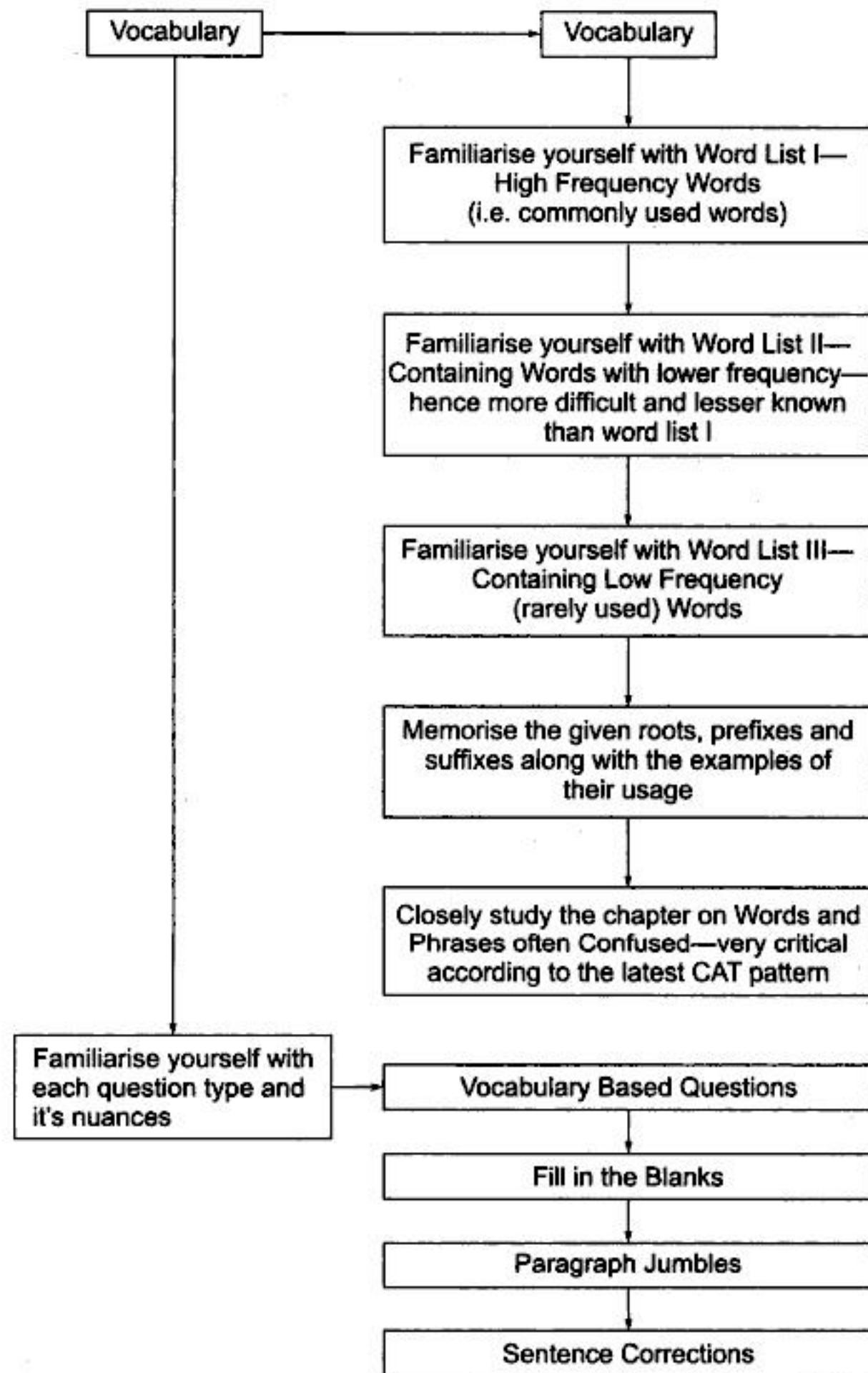
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| 91. arcade | <i>a covered passage (especially lined with shops)</i> | 121. badger | <i>to nag, annoy, an animal</i> |
| 92. arcane | <i>secret, mysterious</i> | 122. bait | <i>to persecute; piece of food put in a trap to attract</i> |
| 93. archaic | <i>ancient, old-fashioned</i> | 123. baleful | <i>harmful; ominous; causing evil</i> |
| 94. archives | <i>collection of the historical records or documents of a government or organisation</i> | 124. balk | <i>obstacle; purposely to get on the way of</i> |
| 95. arid | <i>dry and barren, dull</i> <i>S: Parched, Dry, Bare</i> <i>A: Lush, Fertile</i> | 125. banal | <i>trite, commonplace</i> <i>S: Inane, Vapid</i> <i>A: Fresh, Original, New</i> |
| 96. arrogance | <i>proud superior manner of behaviour</i> | 126. barbaric | <i>Primitive, Uncivilised, Cruel</i> <i>S: Savage, Inhuman, Tyrannical</i> <i>A: Civilised, Humane, Cultured</i> |
| 97. articulate | <i>to express oneself in words clearly</i> | 127. barrage | <i>heavy attack</i> |
| 98. articulate | <i>speak distinctly; connect by joints</i> | 128. barrage | <i>artificial obstacle built across a river</i> |
| 99. artefact | <i>a hand-made object</i> | 129. barren | <i>not good enough; unable to have young ones without value</i> |
| 100. ascend | <i>go or come up</i> | 130. bashful | <i>easily embarrassed</i> <i>S: Shy, Diffident</i> <i>A: Bold, Adventurous, Arrogant</i> |
| 101. ascendancy | <i>dominance</i> | 131. bask | <i>enjoy warmth and light</i> |
| 102. ascertain | <i>get to know</i> | 132. beacon | <i>a light used for warning or guiding</i> |
| 103. ashen | <i>deadly pale</i> | 133. benediction | <i>something that promotes goodness or well-being</i> |
| 104. asterisk | <i>the star-shaped symbol (*)</i> | 134. benefactor | <i>person who has given help</i> |
| 105. astringent | <i>substance that shrinks</i> | 135. benevolence | <i>wish or activity in doing good</i> |
| 106. atheism | <i>the belief that there is no god</i> | 136. benign | <i>kind and gentle; mild (climate)</i> |
| 107. atonement | <i>repayment, death of Jesus, make amends</i> | 137. berate | <i>scold sharply</i> |
| 108. attune | <i>bring into harmony</i> | 138. bereave | <i>to leave in a sad or lonely state, as by death</i> |
| 109. audacious | <i>daring; foolishly bold; impudent</i> | 139. bereft | <i>rob or dispossess of something (material)</i> |
| 110. august | <i>majestic; venerable</i> | 140. berserk | <i>in or into a violent rage or frenzy</i> <i>S: Wild, Frenzied</i> <i>A: Calm, Tranquil</i> |
| 111. auspicious | <i>favorable; successful; prosperous</i> | 141. besiege | <i>to overwhelm, surround</i> |
| 112. austere | <i>severely moral and strict; simple and plain</i> | 142. besotted | <i>made silly or stupid by love like a beast</i> |
| 113. auxiliary | <i>helping; supporting</i> | 143. bestial | <i>S: Brutish, Savage, Barbaric</i> <i>A: Civilised, Cultured, Learned</i> |
| 114. aver | <i>affirm; assert; prove; justify</i> | 144. bewilder | <i>puzzle; confuse</i> |
| 115. aversion | <i>strong dislike</i> | 145. bigot | <i>stubborn; narrow-minded person</i> |
| 116. avid | <i>eager; greedy</i> | 146. bizarre | <i>odd, grotesque</i> <i>S: Eccentric, Unexpected</i> <i>A: Plain, Commonplace</i> |
| 117. avow | <i>admit; declare openly</i> | | |
| 118. babble | B <i>to talk foolishly or like a small child.</i> <i>S: Prattle, Chatter, Palaver</i> <i>A: Wisdom, Wit, Prudence</i> | | |
| 119. bacchanalia | <i>orgy, wild-drunken party</i> | | |
| 120. backlog | <i>an accumulation or reserve</i> | | |



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| 312. drudge | <i>to do hard, menial or monotonous work</i> | 335. embark | <i>Begin a journey or endeavor</i> |
| 313. dubious | <i>feeling doubt or causing doubt</i> | 336. embellish | <i>make beautiful</i> |
| 314. dud | <i>useless person; something that fails</i> | 337. embezzle | <i>use in a wrong way for one's own benefit</i> |
| 315. dupe | <i>cheat; make a fool of</i> | 338. emend | <i>To make scholarly corrections in a text</i> |
| 316. duplicity | <i>deliberate deception</i> | | <i>S: Correct, Revise, Rectify</i> |
| 317. dwarf | <i>person or somebody much below the usual size</i> | | <i>A: Corrupt, Debase, Spoil</i> |
| 318. dynamo | <i>a generator; something that produces electric current</i> | 339. emote | <i>stir up; excite</i> |
| E | | | |
| 319. earthenware | <i>dishes made of baked clay</i> | 340. emulate | <i>to try to equal or surpass; copy</i> |
| 320. earthy | <i>coarse, unrefined behaviour; of the earth</i> | 341. encapsulate | <i>enclose in capsule</i> |
| 321. eddy | <i>A: Cultured, Refined circular or spiral movement (e.g., of wind), a current</i> | 342. encumbrance | <i>burden, things that get in the way of</i> |
| 322. edible | <i>fit to be eaten; not poisonous</i> | 343. endearing | <i>making dear or liked</i> |
| 323. efficacy | <i>production of a desired result</i> | 344. endorse | <i>write one's name on the back of</i> |
| 324. egoism | <i>selfishness</i> | 345. enduring | <i>lasting</i> |
| 325. egotism | <i>A: Asceticism excessive reference to oneself in speaking or writing</i> | 346. engrave | <i>impress deeply, carve</i> |
| | <i>S: Egoism, Conceit</i> | 347. engrossing | <i>taken up all the time or attention; writing in large or formal way</i> |
| 326. egress | <i>A: Humility way out; exit</i> | 348. engulf | <i>swallow up</i> |
| 327. elaborate | <i>worked out with much care, in great detail</i> | 349. enmity | <i>hatred; being an enemy</i> |
| 328. elan | <i>spirited self-assurance</i> | 350. ennui | <i>boredom</i> |
| | <i>S: Vivacity, Enthusiasm, Exuberance</i> | 351. enormity | <i>of great size, number, etc. huge; a serious crime</i> |
| 329. elegiac | <i>A: Sobriety, Depression Sad, Mournful</i> | 352. ensign | <i>S: Vast, Immense</i> |
| | <i>A: Happy</i> | 353. entangle | <i>A: Smallness, Insignificance flag; badge</i> |
| 330. elegy | <i>a lament; a melancholy composition</i> | | <i>put into difficulties; involve as in a tangle</i> |
| 331. elicit | <i>draw out</i> | 354. enthral | <i>please greatly; enslave (fig.)</i> |
| 332. eloquence | <i>fluent speaking; skillful use of language</i> | 355. entice | <i>tempt or persuade</i> |
| 333. emaciate | <i>make thin and weak</i> | 356. entreat | <i>ask earnestly</i> |
| 334. emanate | <i>to come forth, Issue, as from a source</i> | 357. enunciate | <i>pronounce (words); express a theory</i> |
| | <i>S: Emerge, Originate</i> | 358. enzyme | <i>catalyst</i> |
| | <i>A: Stop</i> | 359. eon | <i>an extremely long, indefinite period of time</i> |
| | | 360. epitome | <i>representative example; a typical model</i> |
| | | 361. equable | <i>steady; regular</i> |
| | | 362. equilibrium | <i>state of being balanced</i> |
| | | 363. eradicate | <i>get rid of; pull up by the roots</i> |
| | | 364. erratic | <i>irregular in behaviour or opinion</i> |
| | | 365. erudite | <i>learned; scholarly</i> |



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| 517. illicit | <i>unlawful; forbidden</i> | 544. incise | <i>engrave; make a cut in</i> |
| 518. illusion | <i>an unreal or misleading appearance or image</i> <i>S: Fantasy, Image</i> | 545. incite | <i>stir up; rouse</i> |
| 519. immaculate | <i>pure; faultless</i> | 546. incoherent | <i>Not logically connected, Disjointed</i> |
| 520. imminent | <i>likely to come or happen soon</i> | 547. incongruous | <i>out of place; not in harmony or agreement</i> |
| 521. immune | <i>exempt from or protected against something harmful</i> <i>S: Exculpate, Reprieve</i> | 548. incredible | <i>seeming too unusual to be possible</i> |
| 522. impair | <i>worsen; diminish in value</i> | 549. inculcate | <i>fix firmly by repetition</i> |
| 523. impassioned | <i>filled with passion or zeal</i> | 550. indeterminate | <i>indefinite</i> |
| 524. impassive | <i>unmoved feeling; no sign of passion</i> | 551. indignant | <i>A: Definite, Clear</i> <i>feeling or expressing anger especially at unjust or mean action</i> <i>S: Anger, Wrath, Scorn</i> |
| 525. impeach | <i>to accuse; to charge with a crime</i> | 552. indiscreet | <i>A: Calm Cool, Patient</i> <i>to open in what one says or does</i> <i>S: Brash, Rash, Reckless</i> |
| 526. impede | <i>hinder; get in the way of</i> | 553. indistinct | <i>A: Wise</i> <i>not easily heard, seen</i> |
| 527. impending | <i>imminent; being about to happen; expected</i> | 554. indolence | <i>laziness</i> |
| 528. imperative | <i>urgent; essential</i> | 555. indomitable | <i>not easily discouraged or subdued</i> |
| 529. impermeable | <i>that cannot be permeated</i> | 556. induct | <i>to place formally in an office, a society, etc.</i> |
| 530. impertinent | <i>given to insolent rudeness</i> | 557. indulge | <i>S: Install, Initiate</i> <i>gratify; give way to; satisfy; allow oneself</i> |
| 531. imperturbable | <i>calm; not capable of being excited</i> | 558. indulgent | <i>inclined to indulge</i> |
| 532. impervious | <i>not allowing to pass through (of materials)</i> | 559. inebriated | <i>intoxicated</i> <i>S: Drunk, Tipsy</i> |
| 533. implacable | <i>incapable of being placated; unpleasable</i> | 560. inept | <i>A: Sober, Teetotal</i> <i>unskillful; said or done at the wrong time</i> |
| 534. implicit | <i>implied though not plainly expressed</i> | 561. ineptitude | <i>quality of being unskillful</i> |
| 535. improvise | <i>to compose and perform without preparation</i> <i>S: Extemporise, Invent, Compose</i> | 562. infirm | <i>Weak from age</i> <i>S: Weak, Languid, Feeble</i> |
| 536. impudent | <i>rash; indiscreet</i> | 563. inflammatory | <i>A: Strong, Powerful, Tough</i> <i>rousing excitement, anger, etc.</i> |
| 537. inane | <i>silly; senseless</i> | 564. inflict | <i>S: Incendiary, Infuriating</i> |
| 538. inasmuch | <i>since; because</i> | 565. infringe | <i>A: Reconciling, Mitigating</i> |
| 539. incandescent | <i>white, glowing or luminous with intense heat</i> | 566. infuriate | <i>to cause (wounds, pain etc.) suffering</i> <i>To break (a law or pact)</i> <i>S: Transgress, Violate, Trespass</i> |
| 540. incarcerate | <i>to put in prison; to confine</i> | | <i>fill with fury or rage</i> |
| 541. incense | <i>make angry</i> | | |
| 542. inception | <i>Act of beginning, Start</i> <i>S: inauguration, Beginning, Origin</i> | | |
| 543. incessant | <i>A: Termination, End, Finish</i> <i>often repeated; continual</i> | | |



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| 714. obnoxious | <i>odiously or disgustingly objectionable</i> | 738. paradigm | <i>a model; example or pattern</i> |
| 715. obstinate | <i>determined to have one's own way; Stubborn</i> <i>S: Head-Strong</i> <i>A: Obliging, Yielding, Flexible</i> | 739. paraphrase | <i>express meaning in different words</i> |
| 716. obtain | <i>to be established; accepted or customary</i> | 740. parasol | <i>umbrella used as a sunshade, especially by women</i> |
| 717. obtrusive | <i>projecting; prominent; undesirably noticeable</i> | 741. pariah | <i>an outcast; a rejected and despised person</i> |
| 718. obtuse | <i>blunt; stupid</i> | 742. partisan | <i>one-sided; committed to a party; biased or prejudiced</i> |
| 719. occluded | <i>blocked up</i> | 743. pathos | <i>emotion of sympathetic pity</i> |
| 720. octogenarian | <i>a person between the ages of eighty and ninety</i> | 744. patron | <i>regular customer; person who gives support</i> |
| 721. odious | <i>repulsive; hateful</i> | 745. paucity | <i>scarcity; a lacking of</i> |
| 722. odium | <i>contempt; dislike; aversion</i> | 746. pedestrian | <i>commonplace; trite; unremarkable, person who walks</i> |
| 723. odor | <i>smell; favor; reputation</i> | 747. peevish | <i>bad-tempered; irritable</i> |
| 724. offal | <i>waste or by-product of a process; rubbish</i> | 748. penchant | <i>strong inclination; a liking</i> |
| 725. ogle | <i>to keep looking at flirtatiously threatening</i> | 749. penitent | <i>feeling or showing regret</i> |
| 726. ominous | <i>a burden, unpleasant duty etc.</i> | 750. penurious | <i>poor; stingy</i> |
| 727. onus | <i>dullness; not allowing light to pass through</i> | 751. penury | <i>extreme poverty</i> |
| 728. opaqueness | <i>holding obstinately to one's opinions</i> <i>S: Obstinate, Dogmatic</i> <i>A: Open-minded</i> | 752. perilous | <i>dangerous</i> |
| 729. opinionated | <i>suitable, said of time</i> <i>S: Appropriate</i> <i>A: Untimely, Unsuitable, Inappropriate</i> | 753. perish | <i>be destroyed; decay</i> |
| 730. opportune | <i>Having much wealth, rich</i> <i>S: Affluence, Wealth</i> <i>A: Poverty, Penury, Frugality</i> | 754. perky | <i>cheerful and lively</i> |
| 731. opulent | <i>very odd or strange</i> <i>S: Strange, Odd, Peculiar</i> <i>A: Normal, Well mannered</i> | 755. permeate | <i>spread into every part of</i> |
| 732. outlandish | <i>examine thoroughly; to learn about the condition</i> | 756. pernicious | <i>harmful; injurious</i> |
| 733. overhaul | | 757. perpetrate | <i>be guilty; commit (a crime)</i> |
| 734. palate | <i>roof of the mouth; sense of taste</i> | 758. perquisite | <i>gratuity or tip</i> |
| 735. palatial | <i>magnificent</i> | 759. personable | <i>pleasing in appearance; attractive</i> |
| 736. palliate | <i>lessen the severity of</i> | 760. pertain | <i>belong as a part; have reference</i> |
| 737. palpability | <i>can be felt, touched, understood</i> | 761. pervade | <i>diffuse</i> |
| | P | 762. pest | <i>destructive thing or a person who is a nuisance</i> |
| | | 763. petrified | <i>power (to think, feel, act) taken away, scared</i> |
| | | 764. petrify | <i>to make hard, rocklike; frighten</i> |
| | | 765. phoney | <i>not genuine</i> |
| | | 766. piety | <i>the quality of being religious</i> |
| | | 767. pinch | <i>be too tight; take between the thumb and finger</i> |
| | | 768. pine | <i>waste away through sorrow or illness</i> |
| | | 769. plious | <i>dutiful to parents; devoted to religion</i> |
| | | 770. pitfall | <i>covered hole as a trap; unsuspected danger</i> |



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| 941. sponge | <i>porous rubber for washing; live at other's expense</i> | 971. sullied | <i>to be stained or discredited briefly; without delay</i> |
| 942. sporadic | <i>happening or appearing in isolated instances</i> | 972. summarily | <i>done without delay or formality</i> |
| | <i>S: Infrequent</i> | 973. summary | <i>various; miscellaneous; separate</i> |
| 943. spruce | <i>A: Constant, Prevalent, Continue neat and in a smart way</i> | 974. sundry | <i>975. superannuate to become retired; to become obsolete</i> |
| | <i>S: Neat</i> | 976. supercilious | <i>disdainful; characterised by haughty scorn</i> |
| 944. spurious | <i>A: Untidy, Slovenly counterfeit</i> | 977. superfluous | <i>more than is needed or wanted</i> |
| 945. spurn | <i>have nothing to do; reject or refuse</i> | 978. superimpose | <i>put something on the top</i> |
| 946. squabble | <i>to quarrel noisily over a small matter</i> | 979. supersede | <i>take the place of</i> |
| | <i>S: Wrangle, Dispute, Quarrel</i> | 980. suppress | <i>prevent from being known; put an end to</i> |
| 947. squander | <i>spend wastefully</i> | 981. surcharge | <i>additional load; charge</i> |
| 948. squat | <i>crouch; settle without permission</i> | 982. surveillance | <i>watch kept over a person, especially a suspect</i> |
| 949. staid | <i>sober, sedate</i> | 983. sustenance | <i>S: Supervision, Invigilation nourishment, support</i> |
| | <i>S: Serious</i> | 984. swagger | <i>To walk with a bold, arrogant stride</i> |
| 950. standing | <i>A: Excited status or reputation (figurative)</i> | 985. swerve | <i>change direction suddenly</i> |
| 951. stationary | <i>still, motionless</i> | 986. symbiosis | <i>the living together of two kinds of organisms to their mutual advantage</i> |
| 952. stationery | <i>writing material</i> | 987. syndrome | <i>a set of symptoms characterising a disease or condition</i> |
| 953. steeply | <i>rising or falling sharply</i> | 988. synopsis | <i>summary or outline</i> |
| 954. stigma | <i>mark of shame or disgrace</i> | | |
| 955. stigmatise | <i>describe somebody scornfully</i> | | |
| 956. stilted | <i>artificially formal or dignified</i> | | |
| | <i>S: Stiff, Unnatural</i> | | |
| 957. sting | <i>A: Casual, Informal something sharp</i> | 989. taboo | <i>any social restriction</i> |
| 958. stingy | <i>spending, using unwillingly</i> | | <i>S: Forbidden</i> |
| 959. stint | <i>to be thrifty; to set limits</i> | | <i>A: Permit, Allow, license</i> |
| 960. stray | <i>wander; lose one's way</i> | 990. tacit | <i>unspoken, silently understood</i> |
| 961. streak | <i>long; thin; move very fast</i> | 991. tactile | <i>A: Explicit, Verbal perceptible by touch</i> |
| 962. stride | <i>walk with long steps</i> | 992. tadpole | <i>form of a frog when it leaves the egg</i> |
| 963. strut | <i>a supporting bar; swagger</i> | 993. talisman | <i>a ring, stone, etc. bearing engraved figures supposed to bring good luck, avert evil, etc.</i> |
| 964. subdue | <i>overcome; bring under control</i> | 994. tamper | <i>interfere with</i> |
| 965. subjugate | <i>to conquer; to subdue</i> | 995. tangential | <i>suddenly changeable</i> |
| 966. sublime | <i>extreme; astounding</i> | 996. tantrum | <i>a violent outburst of rage etc.</i> |
| 967. submerge | <i>put under water; liquid; sink out of sight</i> | 997. tarnished | <i>lost brightness</i> |
| | <i>be enough</i> | 998. tassel | <i>bunch of threads</i> |
| 968. suffice | | | |
| 969. suffocate | <i>cause or have difficulty in breathing</i> | | |
| 970. suffrage | <i>short prayer usually in a series; right of voting</i> | | |

T

- any social restriction
S: Forbidden
A: Permit, Allow, license
unspoken, silently understood
A: Explicit, Verbal
perceptible by touch
form of a frog when it leaves the egg
a ring, stone, etc. bearing engraved figures supposed to bring good luck, avert evil, etc.
interfere with
suddenly changeable
a violent outburst of rage etc.
lost brightness
bunch of threads*



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WORD LIST II—MEDIUM FREQUENCY WORDS



In this chapter, words that have a medium frequency (to be clear, words that are regularly appearing in CAT examinations, but not as frequent as those in Chapter 1) are being discussed. Here even, the treatment has been done in such a manner, the meaning is given first, followed by the synonym (denoted by the letter *S*), and antonym (denoted by the letter *A*).

| No. | Word | Definition |
|-----|-------------------|--|
| 1. | abashed | <i>embarrassed</i> |
| 2. | abeyance | <i>suspended action, not being used</i> |
| 3. | abject | <i>miserable</i> <i>S: Pitiful, Despicable</i> <i>A: Noble, Loftily</i> <i>self-denial</i> |
| 4. | abnegation | <i>to detest, to dislike strongly</i> |
| 5. | abominate | <i>repeal or annul by authority</i> |
| 6. | abrogate | <i>to free from guilt or duty</i> |
| 7. | absolve | <i>S: Pardon, Exonerate</i> <i>A: Accuse, Inculpate</i> <i>restraint, especially of food and alcohol</i> |
| 8. | abstemious | <i>keeping away from all food, liquor, etc.</i> |
| 9. | abstinence | <i>S: Moderation, Temperance</i> <i>A: Excess, Wantonness</i> |
| 10. | abut | <i>border on, next to</i> |
| 11. | acarpous | <i>effete; no longer fertile; worn out</i> |
| 12. | accentuate | <i>emphasise</i> <i>S: Stress, Highlight, Underline</i> <i>A: De-emphasise, Hide</i> |
| 13. | acclimate | <i>to adapt, get used to</i> |
| 14. | accretion | <i>growing of different things into one</i> |
| 15. | acoustics | <i>branch of physics dealing with sound</i> |

- 16. **acrophobia** *an abnormal fear of being in high places*
- 17. **ad infinitum** *forever, endlessly*
- 18. **addendum** *something added as a supplement*
- 19. **ad hoc** *for a specific purpose, Specially arranged for a purpose*
- 20. **adjunct** *something added; assistant*
- 21. **ad-lib**
 - (i) *Improvise*
 - S: Spontaneous, Extemporised*
 - A: Rehearsed, Deliberate*
 - (ii) *Do as one pleases*
 - to suggest or hint; overshadow in proportion to the estimated value of goods*
 - Shield, Protection*
 - appearing in summer*
 - artificial, behaviour*
 - S: Pretence, Artificiality, Unnaturalness*
 - A: Simplicity, Naivete*
 - convert into forest*
 - A: Deforest, Denude*
 - fight in a public place, battle*
 - S: Conflict, fight*
 - A: Tranquillity, Peace*
 - insult openly*
 - S: Provoke, Humiliate*
 - A: Placate, Please*
 - to make greater, more powerful, richer*
 - S: Exalt, Advance*
 - A: Degrade, Debase*
 - one who believes that it is impossible to know if God exists*
 - A: Theist*
 - non-committal*
 - with hands on hips and elbows bent outwards*
 - although*
- 22. **adumbrate**
- 23. **ad-valorem**
- 24. **aegis**
- 25. **aestival**
- 26. **affection**
- 27. **afforest**
- 28. **affray**
- 29. **affront**
- 30. **aggrandise**
- 31. **agnostic**
- 32. **agnostic**
- 33. **akimbo**
- 34. **albeit**



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| 199. congeal | <i>make or become stiff and solid</i> | 230. dastard | <i>coward</i> |
| 200. congenital | <i>existing from birth; inherent</i> | 231. daunt | <i>intimidate; make fearful</i> |
| 201. conjecture | <i>inferring or predicting from incomplete evidence</i> | 232. dawdler | <i>person who is slow; waste of time to corrupt</i> |
| | <i>S: Guesswork</i> | 233. debauch | <i>S: Corrupt, Debase, Defile</i> |
| 202. connoisseur | <i>A: Affirmation</i> <i>a person with good judgement (e.g., in art)</i> | 234. debilitate | <i>to make weak</i> |
| 203. connotation | <i>suggestion in addition to</i> | 235. debonair | <i>S: Enervate</i> <i>dashing, Courteous</i> |
| 204. connubial | <i>Of marriage, Conjugal</i> | 236. decadence | <i>A process, condition or period of decline as in morals, art, etc.</i> |
| 205. conscientious | <i>S: Matrimonial</i> <i>governed by one's conscience</i> | 237. decant | <i>Pour off</i> |
| 206. console | <i>S: Scrupulous, Painstaking</i> | 238. decimate | <i>To destroy or kill a large part of</i> |
| 207. conspectus | <i>give comfort or sympathy to a general view</i> | 239. defalcate | <i>to steal or misuse funds entrusted to one</i> |
| | <i>S: Summary</i> | 240. deferential | <i>S: Embezzle</i> <i>showing respect</i> |
| 208. consternation | <i>surprise and fear; dismay</i> | 241. defray | <i>to pay</i> |
| 209. consummate | <i>perfect; make perfect, complete</i> | 242. defunct | <i>S: Settle, Adjust</i> |
| 210. condemn | <i>to scorn or despise</i> | | <i>A: Decamp, Repudiate, Disown</i> |
| 211. contemptible | <i>deserving contempt, scorn</i> | | <i>no longer existing</i> |
| | <i>S: Despicable, Mean, Cowardly</i> | | <i>S: Extinct, Dead</i> |
| 212. contemptuous | <i>A: Good, Worthy, Brave</i> | | <i>A: Alive, Fashionable</i> |
| 213. contentious | <i>full of contempt, scornful</i> | 243. defy | <i>to look upon as a God</i> |
| 214. contiguous | <i>argumentative; pugnacious;</i> | 244. deign | <i>to condescend; to give</i> |
| 215. contingent | <i>combative; quarrelsome</i> | 245. delineate | <i>to portray, depict, sketch out</i> |
| | <i>touching; neighboring</i> | 246. deluge | <i>great flood; heavy rush of water</i> |
| 216. convivial | <i>a) a group of people sharing particular characteristics b) dependent c) troops part of a larger force</i> | 247. delusion | <i>a false belief, the act of deluding</i> |
| | <i>fond of feasting, drinking and good company</i> | 248. demeanour | <i>S: Hallucination, Illusion, Error</i> |
| 217. convoluted | <i>complicated; coiled; twisted</i> | 249. denigrate | <i>A: Certainty, Reality, Fact</i> |
| 218. cordon | <i>line (of police acting as a guard)</i> | 250. deposition | <i>outward Behaviour</i> |
| 219. corporeal | <i>physical of or for the body</i> | 251. deprave | <i>S: Behaviour, Manner, Conduct</i> |
| 220. corpulent | <i>having a large bulky body</i> | 252. deprecate | <i>blacken; belittle; defame</i> |
| 221. countervail | <i>counterbalance</i> | 253. depredation | <i>dethronement; depositing</i> |
| 222. covert | <i>disguised</i> | 254. deride | <i>make morally bad, corrupt</i> |
| 223. cozen | <i>to cheat</i> | | <i>protest against; express disapproval of</i> |
| 224. cravat | <i>piece of linen worn as a necktie</i> | 255. derision | <i>damage caused by an attack or an accident</i> |
| 225. craven | <i>cowardly</i> | 256. desecry | <i>to ridicule</i> |
| 226. credulous | <i>ready to believe things</i> | 257. desecrate | <i>S: Taunt, Mock, Scorn</i> |
| 227. crotchet | <i>highly individual and usually eccentric opinion</i> | 258. desperado | <i>A: Encourage, Cheer, Incite</i> |
| | | 259. despondency | <i>ridicule; mockery; deriding</i> |
| | | | <i>catch sight of; see something in the distance</i> |
| | | | <i>to violate the sacredness of</i> |
| | | | <i>S: Profane, Misuse, Pollute</i> |
| 228. dank | <i>disagreeably damp</i> | | <i>A: Sanctify, Purify, cleanse</i> |
| 229. dapper | <i>S: Moist, Soggy, Wet</i> | | <i>dangerous criminal</i> |
| | <i>small and active</i> | | <i>dejection</i> |
| | <i>S: trim, Neat</i> | | <i>S: Melancholy, Depression</i> |
| | <i>A: Awkward, Untidy</i> | | <i>A: Buoyancy, Elation</i> |

D

| | |
|--------------------|-----------------------------|
| 228. dank | <i>disagreeably damp</i> |
| 229. dapper | <i>S: Moist, Soggy, Wet</i> |



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| 434. guttural | <i>pertaining to the throat, formed in the throat</i> | 457. homonym | <i>a word with the same pronunciation and spelling as another but with a different meaning, origin conferring or conveying honor</i> |
| | | | <i>the science of measuring time or making time pieces</i> |
| 435. habitué | H <i>one who frequents a certain place</i> | 458. honorigic | <i>horrible</i> |
| 436. hackneyed | <i>made trite by overuse</i> | 459. horology | <i>S: Frightful, Horrifying, Fearful</i> |
| 437. haggard | <i>S: stereotyped Commonplace, having a wild, wasted, worn look,</i> | 460. horrendous | <i>A: Appealing, Pleasant, Charming</i> |
| 438. hallow | <i>S: Gaunt, Tired, weary</i> | 461. hubbub | <i>noise; confusion</i> |
| 439. hapless | <i>A: strong, Robust, Exuberant to make holy; consecrate unfortunate</i> | 462. hyperbole | <i>extravagant exaggeration</i> |
| 440. harangue | <i>S: Luckless, Unlucky</i> | | I |
| 441. harbinger | <i>A: Fortunate, Successful, Happy a long passionate speech something or somebody that foretells the coming of</i> | 463. iconoclast | <i>person who attacks popular beliefs</i> |
| 442. harrow | <i>to distress; create stress or torment</i> | 464. Ides | <i>in ancient Roman calendar, 15th day of May, March, July or October or 13th of the other months</i> |
| 443. harrowing | <i>upsetting</i> | 465. Idiosyncrasy | <i>personal mannerism</i> |
| 444. heckle | <i>to harass, (a speaker) with questions or taunts</i> | 466. idolatry | <i>excessive admiration of</i> |
| 445. heckle | <i>to harass with questions, challenges or gibes</i> | 467. Idyll | <i>a carefree episode or experience of fire, fiery, type of rock</i> |
| 446. hedonism | <i>the doctrine that pleasure is the principal good</i> | 468. Igneous | <i>dishonorable; common; undignified</i> |
| 447. herculean | <i>S: Epicureanism, Sensualism, debauchery</i> | 469. Ignoble | <i>a person with abnormally low intelligence</i> |
| 448. hermetic | <i>A: Slavery, Servility calling for great strength, size and courage</i> | 470. imbecile | <i>S: Weak-minded, Deranged, Childish</i> |
| 449. heterodox | <i>S: Rugged, Enduring, Steadfast sealed by fusion, a closed group opposed to the usual beliefs especially in religion</i> | 471. imbroglio | <i>A: Strong-minded, Intellectual, Genius</i> |
| 450. hew | <i>S: Unorthodox</i> | 472. imbue | <i>complicated and embarrassing situation</i> |
| 451. hiatus | <i>A: Orthodox</i> | 473. immanent | <i>to permeate with ideas, feelings etc.</i> |
| 452. histrionic | <i>make by hard work cut (by striking)</i> | 474. immutable | <i>S: Pervade, Suffuse, Inspire</i> |
| 453. hoary | <i>a gap or break as where a part is missing</i> | 475. Impale | <i>A: Discourage, Condemn</i> |
| 454. hobgoblin | <i>of acting</i> | 476. Impalpable | <i>operating within, Inherent</i> |
| 455. hogwash | <i>Very old and well known; Grey or white (of hair) with age</i> | 477. Impeccable | <i>S: Indwelling</i> |
| 456. holster | <i>Something that causes fear, A frightening apparition</i> | | <i>A: Transcendent</i> |
| | <i>insincere talk, writing, etc.</i> | | <i>that cannot be changed</i> |
| | <i>leather case for a pistol</i> | | <i>to pierce with a sharp stake through the body</i> |
| | | | <i>not perceptible to touch</i> |
| | | | <i>S: Intangible, Vague</i> |
| | | | <i>A: Material, Solid, Definite</i> |
| | | | <i>Flawless</i> |
| | | | <i>S: Immaculate, Faultless, Perfect</i> |
| | | | <i>A: Defective, Rowdy</i> |



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|--------------------------|--|
| 647. noveau riche | <i>a newly rich person of poor tastes</i> |
| 648. novitiate | <i>period of being a novice; house where novices are trained</i> |
| 649. nuance | <i>A slight variation in tone, colour, meaning etc.</i> |
| 650. nugatory | <i>trifling; worthless</i> |
| 651. numskull | <i>stupid, fool</i> |

O

| | |
|-------------------------|---|
| 652. obdurate | <i>hardened and unrepenting; stubborn; inflexible</i> |
| 653. obeisance | <i>a gesture of respect <i>S:</i> deep bow, Homage, Reverence, Deference <i>A:</i> Irreverence, Impudence</i> |
| 654. oblation | <i>An offering or sacrifice to God</i> |
| 655. obliterate | <i>to blot out, to erase. <i>S:</i> Delete, Raze <i>A:</i> Preserve, Build</i> |
| 656. oblivion | <i>Forgetfulness <i>S:</i> Obscurity</i> |
| 657. obloquy | <i>abusively detractive language; sharp criticism</i> |
| 658. obviate | <i>to make unnecessary; get rid of</i> |
| 659. occult | <i>(i) Hidden, mysterious (ii) Supernatural, Magical</i> |
| 660. ocular | <i>of, for, or like the eye</i> |
| 661. odoriferous | <i>giving off an odour, especially a fragrant one <i>S:</i> Fragrant, Sweet-smelling <i>A:</i> Malodorous</i> |
| 662. officious | <i>too eager or ready to help; offer advice</i> |
| 663. ogre | <i>in fairy tales and folklore, a man-eating giant <i>S:</i> Monster, Demon</i> |
| 664. olfactory | <i>of the sense of smell</i> |
| 665. oligarchy | <i>a government in which a few persons have the ruling power</i> |
| 666. omnipotent | <i>having unlimited power or authority. <i>S:</i> All-powerful <i>A:</i> Weak, Powerless</i> |
| 667. omnipresent | <i>present at all places at all times</i> |
| 668. onerous | <i>needing effort; burdensome</i> |
| 669. opiate | <i>anything quieting</i> |
| 670. oracle | <i>the revelation by a medium or priest</i> |
| 671. ornithology | <i>the branch of zoology dealing with the study of birds</i> |

| | |
|-------------------------|--|
| 672. ossify | <i>to turn to bone; to settle rigidly into an idea</i> |
| 673. ostensible | <i>seeming; appearing as such; professed</i> |
| 674. ostracism | <i>shut out from society; refuse to meet, talk</i> |
| 675. overweening | <i>presumptuously arrogant; being a jerk</i> |

P

| | |
|--------------------------|---|
| 676. palpitate | <i>tremble; beat rapidly and irregularly</i> |
| 677. paltry | <i>very small</i> |
| 678. panegyric | <i>formal praise; eulogy</i> |
| 679. panorama | <i>perspective, land</i> |
| 680. paper tiger | <i>a person or thing that is threatening but is actually weak</i> |
| 681. parry | <i>block</i> |
| 682. parsimonious | <i>too economical; miserly</i> |
| 683. pedantic | <i>bookish; showing off learning</i> |
| 684. pellucid | <i>transparent; easy to understand</i> |
| 685. per se | <i>by itself</i> |
| 686. perambulate | <i>to travel over or through (esp. on foot)</i> |
| 687. percipient | <i>capable of perception; discerning</i> |
| 688. peripatetic | <i>wandering</i> |
| 689. perspicacity | <i>quick judging and understanding</i> |
| 690. pestilent | <i>deadly</i> |
| 691. petrous | <i>like a rock, hard, stony</i> |
| 692. phalanx | <i>a group of similar things standing close</i> |
| 693. pied | <i>of mixed colors</i> |
| 694. piffle | <i>nonsense</i> |
| 695. pillage | <i>rob or steal with violence</i> |
| 696. piquant | <i>agreeably pungent; stimulating</i> |
| 697. plaintiff | <i>a person who brings a case against another in the court</i> |
| 698. platitude | <i>a trite or banal statement; unoriginality</i> |
| 699. plumb | <i>get to the root of</i> |
| 700. plummet | <i>fall; plunge steeply</i> |
| 701. poignant | <i>deeply moving; keen</i> |
| 702. pollster | <i>a person who takes opinion polls</i> |
| 703. ponderous | <i>heavy; bulky; dull</i> |
| 704. posit | <i>to postulate; to suggest</i> |
| 705. potentate | <i>ruler; one who wields great power or sway</i> |
| 706. prate | <i>to talk long and idly</i> |
| 707. precepts | <i>rules establishing standards of conduct</i> |



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894. **tryst** *a secret meeting*
 895. **tumid** *swollen, bulging.*
S: Distended.
 896. **turbid** *A: Shrunken, Reduced, Concise muddy; having the sediment stirred up*
guardianship, care, instruction
 897. **tutelage** *tiro; beginner*

U

899. **ubiquitous** *present everywhere*
 900. **ululate** *to howl, hoot or wail loudly*
 901. **umbra** *A shadow from a planet or satellite on the side opposite the sun*
 902. **umbrage** *offense; resentment*
 903. **undulate** *to move in wavelike fashion; fluctuate*
 904. **unencumbered** *easy-going; trifles*
 905. **unequivocal** *having one meaning, Clear*
S: Plain, Clear
 906. **unfounded** *A: Ambiguous, Confusing, Vague without any basis in truth*
 907. **unhinge** *mentally unstable*
S: Unsettled
 908. **unmitigated** *A: Sane, Rational, Calm absolute*
S: Complete
 909. **unpalatable** *not pleasant to the taste, sickening*
 910. **unsavoury** *disgusting, unpleasant, disagreeable, notorious*
 911. **unscrupulous** *not restrained by moral scruples*
S: unprincipled
 912. **unversed** *A: Scrupulous, Conscientious with no experience*
 913. **unwary** *who does not take care, careless person*
 914. **unwieldy** *large and awkward*
 915. **upbraid** *to scold, censure, rebuke*
 916. **upbraid** *scold; reproach*
 917. **upheaval** *great change, cataclysm*
 918. **usurer** *a person who lends money at high interest*
 919. **utilitarian** *practical, accessible, within reach*
 920. **uxorious** *submissively fond of a wife*

V

921. **vacuous** *with no meaning, silly, vacant*
 922. **vagary** *strange act or idea*

923. **vagrant** *wandering, gypsy, nomadic*
 924. **valorous** *brave*
 925. **vanquish** *conquer*
 926. **vantage point** *place from where you can see well*
 927. **vapid** *dull, absentminded, silly*
 928. **vasectomy** *operation on a man to cut the tube through which sperms flow to make him sterile*

929. **vaunt**
 930. **vehemence**

931. **venal**
 932. **veneer**
 933. **veneration**
 934. **venial**
 935. **verbatim**

936. **verbiage**
 937. **verbose**

938. **veritable**
 939. **vertigo**
 940. **vestibule**

941. **viaduct**
 942. **vibes**
 943. **vicarious**

944. **viraginous**
 945. **virago**
 946. **virology**

947. **virtuoso**
 948. **virulence**
 949. **volubility**

950. **volatile**
 951. **vouchsafe**

952. **waffle**

953. **waft**

954. **wallop**

955. **wallow**

W

- talk vaguely and without much result*
scent; waving movement; carry lightly through
to beat or defeat soundly
S: Thrash
to indulge oneself fully in something sensual



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|----------------------------|--|
| 98. contumacious | <i>insubordinate; rebellious</i> |
| 99. conundrum | <i>a riddle; dilemma; enigma</i> |
| 100. convalesce | <i>to recover health gradually after sickness</i> |
| 101. convvoke | <i>call together; summon</i> |
| 102. cornucopia | <i>abundant supply</i> |
| 103. curmudgeon | <i>bad-tempered person</i> |
| D | |
| 104. dastardly | <i>mean, cowardly</i> |
| 105. decapitate | <i>to behead</i> |
| 106. declivity | <i>downward inclination</i> |
| 107. decrepit | <i>Broken down or worn out by old age or long use</i> <i>S: Weak, Aged</i> <i>A: Robust, Agile</i> |
| 108. delectation | <i>delight, enjoyment</i> |
| 109. deleterious | <i>harmful</i> |
| 110. delinquent | <i>said of young people showing a tendency to commit crimes</i> |
| 111. delirium | <i>A temporary mental disturbance as during a fever, marked by confused speech and hallucination</i> <i>S: Mania, Frenzy, Insanity</i> <i>A: Sanity, Normality</i> |
| 112. demagogue | <i>person appealing not to reasons an outcome or solution; the unraveling of a plot</i> |
| 113. denouement | <i>deserting and leaving; to fall into ruins</i> |
| 114. dereliction | <i>forsaking of</i> |
| 115. dereliction | <i>S: Neglect (of duty)</i> <i>A: Restoration</i> |
| 116. descant | <i>a tune usually sung or played at the same time as the main tune</i> |
| 117. desideratum | <i>something needed and wanted</i> |
| 118. desuetude | <i>cessation of use; disuse</i> |
| 119. détente | <i>lessening of tension, especially between nations</i> |
| 120. detumescence | <i>diminishing or lessening of swelling</i> |
| 121. didactic | <i>intended to teach; preachy</i> |
| 122. dilettante | <i>one who is not an expert</i> |
| 123. discountenance | <i>refuse to approve of</i> |
| 124. dissimulate | <i>to hide one's feelings</i> |
| 125. dissonance | <i>discord</i> |
| 126. ecclesiastical | <i>of the church or the clergy</i> |
| 127. echelon | <i>a level of authority or responsibility; A formation of troops or ships</i> |

128. ecumenical**E***representing the whole Christian world***129. edacious***voracious; devouring***130. effluvia***outflow in a stream of particles; a noxious odor or vapor***131. egocentric***selfish**S: Self centred**A: Altruistic**Blissful, Heavenly**having retired but keeping title as an honour**causing Vomiting**the highest heaven**high praise**S: Praise, Laudatory, Glorification**A: Denunciation, Blame, Censure**an understanding or agreement as between nations**S: Cordiality, Amiability**A: Enmity, Hatred**right to enter**short-lived**S: Fleeting, Momentary**A: Lasting**adjective**substitute or synthetic and inferior**a shield on which a coat of arms is displayed; reputation**spiritual**study of the origin and development of words**the movement devoted to improving the human species by controlling heredity**tending to fade from sight**S: Transient, Fleeting, Ephemeral**A: Immortal, Eternal**to remove the internal organs of a body**to take out harshly**S: Flay, Abrade, Chase**A: Laud, Eulogise**severe criticism**to clear from a charge of guilt**digressive**S: Rambling, Diverse**A: Similar, Uniform*



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| | | | |
|-------------------------------|---|---------------------------|--|
| 305. paroxysm | <i>sudden outburst</i> | 338. punctilious | <i>precise; paying attention to trivialities</i> |
| 306. peccadillo | <i>small sin; small weakness in one's character</i> | 339. pusillanimous | <i>cowardly; craven</i> |
| 307. pedagogue | <i>a teacher</i> | 340. putative | <i>commonly accepted or supposed</i> |
| 308. pedant | <i>a person concerned with minor detail</i> | 341. putrefaction | <i>becoming rotten</i> |
| 309. pejorative | <i>expressing contempt</i> | | |
| 310. penitentiary | <i>a prison</i> | 342. quadraphonic | <i>sound which is reproduced through four loudspeakers</i> |
| 311. peregrination | <i>traveling about; wandering</i> | 343. quadrennial | <i>happening every four years</i> |
| 312. peremptory | <i>urgent; imperative</i> | 344. quagmire | <i>Swamp. area of dangerous marsh</i> |
| 313. perfidious | <i>treacherous; faithless</i> | 345. quandary | <i>Dilemma, enigma, puzzle, predicament</i> |
| 314. perfunctory | <i>done as a duty, without care</i> | 346. quarantine | <i>period of time when patients are kept secluded to prevent spread of infection</i> |
| 315. persona non grata | <i>a person who is not acceptable</i> | 347. quatrain | <i>S: exile, isolation</i> |
| 316. pertinacious | <i>stubbornly unyielding or tenacious</i> | 348. quibble | <i>Stanza of poetry with four lines try to avoid by sophification</i> |
| 317. petulant | <i>unreasonably impatient</i> | 349. quid pro quo | <i>Thing given in return for something else</i> |
| 318. phillistine | <i>a smug, ignorant person; one who lacks knowledge</i> | 350. quiescence | <i>state of being passive, motionless</i> |
| 319. phlegmatic | <i>calm sluggish temperament; unemotional</i> | 351. quiescent | <i>at rest; dormant; torpid</i> |
| 320. picaresque | <i>involving clever rogues or adventurers</i> | 352. quietude | <i>a state of being quiet</i> |
| 321. piccaninny | <i>a small black child</i> | 353. quietus | <i>S: Repose, tranquility</i> |
| 322. pince-nez | <i>a pair of glasses with nose clips</i> | 354. quinquennial | <i>Finishing strike, Any thing that ends an activity</i> |
| 323. pique | <i>hurt the pride or self-respect; stir (curiosity)</i> | 355. quinsy | <i>happening every five years</i> |
| 324. pluperfect | <i>referring to an action that was completed in the past</i> | 356. quintessence | <i>inflammation of the throat due to abscess on the tonsils</i> |
| 325. poisoned chalice | <i>something which seems attractive but may be harmful to the person receiving it</i> | 357. quisling | <i>the pure essence or perfect</i> |
| 326. polemic | <i>aggressive attack on opinions of another; disputant</i> | 358. quivive | <i>person who betrays his country</i> |
| 327. prevaricate | <i>to equivocate; to stray from the truth</i> | 359. quod | <i>Watching for something to happen, alert, watchful</i> |
| 328. prima donna | <i>the chief female singer in an opera</i> | 360. quoit | <i>prison</i> |
| 329. pro tem | <i>for the time being</i> | 361. quotidian | <i>ring made of metal, rubber that is thrown on an upright peg as a game</i> |
| 330. proclivity | <i>inclination</i> | | <i>banal; everyday</i> |
| 331. profundity | <i>depth</i> | | |
| 332. proliferate | <i>grow; reproduce by rapid multiplication</i> | 362. raconteur | <i>a person skilled at telling stories or anecdotes</i> |
| 333. propinquity | <i>nearness in time or place; affinity of nature</i> | 363. ragamuffin | <i>a dirty, ragged person especially a child</i> |
| 334. propitiatory | <i>conciliatory; appeasing; mitigating</i> | 364. rambunctious | <i>disorderly; boisterous, unruly</i> |
| 335. propitious | <i>auspicious; presenting favorable circumstances</i> | 365. ramification | <i>A result, Consequence</i> |
| 336. protean | <i>displaying great diversity or variety; versatile</i> | | <i>A: branch</i> |
| 337. pulchritude | <i>physical beauty</i> | | |

Q

sound which is reproduced through four loudspeakers
happening every four years
Swamp. area of dangerous marsh

Dilemma, enigma, puzzle, predicament

period of time when patients are kept secluded to prevent spread of infection

S: exile, isolation

Stanza of poetry with four lines try to avoid by sophification

Thing given in return for something else

state of being passive, motionless

at rest; dormant; torpid

a state of being quiet

S: Repose, tranquility

Finishing strike, Any thing that ends an activity

happening every five years

inflammation of the throat due to abscess on the tonsils

the pure essence or perfect

person who betrays his country

Watching for something to happen, alert, watchful

prison

ring made of metal, rubber that is thrown on an upright peg as a game

banal; everyday

R

a person skilled at telling stories or anecdotes

a dirty, ragged person especially a child

disorderly; boisterous, unruly

A result, Consequence

A: branch



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ROOTS, PREFIXES, SUFFIXES AND FOREIGN WORDS

4



Every word in the English language has a history. In this section, you will find that words can be understood in a better manner if you can break them down to their roots and relate them to their core meanings. Therefore, when you come across words using the same roots/prefixes or suffixes, you can relate them, thus understanding the words and the text in a more structured manner.

Besides, knowing the origins of important words often gives us clues to interpret the meaning of an entire family of words derived from them.

For example, in Latin, the word for “other” is “alter”, and a number of important words in English are built on its Latin root.

We will begin with a list of root words and their meanings and go on to the words derived from these roots.

Many a time, knowing root words helps us in guessing the probable meaning of a word. This chapter lists out root words in detail to help you hone this skill further.

GREEK ROOTS

I. Root = ‘chron’.

The Greek root “Chron” means or denotes “time”. Some of the words derived from this root are:-

| Word | Meaning |
|------------------------|---|
| 1. Chronology | <i>arrangement of events in order of occurrence</i> |
| 2. Chronicle | <i>historical record</i> |
| 3. Chronograph | <i>a stop watch, that records time with great accuracy</i> |
| 4. Chronic | <i>lasting a long time (of illness)</i> |
| 5. Chronometer | <i>time piece</i> |
| 6. Asynchronous | <i>occurrence of two or more processes at different times</i> |

II. Root = ‘macro, mega’.

Greek root “macro/mega”, which means “large” or “big”. Some of the words derived from this root are:

| Word | Meaning |
|-----------------------|--|
| 1. Macroscopic | <i>Visible to the naked eye</i> |
| 2. Megalith | <i>huge stone</i> |
| 3. Mega star | <i>very great</i> |
| 4. Mega hertz | <i>one million hertz</i> |
| 5. Mega phone | <i>instrument needed to amplify voice</i> |
| 6. Megalopolis | <i>universe, very large city containing many cities.</i> |

III. Root = ‘micro’.

Greek root “micro” means “small”.

| Word | Meaning |
|----------------------|--|
| 1. Microbe | <i>tiny organism</i> |
| 2. Microcosm | <i>miniature representation of something</i> |
| 3. Microfilm | <i>miniature record of documents or a film</i> |
| 4. Microlight | <i>very small, light aircraft with large wings</i> |

IV. Root = ‘morph’.

The Greek root “morph” means “form”.

| Word | Meaning |
|-------------------------|---|
| 1. Morphology | <i>form and structure of an organism; study of the form</i> |
| 2. Metamorphosis | <i>change of form</i> |
| 3. Morphogenesis | <i>development of species of an organism</i> |



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IV. Root = 'centr'.

Latin root "centr" means "center".

| <i>Word</i> | <i>Meaning</i> |
|------------------------|---|
| 1. Centrist | <i>one with moderate views</i> |
| 2. Centrifugal | <i>away from center</i> |
| 3. Centripetal | <i>towards center</i> |
| 4. Egocentric | <i>selfish</i> |
| 5. Eccentric | <i>unconventional in a whimsical way.</i> |
| 6. Heliocentric | <i>with the sun at the centre</i> |

V. Root = 'later'.

Latin root "later" means "side".

| <i>Word</i> | <i>Meaning</i> |
|--------------------------|--|
| 1. Bilateral | <i>two-sided</i> |
| 2. Unilateral | <i>one-sided</i> |
| 3. Multilateral | <i>many-sided</i> |
| 4. Lateralisation | <i>the localisation of a control centre for a particular function.</i> |
| 5. Lateral | <i>at the side</i> |

VI. Root = 'magni'.

Latin root "magni" means "Large".

| <i>Word</i> | <i>Meaning</i> |
|------------------------|--|
| 1. Magnify | <i>make larger</i> |
| 2. Magnitude | <i>greatness of size</i> |
| 3. Magniloquent | <i>employing impressive words while speaking</i> |
| 4. Magnificent | <i>impressive, splendid</i> |
| 5. Magnanimous | <i>very generous, large hearted</i> |

VII. Root = 'nihil'.

Latin root "nihil" means "nothing".

| <i>Word</i> | <i>Meaning</i> |
|----------------------|---|
| 1. Annihilate | <i>kill, reduce to nothing</i> |
| 2. Nihilism | <i>rejection or opposition to all authority</i> |

VIII. Root = 'omni'.

Latin root "omni" means "all".

| <i>Word</i> | <i>Meaning</i> |
|----------------------|--------------------|
| 1. Omniscient | <i>all knowing</i> |

| | |
|-----------------------|--|
| 2. Omnipotent | <i>all powerful</i> |
| 3. Omnipresent | <i>present everywhere</i> |
| 4. Omnibus | <i>a single book containing separate works as a collection</i> |
| 5. Omnificent | <i>with unlimited power to create</i> |

IX. Root = 'rect'.

Latin root "rect" means "straight".

| <i>Word</i> | <i>Meaning</i> |
|-----------------------|---------------------------------|
| 1. Rectify | <i>straighten or to correct</i> |
| 2. Rectitude | <i>righteousness</i> |
| 3. Rectilinear | <i>straight line</i> |

X. Root = 'cide'.

The Latin root "cide" means "to kill" or "cut".

| <i>Word</i> | <i>Meaning</i> |
|------------------------|--|
| 1. Ceticide | <i>killing of whales</i> |
| 2. Mariticide | <i>killing of husband</i> |
| 3. Parricide | <i>killing of parent (either father or mother)</i> |
| 4. Filicide | <i>killing of children</i> |
| 5. Fratricide | <i>killing of brother</i> |
| 6. Patricide | <i>killing of father</i> |
| 7. Fungicide | <i>killing of fungi</i> |
| 8. Insecticide | <i>killing of insects</i> |
| 9. Uxoricide | <i>killing of wife</i> |
| 10. Tyrannicide | <i>killing of tyrants</i> |
| 11. Suicide | <i>killing of oneself</i> |
| 12. Sororicide | <i>killing of sister</i> |
| 13. Genocide | <i>killing of races</i> |
| 14. Homicide | <i>killing of people</i> |
| 15. Infanticide | <i>killing of babies</i> |
| 16. Lapicide | <i>killing of pets</i> |

XI. Root = 'mort', 'nec'.

Latin root, which means "death".

| <i>Word</i> | <i>Meaning</i> |
|-------------------------|-----------------------------------|
| 1. Mortal | <i>subject of death</i> |
| 2. Mortuary | <i>place for dead bodies</i> |
| 3. Necrology | <i>list of the dead, obituary</i> |
| 4. Necromancy | <i>prediction using spirits</i> |
| 5. Necropolis | <i>city of dead, cemetery</i> |
| 6. Necropsy | <i>autopsy</i> |
| 7. Mortification | <i>deep shame and humiliation</i> |



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(2) Prefix = 'dia'.

Greek prefix which means "across".

| <i>Word</i> | <i>Meaning</i> |
|---------------------|--|
| 1. Diagonal | <i>connecting line</i> |
| 2. Diaspora | <i>the breaking up and scattering of a people; people settled far from their ancestral homelands</i> |
| 3. Dialectic | <i>art of arguing</i> |
| 4. Dialect | <i>local variety of language</i> |
| 5. Diameter | <i>straight line from side to side of figure</i> |

(3) Prefix = 'ultra'.

Latin prefix "ultra" means "beyond".

| <i>Word</i> | <i>Meaning</i> |
|------------------------|---|
| 1. Ultramarine | <i>very deep in blue</i> |
| 2. Ultra modern | <i>very modern</i> |
| 3. Ultra violet | <i>beyond violet; at the violet end of spectrum</i> |
| 4. Ultra sonic | <i>sound waves beyond the range of human ear</i> |

(4) Prefix = 'trans'.

Latin prefix which means "over, across".

| <i>Word</i> | <i>Meaning</i> |
|----------------------|---------------------------------------|
| 1. Transcend | <i>go beyond</i> |
| 2. Transverse | <i>eyeing across; at right angles</i> |
| 3. Transgress | <i>break (law)</i> |
| 4. Transient | <i>fleeting, not permanent</i> |

(5) Prefix = 'super'.

Latin prefix which means "over, beyond".

| <i>Word</i> | <i>Meaning</i> |
|-------------------------|---|
| 1. Superior | <i>of greater rank</i> |
| 2. Supercilious | <i>displaying arrogant pride</i> |
| 3. Supernumerary | <i>in excess of normal number</i> |
| 4. Supersede | <i>take the place of; set aside</i> |
| 5. Supervise | <i>oversee; direct; inspect</i> |
| 6. Superlative | <i>in/of highest degree or quantity</i> |

(6) Prefix = 'Epi'.

Greek prefix, which means "over, on, of".

| <i>Word</i> | <i>Meaning</i> |
|---------------------|---|
| 1. Epiderm | <i>outer skin layer</i> |
| 2. Epiphany | <i>festival of the announcement of Christ's coming.</i> |
| 3. Epigraph | <i>inscription</i> |
| 4. Epicentre | <i>focus of earthquake</i> |

(7) Prefix = 'Hypo'.

Greek prefix, which means "under, below".

| <i>Word</i> | <i>Meaning</i> |
|------------------------|---|
| 1. Hypocrisy | <i>false virtue</i> |
| 2. Hypodermic | <i>below the skin</i> |
| 3. Hypothesis | <i>suggested explanation of something</i> |
| 4. Hypogastric | <i>of or related to lower median region of the abdomen</i> |
| 5. Hypochondria | <i>morbid depression without reason about one's own health, extreme depression of mind or spirits often centered on imaginary physical ailments</i> |

(8) Prefix = 'Hyper'.

Greek prefix, which means "over/above/excessive/abnormally high".

| <i>Word</i> | <i>Meaning</i> |
|----------------------------|--|
| 1. Hyperactivity | <i>too much activity</i> |
| 2. Hyperesthesia | <i>excessive sensory feeling</i> |
| 3. Hyperbole | <i>person prone to exaggerated speaking</i> |
| 4. Hyper kinesia | <i>excessive amount of spasms</i> |
| 5. Hyperventilation | <i>excessive breathing</i> |
| 6. Hyper baric | <i>greater than normal pressure</i> |
| 7. Hyperacid | <i>the condition of containing more than the normal amount of acid</i> |

(9) Prefix = 'ab'.

Latin prefix, which means "from/away".

| <i>Word</i> | <i>Meaning</i> |
|-----------------------|----------------------------------|
| 1. Absent | <i>not present</i> |
| 2. Abstemious | <i>sparing in food and drink</i> |
| 3. Abstraction | <i>preoccupation</i> |
| 4. Abnegate | <i>give up, renounce</i> |



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| | |
|-----------------------|-----------------------------|
| 9. Plangent | <i>expressive sound</i> |
| 10. Nocent | <i>harm</i> |
| 11. Continent | <i>restraint</i> |
| 12. Ambivalent | <i>uncertainty</i> |
| 13. Prudent | <i>Wisdom/judiciousness</i> |

B. Germanic Suffixes

Some important Germanic suffixes illustrated with examples, are as follows:-

(1) Suffix = 'dom'.

Germanic Suffix, which means "state/quality".

| Word | Meaning |
|-----------------------|---------------------------------|
| 1. Freedom | <i>liberty</i> |
| 2. Kingdom | <i>state ruled by king</i> |
| 3. Officialdom | <i>state ruled by officials</i> |
| 4. Dukedom | <i>state ruled by duke</i> |

(2) Suffix = 'ard'.

Germanic Suffix, which means "one who/characteristic of".

| Word | Meaning |
|-------------------|-------------------------|
| 1. Dullard | <i>stupid person</i> |
| 2. Pollard | <i>horn less animal</i> |

(3) Suffix = 'hood'.

Germanic Suffix, which means "state/quality".

| Word | Meaning |
|-----------------------|-------------------------------|
| 1. Brotherhood | <i>alliance</i> |
| 2. Widowhood | <i>state of being a widow</i> |

(4) Suffix = 'ling'.

Germanic Suffix, which means "having the characteristic of/minor".

| Word | Meaning |
|----------------------|------------------------|
| 1. Yearling | <i>year old animal</i> |
| 2. Fingerling | <i>baby fish</i> |

(5) Suffix = 'ness'.

Germanic Suffix, which means "condition/state".

| Word | Meaning |
|------------------------|----------------------------------|
| 1. Goodness | <i>decency</i> |
| 2. Populousness | <i>state of large population</i> |

| | |
|----------------------|-------------------|
| 3. Business | <i>occupation</i> |
| 4. Wickedness | <i>being bad</i> |

(6) Suffix = 'ship'.

Germanic Suffix, which means "state/rank/skill".

| Word | Meaning |
|-------------------------|---------------------------------|
| 1. Penmanship | <i>art of writing</i> |
| 2. Craftsmanship | <i>art of making crafts</i> |
| 3. Township | <i>unit of local government</i> |
| 4. Musicianship | <i>skill of a musician</i> |

(7) Suffix = 'ful'.

Germanic Suffix, which means "full of/providing".

| Word | Meaning |
|---------------------|---------------------------|
| 1. Healthful | <i>promoting health</i> |
| 2. Plentiful | <i>having plenty</i> |
| 3. Earful | <i>lot of information</i> |

(8) Suffix = 'fold'.

Germanic Suffix, which means "increased by".

| Word | Meaning |
|--------------------|--------------------------|
| 1. Tenfold | <i>multiplied by ten</i> |
| 2. Manifold | <i>many times</i> |

(9) Suffix = 'ish'.

Germanic Suffix, which means "somewhat like".

| Word | Meaning |
|--------------------|--------------------------|
| 1. Childish | <i>child like</i> |
| 2. Churlish | <i>ill-bred, rustic</i> |
| 3. Impish | <i>imp-like, naughty</i> |

(10) Suffix = 'wise'.

Germanic Suffix, which means "in the manner of/with regard to".

| Word | Meaning |
|-----------------------|--------------------------------|
| 1. Dollarwise | <i>with respect to dollars</i> |
| 2. Weatherwise | <i>with regard to weather</i> |
| 3. Moneywise | <i>with regard to money</i> |
| 4. Healthwise | <i>with respect to health</i> |

Let us now move on to words with foreign origins.



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| | |
|---------------------------|--|
| 22. Precis | <i>abstract, summary</i> |
| 23. Vignette | <i>design on a book page</i> |
| 24. Critique | <i>critical essay</i> |
| 25. Coterie | <i>social clique, exclusive group</i> |
| 26. Connoisseur | <i>critical expert of matters of art</i> |
| 27. Belles-lettres | <i>aesthetic writings</i> |
| 28. Memories | <i>reward of events, autobiography</i> |
| 29. Bon mot | <i>clever saying</i> |
| 30. Repartee | <i>witty talk</i> |
| 31. rapport | <i>harmony</i> |
| 32. Idee fixe | <i>obsession</i> |
| 33. Bourgeois | <i>middle class</i> |
| 34. Charlatan | <i>faker, quack</i> |
| 35. Faux pas | <i>social blunder</i> |
| 36. Genteel | <i>element refined</i> |
| 37. Largesse | <i>generosity</i> |
| 38. Gauche | <i>socially inept</i> |
| 39. Nonchalance | <i>indifferent</i> |
| 40. Raconteur | <i>expert storyteller</i> |
| 41. Avant-garde | <i>in advance</i> |
| 42. Milieu | <i>environment</i> |
| 43. Tete-a-tete | <i>private conversation</i> |
| 44. Vis-à-vis | <i>regarding, in relation to</i> |
| 45. Outre | <i>bizarre</i> |
| 46. Passe | <i>out of date</i> |
| 47. Liaison | <i>connection</i> |
| 48. Rendezvous | <i>meeting place, appointment</i> |
| 49. Jolie-de vivre | <i>enjoyment of life</i> |
| 50. Eclat | <i>success</i> |
| 51. Savoir | <i>fair</i> |
| 52. Boulevard | <i>broad avenue in a city</i> |
| 53. Salon | <i>a shop of fashion, drawing room</i> |
| 54. Chateau | <i>castle</i> |
| 55. Façade | <i>front of a building</i> |
| 56. Chaise | <i>light, open carriage</i> |
| 57. Bureau | <i>office desk</i> |
| 58. Concierge | <i>doorman</i> |
| 59. Melee | <i>a mixed fight or crowd</i> |
| 60. Terrain | <i>area of ground</i> |
| 61. Saboteur | <i>damage closer (esp. secretly)</i> |
| 62. Alde-de-camp | <i>military officer personality assisting superior</i> |
| 63. Chausseur | <i>driver</i> |
| 64. Espionage | <i>use of spice</i> |
| 65. Ricochet | <i>rebound (of bullet)</i> |
| 66. Envoy | <i>official representative</i> |
| 67. Bivouac | <i>temporary camp of soldiers</i> |

| | |
|-----------------------------|--|
| 68. Espirit de corps | <i>feelings of pride in belonging to a group</i> |
| 69. Despot | <i>a tyrant or absolute ruler</i> |
| 70. Commandant | <i>officer in command</i> |

Italian Words

Some important English words, which have been taken from Italian are as follows:

| Word | Meaning |
|-----------------------|--|
| 1. Prima donna | <i>principle female singer in an opera</i> |
| 2. Soprano | <i>highest singing voice</i> |
| 3. Crescendo | <i>gradual increase in volume or force</i> |
| 4. Bravo | <i>well done</i> |
| 5. Quartet | <i>group of four musicians</i> |
| 6. Maestro | <i>famous conductor</i> |
| 7. Mandolin | <i>stringed musical instrument</i> |
| 8. Finale | <i>the last piece</i> |
| 9. Duet | <i>a composition for two singers</i> |
| 10. Forte | <i>to play loudly</i> |
| 11. Libretts | <i>text of long musical piece</i> |
| 12. Allegro | <i>at a quick and lively tempo; quickly</i> |
| 13. Presto | <i>to be played very fast</i> |
| 14. Falsetto | <i>high pitched singing method</i> |
| 15. Virtuoso | <i>exceptional performer</i> |
| 16. Diva | <i>women opera singer, famous lady</i> |
| 17. Dilettante | <i>dabbler in art or knowledge</i> |
| 18. Bravura | <i>great skill</i> |
| 19. Tempo | <i>music's speed</i> |
| 20. Opera | <i>musical drama</i> |
| 21. Piccolo | <i>a very small flute-like musical instrument</i> |
| 22. Coda | <i>final section of musical piece</i> |
| 23. Concerto | <i>musical composition for soloist and orchestra</i> |
| 24. Madrigal | <i>a song with parts</i> |
| 25. Balcony | <i>a gallery</i> |
| 26. Villa | <i>country, estate</i> |
| 27. Arcade | <i>arched passageway, shops</i> |
| 28. Catacomb | <i>tomb</i> |
| 29. mezzanine | <i>lowest balcony</i> |
| 30. Portico | <i>porch</i> |
| 31. Piazza | <i>plaza</i> |



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23. Annual/Annul

- *Annual* means "yearly"
- *Annul* means to "make void or invalid"

24. Anxious/Eager

- "Anxiety" is unpleasant.
- "Eagerness" is joyous. They are not synonyms.

25. Anyone/Any one

This is quite tricky.

- *Anyone* means "anybody, any person at all"
- *Any one* means "any one person" and is followed by "of".

26. Appraise/Apprise

- *Appraise* is "to assess or estimate".
- *Apprise* is "to inform or notify".

27. Ascent (climb)/Assent (agree)

- *Ascent* is an upward movement;
- *Assent* means "agreement".

28. Ascribe/Subscribe

- If you agree with a theory or belief, you *ascrbe* to it, just as you
- *subscribe* to a magazine.

29. Assistance/Assistants

- *Assistance* means "help" or "aid"
- *Assistants* is the plural of assistant which means "one who gives help"

30. Assume/Presume

- We "assume" things in the absence of evidence.
- We "presume" things when it is reasonable to do so and there is no evidence to the contrary.

31. Assure/Ensure/Insure

- *Assure* means "to guarantee"
- *Ensure* means "to make sure"
- *Insure* means "to protect against loss or damage".

32. Attain/Obtain

- *Attain* means "reach";
- *Obtain* means "get."

33. Auger/Augur

- *Auger* is a tool;
- *augur* means "to predict" "or "a sort of an omen."

34. Affect (influence)/Effect (result)

- *Affect* is a verb meaning either "to influence" or "to pretend."
- *Effect* as a verb means "to accomplish or to produce as a result" as a noun, *effect* means "result."

- *Affect* is a verb; effect is more usually a noun.
- When used as a verb it means "to achieve" or "fulfil" or "realise"

35. Aid/Aide

- We *aid* people when we help them.
- An *aide* is a special assistant.

B**1. Bail/Bale**

- You *bail* the boat and *bale* the hay.
- The expression "bail out" means "to abandon a position or situation", and *bale* is a bundle.

2. Baited/Bated

- *Baited* usually refers to traps or snares.
- When the reference is to someone who is hardly daring to breathe, the correct word is always "*bated*".

3. Ball/Bawl

- To "bawl" is to cry out loudly;
- *ball* is a toy or a plaything.

4. Bare (uncovered)/Bear (carry; the animal)**5. Bazaar (market)/Bizarre (weird)****6. Been/Gone**

- *Been* is the past participle of "be," gone is the past participle of "go".
- *Been* is used to describe completed visits, gone does not specify the return or completion of the visit.

7. Bemuse/Amuse

When you *bemuse* someone, you confuse them, and not necessarily in an entertaining way. Don't confuse this word with "amuse."

8. Benefactor/Beneficiary

- *Benefactors* give benefits;
- *beneficiaries* receive them

9. Beside/Besides

- *Beside* means "at the side of".
- *Besides* means "in addition to."

10. Biannual/Biennial

These two are really tricky!

- *Biannual* means happening twice a year;
- *Biennial* means every two years.

11. Birth (childbearing)/Berth (place of rest)

- *Berth* is a place to sleep on a boat or ship or train;



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7. Depreciate/Deprecate

To *depreciate* something is to actually make it worse, whereas to *deprecate* something is simply to speak or think of it in a manner that demonstrates your low opinion of it.

8. Dessert (sweet food)/Desert (dry land) Dessert

- A *desert* (pronounced des' ert) is a dry region.
- To *desert* (pronounced desert') is to leave.
- The *dessert* is the last part of a meal.

9. Device (a mechanism)/Devise (to arrange)

- *Device* is a noun, meaning a "gadget" or (particularly in writing terms) an "invention";
- *devise* is a verb, meaning to "invent" or "plot".

10. Different from/Different than

- Although both *different from* and *different than* are common American usages, the preferred idiom is *different from*.

11. Dilemma/Difficulty

A *dilemma* is a difficult choice, not just any *difficulty* or problem.

12. Disburse/Disperse

You *disburse* money by taking it out of your purse (French "bourse") and distributing it.

- *Disperse* means "to scatter."

13. Discreet, discrete

- *Discreet* means "respectful," or "prudent;"
- *Discrete* means "separate" or "detached from others."

14. Disinterested/Uninterested

- *Uninteresting* people are bored, but *disinterested* people are impartial. We are tried by "a *disinterested* jury of our peers."

15. Don't have to/Mustn't

- We have to use
- (*or do not have to*) to say that there is no obligation or necessity to do something.
- *Mustn't/must not* is a modal verb used to show that something is not allowed. When you use *mustn't* you are telling people not to do things.

16. Downside/Underside

- *Downside* is a noun that means "the disadvantage of a situation".
- *Underside* is a noun that means "the side of something that is usually nearest the ground".

17. Draft/Draught

- *Draft* refers to the first writing of your novel or story (or any other document). You can also be *drafted* (enlisted or recruited) into the army, navy, etc.
- *Draught* is an air movement, a drink (as in "draught of ale")

18. Dredge/Drudge/Trudge

- You use machinery to scoop stuff up from underwater called a *dredge*, to *dredge* up junk or debris from the bottom of a river or lake.
- To *drudge* is to do hard, annoying work; and a person who does such work can also be called a *drudge*.
- When you slog laboriously up a hill, you *trudge* up it.

19. Dribble/Drivel

- *Dribble* means "to drool."
- When you mean to criticise someone else's speech as stupid or pointless, the word you want is *drivel*.

20. Dual (having two parts)/Duel (fight between two people)**21. Dye (color)/Die (perish)****E****1. Ecology/Environment**

Ecology is the study of living things in relationship to their *environment*.

2. Elicit (draw forth)/Illicit (improper)**3. Emigrant/Immigrant**

- An *emigrant* is a person who moves out of a country;
- An *immigrant* is one who moves into a country.
- A similar distinction holds for the verbs *emigrate* and *immigrate*.

4. Eminent (noteworthy)/Immanent (inherent)/Imminent (impending)

- *Eminent* means "distinguished;" or "famous;"
- *Imminent* means "near", or "close at hand".
- The rarest of the three is *immanent*, used by philosophers to mean "inherent" and by theologians to mean "present throughout the universe."



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12. Hoard/Horde

- *Hoard* means “to stockpile” and as a noun it is a cache of stockpiled stuff;
- *Horde* is a large group.

13. Hole (opening)/Whole (entire)**14. Holiday/Weekend**

- A *holiday* (noun) refers to time, often one or two weeks, when someone does not go to work or school but is free to do what he/she wants, such as travel or relax. You usually have to book your holiday with your boss.
- The *weekend* (noun) refers to the time from Saturday and Sunday, or Friday evening until Sunday night. It's the part of the week in which most paid workers living in the West do not go to work. It is a time for leisure and recreation, and/or for religious activities.

15. Holy (sacred)/Wholly (entirely)**16. Home/Hone**

- *Home* is your house or abode.
- *Hone* means to sharpen.

17. Homework/Housework

- *Homework* (noun) refers to tasks assigned to students by teachers to be completed mostly outside of class, and derives its name from the fact that most students do the majority of such work at home.
- *Housework* (noun) refers to domestic household chores such as cleaning and cooking.

18. “How do you do?”/“How are you?”/“How do you do?”

This is not a question. It is another, very formal way of saying “Hello”. It is also very British. We only really use it the first time we meet someone.

How are you? This is a question.

19. Human (of people)/Humane (merciful)**I****1. I/me**

Usually we choose the correct form by instinct.

- *I like tea.*
- *Give me my tea.*

There are other times when people make mistakes with these two pronouns. *I/me* is difficult when it is coupled

with another pronoun or with a noun. This is when you have to think about the subject/object in a sentence.

2. Idea/Ideal

Any thought can be an *idea*, but only the best ideas worth pursuing are *ideals*.

3. If/Whether

- Use *whether* when alternatives are involved (“I do not know whether I should complain or remain silent”).
- Otherwise *if* is acceptable (“I do not know if I should reconsider my decision”).

4. Illude/Elude

Illude is a very rare word, most of whose former meanings are obsolete, but which can mean “to deceive” or “lead astray.” But *elude* means to “escape” or “evade”.

5. Illusion/Delusion

- *Illusions* are images of nonexistent things.
- *Delusions* are misguided beliefs people hold despite evidence to the contrary. Thus, “Daydreams can be enjoyable *illusions*, but *delusions* of grandeur come from self deceit or mental imbalance.”

6. Immemorial/Immortal

- *Immemorial* means ancient beyond memory (as in the cliché “since time immemorial”);
- *immortal* means “deathless” or “eternal.”

7. Immigrate (come in)/Emigrate (leave)**8. Imply/Infer**

- *Imply* means “to suggest something”.
- *Infer* means “to derive a certain meaning from a remark or an action”. We *imply* things when we suggest them without actually saying so.
- We *infer* conclusions from evidence by reasoning from data to claims.

9. In/Into

- *In* means “inside something.”
- *Into* tells of motion from the outside to the inside of something.

10. Incredulous/Incredible

Use *incredible* in the casual sense of “unbelievably good” and use *incredulous* to mean “unbelieving” or “skeptical”, which is the only standard usage for this word.



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- *The most* is usually used to form the superlative of many adjectives and adverbs.

19. Mutual/Common

- *Mutual* refers to two people who share the same emotion, as in “My friend and I have *mutual respect*”.
- *Common* refers to something shared by at least two people, such as “*a common goal*” or “*a common point of departure*”.

N

1. Naïve/Knave

- A *knave* is an unprincipled, untrustworthy, or dishonest person, whereas *naïve* means “having or showing unaffected simplicity of nature or absence of artificiality” or “unsophisticated or ingenuous”.

2. Naval/Navel

- Your belly button is your *navel*, and “navel oranges” look like they have one;
- all terms having to do with ships and sailing require *naval*.

3. No/Know

Strange that these two should get confused, but they do.

- *No* is always the opposite of “yes”;
- to *Know* is to be certain.

O

1. Once/Ones

- *Once* always has to do with time and answers the questions, “how many times?” or “when?”
- In contrast, *ones* have to do with things.

2. Oppress/Repress

Dictators commonly *oppress* their citizens and *repress* dissent, but these words don’t mean exactly the same thing.

- *Repress* just means “keep under control.” Sometimes *repression* is a good thing.
- *Oppression* is always bad, and implies serious persecution.

3. Oral/Verbal

- Some people insist that *verbal* refers to anything expressed in words, whether written or spoken,

while *oral* refers exclusively to speech; but in common usage *verbal* has become widely accepted for the latter meaning.

- However, in case of a legal context, an unwritten agreement is still an “*oral contract*,” not a “*verbal contract*.”

4. Oriental/Asian

- *Oriental* is generally considered old-fashioned now, and many find it offensive.
- *Asian* is preferred for telling about Asia.

It baffles me that people get these mixed up, but they do.

5. Overdo/Overdue

- *Overdo* means “to exaggerate” or “carry to something too far”;
- *overdue* is what your bills are, when you forget to pay them!

6. Overtake vs Takeover/Take over

- *Overtake* is a verb. It can mean to go beyond something by being better, or if you’re driving to come from behind another vehicle or a person and move in front of it.
- *Takeover* as a noun is used when one organisation gains control of a company by buying most of its shares.

P

1. Pair (two)/Pare (peel; reduce)

2. Palate/Palette/Pallet/Pellet

- Your *palate* is the roof of your mouth, and by extension, your sense of taste.
- A *palette* is the flat board an artist mixes paint on (or by extension, a range of colours).
- A *pallet* is either a bed (now rare) or a flat platform onto which goods are loaded.
- A *pellet* is a bullet.

3. Parameter/Perimeter

- A *parameter* is a number that describes a population or, metaphorically, a distinctive characteristic of a population of events.
- A *perimeter* is a boundary.

4. Paramount/Tantamount

- *Paramount* means “best” or “top.”
- *Tantamount* means “equivalent”.



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7. Scone/Sconce

- A jam or cream filled biscuit is a *scone*.
- If you are describing a wall-mounted light fixture, the word is “*sconce*”.

8. Seam/Seem

- *Seam* is most often used to refer to the joining of two pieces of fabric with thread, but it can refer to other types of joints.
- *Seem* means “appear”.

9. Sell/Cell

- *Sell* means “to exchange for money”.
- *Cell* is a small room (invariably lacking in comfort). *Cell* is also an organism (as in “stem cells”). *Cell* is also used to refer to the small divisions in something large such as a container or a table in a web page or word-processed document.

10. Sense (perception)/Since (from that time)**11. Sensual/Sensuous**

- *Sensual* usually relates to physical desires and experiences, and often means “sexy.”
- *Sensuous* is more often used for aesthetic pleasures, like “*sensuous music*.”

12. Serf/Surf

- *Serf* means slave or servant.
- *Surf* is a wave and as a verb is also the action of riding the waves on a board or using a computer to find something on the Internet.

13. Set (to put)/Sit (to be seated)**14. Sever/Severe**

- *Sever* means “to separate” or “detach”.
- *Severe* means “grim” or “stern”.

15. Shear/Sheer

- *Shear* means “to cut or clip”.
- *Sheer* means “transparent” (as in “sheer nylon hosiery”) or “steep” (as in “a sheer drop”) or “total” or “absolute” (as in “sheer stupidity”).

16. Sheath/Sheaf

- If you take your knife out of its *sheath* (case) you can use it to cut a *sheaf* (bundle) of paper.

17. Shone (past of shine)/Shown (displayed)**18. Shore/Sure**

- *Shore* as verb means “to brace or support” and as a noun, it is usually a beach but can also be “a support” or “a brace”.

- *Sure* means “certain” or “confident”.

- So you do not *sure up* a company by borrowing more capital; you *shore it up*.

19. Shortage/Shortness

- *Shortage* is a noun meaning when there is not enough of something.
- *Shortness* is also a noun meaning the condition of being short spatially (in length).

20. Sick/Ill

- Use “sick” when you mean a person is nauseated.
- Use “ill” when the person is not well but not necessarily nauseated.

21. Silicon/Silicone

- *Silicon* is a chemical element, the basic stuff of which microchips are made. Sand is largely silicon.
- *Silicones* are plastics and other materials containing silicon.

22. Singly/Singularly

- *Singly* means “individually” or “one-by-one”.
- *Singularly* means “strangely” or “uniquely”.

23. Site/Sight/Cite

- *Site* always refers to location or place—building site, archaeology site, etc.
- *Sight* always refers to vision, as in the cliché “a sight for sore eyes”.
- *Cite* means “to summon” or “to refer to a source”.

24. Slither/Sliver

- *Slither* means “to slip” or “to slide”.
- *Sliver* is a noun, meaning a thin piece, such as a flake, paring or chip.

25. So/Such

- *So* when used as in front of an adjective or an adverb means “very”.
- *Such* when used as a determiner can be used in front of a noun or an adjective and a noun to show extremes, you can’t use it in front of adverbs.
- Remember that without the noun you need to use “so”.

26. Soar/Sore

- *Sore* refers to aches, pains and wounds - sore feet, sore backs, and sores on your skin.
- The more unusual word used to describe the act of gliding through the air or swooping up in the sky is *soar*.



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VOCABULARY BASED QUESTIONS

CHAPTER 6: SYNONYMS

CHAPTER 7: ANTONYMS

CHAPTER 8: ODD MAN OUT

CHAPTER 9: ANALOGIES

SECTION 2

This section will help you in the following ways:

- In the chapter on Synonyms, you would get to tackle question types related to words with similar meanings.
- In the chapter on Antonyms, you would get to tackle question types related to words that are opposite in meanings.
- In the chapter on Odd Man Out, you would get to tackle questions which are situation based and which require you to choose out of a group of words one which does not belong to the group.
- In the chapter on Analogies, you would get to tackle questions which are relationship based and are very commonly used in exams like MAT, IRMA, CET Maharashtra, etc. In this chapter you would learn to identify the various types of relationships that are used in Analogies.





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| | | | | | |
|------------------------|-----------------------------------|------------------------------------|-----------------------|-------------------------------|----------------------------------|
| 22. Negotiate | (a) mediate (c) intercede | (b) milliner (d) liaise | 37. Container | (a) amphora (c) chaff | (b) carafe (d) jar |
| 23. Itinerant | (a) peripatetic (c) wayfaring | (b) nomadic (d) sprightly | 38. Clown | (a) comedian (c) buffoon | (b) jester (d) Creole |
| 24. Nimble | (a) adroit (c) nippy | (b) patrician (d) dexterous | 39. Quay | (a) jetty (c) wharf | (b) lurch (d) breakwater |
| 25. Clamorous | (a) raucous (c) dissonant | (b) blaring (d) stately | 40. Spray | (a) squirt (c) gush | (b) spurt (d) jewry |
| 26. Oracular | (a) clairvoyant (c) lineage | (b) soothsayer (d) sibyl | 41. Election | (a) poll (c) bandwagon | (b) plebiscite (d) referendum |
| 27. Clannish | (a) cliquish (c) insular | (b) close-knit (d) clangor | 42. Bandage | (a) gauze (c) lint | (b) plaster (d) bandy |
| 28. Hook | (a) brooch (c) hasp | (b) claque (d) buckle | 43. Highwayman | (a) bandit (c) bandanna | (b) marauder (d) brigand |
| 29. Masterpiece | (a) classic (c) urbane | (b) archetypal (d) copybook | 44. Symbol | (a) design (c) motif | (b) pattern (d) scrap |
| 30. Escort | (a) convoy (c) entourage | (b) chattel (d) retinue | 45. Morose | (a) churlish (c) humble | (b) sullen (d) taciturn |
| 31. Opening | (a) ingress (c) vestibule | (b) turnstile (d) wheedle | 46. Motionless | (a) morel (c) immobile | (b) inanimate (d) paralysed |
| 32. Entrails | (a) viscera (c) Guts | (b) Eocene (d) Bowels | 47. Temporal | (a) transient (c) mortal | (b) ephemeral (d) melancholy |
| 33. Tawdry | (a) Gimmick (c) Shoddy | (b) Gimcrack (d) Worthless | 48. Speckled | (a) blotchy (c) flecked | (b) rocky (d) mottled |
| 34. Introverted | (a) reserved (c) introspective | (b) contemplative (d) intrusive | 49. Motto | (a) maxim (c) aphorism | (b) sculpt (d) precept |
| 35. Jailer | (a) warder (c) gaoler | (b) jalouse (d) guard | 50. Hilly | (a) craggy (c) mountainous | (b) rocky (d) mounted |
| 36. Jargon | (a) argot (c) cant | (b) patois (d) screw | 51. Mouthful | (a) gobbet (c) bite | (b) morsel (d) muzzle |



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39. HILARIOUS

- | | |
|--------------|------------|
| (a) hopeless | (b) comic |
| (c) hideous | (d) gloomy |

40. TAUNT

- | | |
|-------------|-------------|
| (a) corrupt | (b) paint |
| (c) polish | (d) publish |

41. ABSOLUTE

- | | |
|------------|------------|
| (a) accuse | (b) acquit |
| (c) bind | (d) colour |

42. COALESCE

- | | |
|----------------|------------|
| (a) fuel | (b) fiery |
| (c) amalgamate | (d) relate |

43. SWITCH

- | | |
|-------------|------------|
| (a) current | (b) swap |
| (c) circuit | (d) egress |

44. RAPER

- | | |
|------------|-----------|
| (a) svelte | (b) sabre |
| (c) wood | (d) wound |

45. SYCOPHANTIC

- | | |
|--------------|-----------------|
| (a) circular | (b) symmetrical |
| (c) servile | (d) fertile |

46. SYLLABUS

- | | |
|--------------|----------------|
| (a) cutlass | (b) curriculum |
| (c) arboreal | (d) sylvan |

ANSWER KEY

Exercise 1

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (c) | 2. (d) | 3. (d) | 4. (a) | 5. (b) |
| 6. (c) | 7. (c) | 8. (d) | 9. (c) | 10. (d) |
| 11. (a) | 12. (d) | 13. (d) | 14. (d) | 15. (c) |
| 16. (a) | 17. (a) | 18. (b) | 19. (d) | 20. (d) |

Exercise 2

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (a) | 2. (c) | 3. (d) | 4. (b) | 5. (d) |
| 6. (d) | 7. (b) | 8. (c) | 9. (c) | 10. (d) |
| 11. (d) | 12. (b) | 13. (d) | 14. (a) | 15. (b) |

Exercise 3

- | | | | | |
|--------|--------|--------|--------|--------|
| 1. (c) | 2. (d) | 3. (a) | 4. (c) | 5. (b) |
|--------|--------|--------|--------|--------|

- | | | | | |
|--------|--------|--------|--------|---------|
| 6. (a) | 7. (d) | 8. (d) | 9. (a) | 10. (c) |
|--------|--------|--------|--------|---------|

Exercise 4

- | | | | | |
|--------|--------|--------|--------|---------|
| 1. (a) | 2. (a) | 3. (d) | 4. (d) | 5. (d) |
| 6. (d) | 7. (d) | 8. (a) | 9. (a) | 10. (c) |

Exercise 5

- | | | | | |
|----------|---------|---------|---------|----------|
| 1. (b) | 2. (a) | 3. (d) | 4. (a) | 5. (b) |
| 6. (d) | 7. (c) | 8. (d) | 9. (d) | 10. (b) |
| 11. (b) | 12. (d) | 13. (c) | 14. (a) | 15. (d) |
| 16. (d) | 17. (b) | 18. (a) | 19. (c) | 20. (d) |
| 21. (c) | 22. (b) | 23. (d) | 24. (b) | 25. (d) |
| 26. (c) | 27. (d) | 28. (b) | 29. (c) | 30. (b) |
| 31. (d) | 32. (b) | 33. (a) | 34. (d) | 35. (b) |
| 36. (d) | 37. (c) | 38. (d) | 39. (b) | 40. (d) |
| 41. (c) | 42. (d) | 43. (c) | 44. (d) | 45. (c) |
| 46. (a) | 47. (d) | 48. (b) | 49. (b) | 50. (d) |
| 51. (d) | 52. (b) | 53. (d) | 54. (a) | 55. (c) |
| 56. (d) | 57. (b) | 58. (b) | 59. (d) | 60. (c) |
| 61. (d) | 62. (c) | 63. (b) | 64. (b) | 65. (d) |
| 66. (c) | 67. (d) | 68. (d) | 69. (c) | 70. (b) |
| 71. (b) | 72. (a) | 73. (d) | 74. (c) | 75. (b) |
| 76. (c) | 77. (b) | 78. (a) | 79. (d) | 80. (c) |
| 81. (d) | 82. (b) | 83. (d) | 84. (a) | 85. (d) |
| 86. (b) | 87. (d) | 88. (b) | 89. (d) | 90. (b) |
| 91. (d) | 92. (d) | 93. (b) | 94. (c) | 95. (d) |
| 96. (c) | 97. (b) | 98. (a) | 99. (c) | 100. (c) |
| 100. (d) | | | | |

Exercise 6

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (d) | 2. (c) | 3. (a) | 4. (d) | 5. (c) |
| 6. (d) | 7. (a) | 8. (d) | 9. (c) | 10. (b) |
| 11. (c) | 12. (d) | 13. (b) | 14. (a) | 15. (b) |
| 16. (c) | 17. (c) | 18. (b) | 19. (a) | 20. (c) |
| 21. (a) | 22. (d) | 23. (b) | 24. (d) | 25. (b) |
| 26. (c) | 27. (a) | 28. (a) | 29. (b) | 30. (c) |
| 31. (d) | 32. (a) | 33. (a) | 34. (b) | 35. (c) |
| 36. (b) | 37. (a) | 38. (b) | 39. (b) | 40. (a) |
| 41. (b) | 42. (c) | 43. (b) | 44. (b) | 45. (c) |
| 46. (b) | | | | |



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| | | | | | |
|------------------------|-----------------------------------|---------------------------------|------------------------|----------------------------------|---------------------------------|
| 81. Affirmative | (a) positive (c) derogatory | (b) negative (d) affiliate | 96. Augment | (a) increase (c) diminish | (b) argument (d) delay |
| 82. Carnal | (a) infernal (c) spiritual | (b) internal (d) egoist | 97. Censure | (a) appreciate (c) apprehend | (b) reprimand (d) comprehend |
| 83. Diffuse | (a) concise (c) temporal | (b) incise (d) opulent | 98. Impertinent | (a) blunder (c) polite | (b) excuse (d) insolent |
| 84. Flaccid | (a) exotic (c) insipid | (b) turgid (d) fresco | 99. Command | (a) criticize (c) forsake | (b) comment (d) dexterity |
| 85. Industrious | (a) idle (c) buoyant | (b) compatible (d) adversity | 100. Obligatory | (a) derogatory (c) compulsion | (b) optional (d) repulsion |
| 86. Immanent | (a) impatient (c) transcendent | (b) amiable (d) diffident | 101. Ignore | (a) adjudicate (c) anarchy | (b) infallible (d) infidel |
| 87. Profane | (a) sacred (c) announce | (b) denounce (d) penance | 102. Agnostic | (a) euphoric (c) evangelical | (b) putrid (d) abhor |
| 88. Figurative | (a) literal (c) perennial | (b) liberal (d) annual | 103. Blessing | (a) malediction (c) engaging | (b) catholic (d) incredible |
| 89. Sprightly | (a) bright (c) indulgent | (b) effulgent (d) dull | 104. Cleave | (a) disjunction (c) adjunct | (b) separate (d) revoke |
| 90. Vigorous | (a) feeble (c) frugal | (b) regal (d) immortal | 105. Loose | (a) lax (c) astringent | (b) vitiate (d) frigid |
| 91. Condemn | (a) convict (c) accuse | (b) acquit (d) enervate | 106. Erase | (a) arcane (c) infallible | (b) inscribe (d) invalidate |
| 92. Repudiate | (a) discharge (c) admit | (b) disagree (d) reject | 107. Customary | (a) aberrant (c) common | (b) harsh (d) ratify |
| 93. Expedite | (a) extract (c) delay | (b) distract (d) defend | 108. Gratuitous | (a) unwarranted (c) anomalous | (b) restrained (d) viable |
| 94. Lament | (a) languish (c) rejoice | (b) anguish (d) languor | 109. Tremulous | (a) fearful (c) supplant | (b) intrepid (d) whimsical |
| 95. Absurd | (a) funny (c) sensible | (b) expedient (d) gallant | 110. Feeble | (a) omniscient (c) heathen | (b) omnipotent (d) corporate |



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ANSWER KEY**Exercise 1**

- | | | | | | | | | | |
|---------|---------|---------|---------|---------|----------|----------|----------|----------|----------|
| 1. (c) | 2. (b) | 3. (a) | 4. (c) | 5. (a) | 96. (c) | 97. (a) | 98. (c) | 99. (a) | 100. (b) |
| 6. (c) | 7. (d) | 8. (c) | 9. (a) | 10. (b) | 101. (a) | 102. (c) | 103. (a) | 104. (c) | 105. (c) |
| 11. (c) | 12. (a) | 13. (b) | 14. (a) | 15. (b) | 106. (b) | 107. (a) | 108. (b) | 109. (b) | 110. (b) |
| 16. (a) | 17. (b) | 18. (a) | 19. (b) | 20. (a) | 111. (a) | 112. (b) | 113. (c) | 114. (a) | 115. (d) |
| 21. (b) | 22. (b) | 23. (c) | 24. (b) | 25. (b) | 116. (c) | 117. (b) | 118. (a) | 119. (a) | 120. (b) |
| 26. (c) | 27. (b) | 28. (c) | 29. (d) | 30. (b) | 121. (b) | 122. (b) | 123. (a) | 124. (c) | 125. (c) |
| 31. (c) | 32. (b) | 33. (c) | 34. (b) | 35. (c) | 126. (d) | 127. (b) | 128. (c) | 129. (b) | 130. (a) |
| 36. (d) | 37. (b) | 38. (c) | 39. (c) | 40. (d) | 131. (c) | 132. (a) | 133. (b) | 134. (c) | 135. (c) |
| 41. (b) | 42. (c) | 43. (b) | 44. (c) | 45. (b) | 136. (c) | 137. (d) | 138. (a) | 139. (b) | 140. (c) |
| 46. (b) | 47. (a) | 48. (b) | 49. (c) | 50. (b) | 141. (b) | 142. (c) | 143. (a) | 144. (a) | 145. (c) |
| 51. (c) | 52. (b) | 53. (d) | 54. (b) | 55. (a) | 146. (b) | 147. (b) | 148. (a) | 149. (c) | 150. (b) |
| 56. (b) | 57. (c) | 58. (d) | 59. (a) | 60. (a) | 151. (b) | 152. (c) | 153. (a) | 154. (b) | 155. (a) |
| 61. (b) | 62. (a) | 63. (c) | 64. (b) | 65. (a) | 156. (b) | 157. (b) | 158. (c) | 159. (d) | 160. (b) |
| 66. (c) | 67. (b) | 68. (d) | 69. (b) | 70. (c) | 161. (d) | 162. (c) | 163. (b) | 164. (c) | 165. (c) |
| 71. (b) | 72. (c) | 73. (a) | 74. (b) | 75. (b) | 166. (d) | 167. (c) | 168. (c) | 169. (c) | 170. (a) |
| 76. (a) | 77. (c) | 78. (a) | 79. (b) | 80. (a) | 171. (b) | 172. (c) | 173. (b) | 174. (d) | 175. (b) |
| 81. (b) | 82. (c) | 83. (a) | 84. (b) | 85. (a) | 176. (d) | 177. (c) | 178. (d) | 179. (b) | 180. (a) |
| 86. (c) | 87. (a) | 88. (a) | 89. (d) | 90. (a) | 181. (b) | 182. (c) | 183. (a) | 184. (b) | 185. (d) |
| 91. (b) | 92. (c) | 93. (c) | 94. (c) | 95. (c) | 186. (b) | 187. (d) | 188. (c) | 189. (b) | 190. (a) |
| | | | | | 191. (c) | 192. (b) | 193. (a) | 194. (b) | 195. (b) |
| | | | | | 196. (a) | 197. (b) | 198. (a) | 199. (b) | 200. (a) |



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2.116 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

Exercise 4

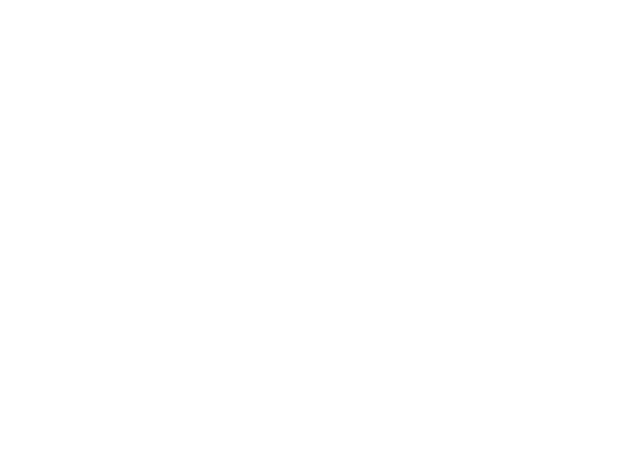
1. (b) 2. (d) 3. (c) 4. (a) 5. (b)
6. (d) 7. (c) 8. (d) 9. (c) 10. (d)
11. (a) 12. (c) 13. (b) 14. (d) 15. (a)
16. (d) 17. (d) 18. (c) 19. (a) 20. (b)

Exercise 5

1. (d) 2. (a) 3. (c) 4. (a) 5. (c)
6. (c) 7. (b) 8. (d) 9. (a) 10. (d)
11. (a) 12. (b) 13. (c) 14. (d) 15. (a)
16. (c) 17. (d) 18. (a) 19. (d) 20. (b)



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4. Voluminous

This can be understood through the very common word **Volume**.

5. Abstemious

This can be understood through the more common word **abstain**.

6. Virulent

This can be understood through the more common word **Virus**.

7. Ornate

This can be understood through the more common word **Ornament**.

8. Bejeweled

This can be understood through the very common words **Jewel** or **Jewelry**.

9. Applicatory

This can be understood through the very common word **apply**.

Strategy 3: Use the Roots (both Prefixes and Suffixes within the Word.)

A lot of times, the meaning of a word can be guessed through the roots in the form of prefixes and suffixes. Common roots and their meanings are given in detail in the section of vocabulary in this book. You are advised to look up these roots and consign them to your memory.

Strategy 4: Test Words for Positive and Negative Connotations

Many a time, words having negative or positive connotations can be identified. This will help in understanding the meaning of the word better. This strategy is an extension of the third strategy of looking for roots of the words — since negative or positive connotations in a word normally emerge out of prefixes and/or suffixes that are attached to a word.

Hence, for example, you would normally (but not always) associate negative connotations with words having the following prefixes:

(a) Mal (e.g., malevolence, meaning bad intent or malice, maladroit: meaning clumsy, malicious: meaning spiteful, malediction: meaning a curse, malapropism: meaning the comical

misuse of a word, malaise: meaning a feeling of uneasiness or illness, malady: meaning illness, malign: meaning to defame etc.)

(b) De (e.g., Delimitation: meaning removal of limits, devastate: meaning to lay waste, demerit: meaning a flaw, depletion: meaning exhaustion, decry: meaning to castigate, despot: meaning tyrant, deprivation: meaning scarcity, demean: meaning to degrade, demoralize: meaning to dishearten, denigrate: meaning to defame, denounce: meaning to condemn, derogatory: meaning degrading, deplore: meaning to condemn, depravity: meaning immorality, depredation: meaning plunder or preying on, deracinate: meaning to uproot, derelict: meaning negligent, etc.)

(c) Dis (e.g., disarray: meaning disorder, disdain: meaning contempt, disfigure: meaning mar or ruin, disheveled: meaning disordered or untidy, disparage: meaning to belittle, dismal: meaning gloomy, etc.)

(d) Anti (e.g., antediluvian: meaning ancient or obsolete, antiquity: meaning ancient times, antithesis: meaning the opposite point of view, antibody: meaning proteins which destroy bacteria, anticlimax: meaning a disappointing conclusion to a series of events, antipathy: meaning dislike or hostility, antipyretic: meaning a drug that reduces fever, etc.)

(e) A (e.g., achromatic: meaning the removal of colour, atypical: meaning not typical, etc.)

(f) Re (e.g., repudiate: meaning to disavow, repugnant: meaning distasteful, reprove: meaning to rebuke or to scold sternly, restive: meaning nervous or uneasy, reproach: meaning to blame, repress: meaning to suppress, reprobate: meaning a miscreant, etc.)

Other negative prefixes and suffixes include dys, hypo, less, un, non, etc.¹ Similarly, you should associate positive connotations with words containing the following prefixes:

(a) Bene (e.g., Benevolent: meaning kind, benediction: meaning blessing, benefactor: meaning a patron, etc.)

(b) Sym (e.g., Symbiotic: meaning mutually beneficial, symmetrical: meaning harmonious, etc.)

¹ For more negative prefixes and suffixes, the student is advised to go to the relevant part of the vocabulary section.



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4. CAPRICIOUS : FIXED ::
 (a) laughter : joy
 (b) agitated : uneasy
 (c) fickle : decisive
 (d) biased : judgmental
5. UNHAPPY : MISERABLE ::
 (a) vocal : quiet
 (b) mournful : oblivious
 (c) passionate : appreciative
 (d) content : euphoric
6. EAST : ORIENTAL ::
 (a) west : occidental
 (b) global : universal
 (c) forest : jungle
 (d) west : east
7. YEAST : LEAVENING ::
 (a) antibiotic : microorganisms
 (b) water : valve
 (c) illness : cure
 (d) fertilizer : growth
8. BOTANY : PLANTS ::
 (a) geology : earth
 (b) stars : astronomy
 (c) teacher : class
 (d) disease : etiology
9. SNAKE : REPTILE ::
 (a) snake : cobra
 (b) bird : mammal
 (c) wasp : insect
 (d) lion : amphibian
10. ILLITERATE : EDUCATION ::
 (a) naive : experience
 (b) well-mannered : rude
 (c) miserly : money
 (d) pristine : elegance
11. EAT : GORGE ::
 (a) drink : guzzle
 (b) saunter : walk
 (c) expel : admit
 (d) advanced : primitive
12. LONELINESS : PRIVACY ::
 (a) passion : apathy
 (b) composure : equanimity
- (c) destiny : fateful
 (d) illusory : unpredictable
13. FAKE : GENUINENESS ::
 (a) flawless : perfection
 (b) nebulous : definition
 (c) deceitful : intent
 (d) amoral : wicked
14. OPAQUE : LIGHT ::
 (a) absorbent : liquid
 (b) desert : sand
 (c) autoclave : germ-free
 (d) hermetic : air
15. RUDE : BOORISH ::
 (a) deadly : pernicious
 (b) suspicious : pernicious
 (c) patronise : support
 (d) daring : daredevilry
16. MOSAIC : TILE ::
 (a) fabric : tapestry
 (b) portrait : paint
 (c) document : author
 (d) coverlet : cloth
17. GLASS : SHARD ::
 (a) wood : splinter
 (b) rock : stone
 (c) soil : earth
 (d) wood : tree
18. SCALE : TONE ::
 (a) dark : light
 (b) wave : amplitude
 (c) spectrum : colour
 (d) rainbow : shower
19. SKIN : DERMATOLOGIST ::
 (a) physician : medicine
 (b) conductor : orchestra
 (c) bone : osteopath
 (d) ventriloquist : throat
20. SAUNTER : STROLL ::
 (a) perambulate : walk
 (b) gyrate : twist
 (c) amble : path
 (d) baby carriage : walk



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7. FRET : RELAX ::
 (a) sad : avoid
 (b) sob : cry
 (c) resist : surrender
 (d) giggle : laugh
8. JOEY : KANGAROO ::
 (a) fern : plant
 (b) grain : wheat
 (c) kitten : cat
 (d) seed : fruit
9. SKATE : RINK ::
 (a) park : bench
 (b) play : stadium
 (c) paint : picture
 (d) build : column
10. LORD : SERF ::
 (a) police : officer
 (b) slave : misery
 (c) capital : punishment
 (d) ruler : subject
11. WHEEL : SPOKE ::
 (a) tea : sugar
 (b) pen : cap
 (c) ladder : rung
 (d) lever : balance
12. GAGGLE : GEESE ::
 (a) tail : dog
 (b) goat : bleat
 (c) lion : roar
 (d) bevy : bees
13. SCALES : FISH ::
 (a) paws : tiger
 (b) wings : butterfly
 (c) feathers : bird
 (d) tail : monkey
14. SHOVEL : TOOL ::
 (a) cargo : hold
 (b) brake : automobile
 (c) car : means of transportation
 (d) squadron : plane
15. GODOWN : GOODS ::
 (a) penitentiary : guards
 (b) arsenal : weapons
- (c) courthouse : laws
 (d) bank : mortgages
16. MUTINEER : REBELLION ::
 (a) sluggard : haste
 (b) hypocrite : condemnation
 (c) renegade : accusation
 (d) terrorist : terror
17. DEFERENTIAL : OBsequious ::
 (a) strong : sturdy
 (b) loyal : optimistic
 (c) reckless : daring
 (d) astute : perceptive
18. TRIANGLE : PRISM ::
 (a) circle : cylinder
 (b) square : rhomboid
 (c) sphere : earth
 (d) polygon : diamond
19. HAND : ARM ::
 (a) nose : head
 (b) foot : toe
 (c) eye : lid
 (d) wrist : finger
20. PARROT : CROW ::
 (a) eagle : ant
 (b) goldfish : trout
 (c) goat : butterfly
 (d) sheep : mouse
21. TROUGH : ANIMALS ::
 (a) carton : eggs
 (b) den : bears
 (c) manger : cattle
 (d) flock : sheep
22. SUGAR : SWEETEN ::
 (a) cinnamon : prepare
 (b) pepper : season
 (c) celery : plant
 (d) accent : cook
23. MURMUR : SHRIEK ::
 (a) merge : break
 (b) run : hover
 (c) crack : smash
 (d) play : work



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- | | | | | |
|---------|---------|---------|---------|---------|
| 41. (d) | 42. (a) | 43. (c) | 44. (c) | 45. (d) |
| 46. (c) | 47. (a) | 48. (a) | 49. (d) | 50. (c) |

Exercise 4

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (b) | 2. (d) | 3. (d) | 4. (b) | 5. (a) |
| 6. (d) | 7. (d) | 8. (c) | 9. (c) | 10. (c) |
| 11. (d) | 12. (c) | 13. (b) | 14. (a) | 15. (b) |
| 16. (b) | 17. (b) | 18. (a) | 19. (c) | 20. (a) |
| 21. (a) | 22. (c) | 23. (a) | 24. (c) | 25. (c) |
| 26. (b) | 27. (b) | 28. (b) | 29. (b) | 30. (b) |
| 31. (c) | 32. (d) | 33. (a) | 34. (c) | 35. (a) |
| 36. (a) | 37. (b) | 38. (d) | 39. (d) | 40. (c) |
| 41. (a) | 42. (d) | 43. (c) | 44. (c) | 45. (b) |
| 46. (a) | 47. (c) | 48. (a) | 49. (c) | 50. (b) |

EXPLANATORY NOTE

Exercise 1

- The relationship between arid and dry is one of degree of intensity. Aridity is an intense form of dryness, and saturated is an intense form of wetness. The correct choice is (d).
- The relationship here is one of antonyms. Cacophonous and harmonious are opposites of each other, which is also the relationship between bellicose which means war-like, and pacific which means peace-loving.
- The correct answer is (b). The relationship here is one of parent to offspring—a kangaroo's baby is a joey. While option (d) also contains two words that have the parent-offspring relationship, the words are reversed. A foal is the offspring of a horse rather than the other way around (as in the original pair).
- Something or someone who is fickle is not decisive, which is the relationship between something that is capricious and fixed.
- This problem is based on degree of intensity. Someone who is miserable is extremely unhappy while someone who is euphoric is extremely content.
- This is an analogy based on definition since oriental describes the east, just as occidental describes the west.
- Fertilizer is used to stimulate growth, just as yeast is used for stimulating leavening (rising).
- Botany is the study of plants, just as geology is the study of the earth. In option B and D, the same re-

lationship holds but in the reverse order. Etiology is the study of disease and astronomy is the study of stars.

- The relationship here is of member and class. A wasp is a kind of insect, as a snake is a kind of reptile.
- This is a definitional type of analogy. Someone who is illiterate lacks an education, while someone who is naïve lacks experience.
- This is a degree of intensity analogy. To gurgle is to drink a lot, rapidly. Likewise, to gorge is to eat intensely.
- Just as loneliness and privacy are synonyms, describing the state of being alone or separate from others, composure and equanimity are synonyms describing a calm or peaceful state of mind.
- Something that is fake is lacking in genuineness. Similarly, something that is nebulous is hazy or vague, lacking in definition.
- Something that is opaque blocks light completely. Likewise, something that is hermetic is completely sealed against the escape or entry of air. (d) is the answer.
- Deadly and pernicious are synonyms as are rude and boorish.
- A coverlet is made up of many pieces of cloth, just as mosaic is made up of many pieces of tile.
- A splinter is a sharp piece of wood, while a shard is a sharp piece of glass.
- This problem contains a part to whole analogy. A musical scale is a series of tones in a particular arrangement; similarly a spectrum is made up of a series of colours in a particular order.
- The relationship here is person to tool (specialist to body part treated); the correct choice is (c) since a dermatologist treats the skin and an osteopath treats the bones.
- The relationship between the two words here is that of intensity. A saunter is a leisurely stroll and a perambulate is a leisurely walk. Thus, the correct choice is (a).
- The relationship here is that of opposite portions of the day. Nocturnal means nightly; diurnal means daily. Thus, (a) is the answer.
- While the physician can diagnose and treat a patient with drugs, the surgeon treats a patient through an operation. The same relationship works in the case of an optometrist and an ophthalmologist.



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THEORY

CHAPTER 10: SENTENCE COMPLETION

In this block, through the theory of sentence completions you will learn:

1. The difference between reactive and proactive solving of sentence completion questions.
2. The various steps you should go through when you are reading the sentence completion questions for the first time.
3. To identify the types of sentence structures and the process of identification of the key words.

Sentence structures you would learn to recognise and anticipate include:

- (a) Cause and Effect
- (b) Parallelism and Reiteration
- (c) Similarity of Support
- (d) Contrast

You are advised to go through the theory closely and use it to extend your basic understanding of language in all your reading activity.

BLOCK II



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Today, advanced computer technology can _____ information from a number of sources, then automatically _____ the data and draw conclusions from the same.

- (A) collate...analyse
- (B) extrapolate...assemble
- (C) adjudicate...assemble
- (D) research...expand

The first part of the sentence deals with something that computer technology can do; the second part deals with the next part of a two-part process. First, guess at a word that would fill the first blank and look through the answer choices.

One possible guess would be that computers "collect" or "compare" information. Choice A, collate, means to compare or examine, so this is a reasonable choice. Choice B—extrapolate—means to use existing data to make predictions. Although this does not fit with our guess word, this seems a reasonable thing to do with information, so let's keep this choice for now. Choice C—adjudicate—means to settle a dispute; this can be eliminated since it does not make sense in this situation. Choice D—research—can also be eliminated since computers are tools of research and cannot do research themselves.

Now move on to the second blank. Remember, the first part of the sentence describes something that must be done before what is done in the second part of the sentence (we know this because of the 'then'). Can we select between choices A and B now? Choice A makes sense: information is collated and then analysed to draw conclusions. Choice B does not make sense in terms of cause and effect. Extrapolation is done from existing information, and an assembly would not be a consequence. Hence, choice A is the correct answer.

Type II. Reiteration or Restatement/ Parallelisms

Sentences of this type again, will usually have two ideas, one of which clarifies or further supports the other. The ideas will have the same general meaning, but will be restated in a slightly more explanatory way. Sometimes, such sentences will also have the reiteration in the form of an explanatory example.

The Cream of the Piece

Key words to identify reiteration type sentences are: In fact, in other words, surely, to be sure, and, namely, that is, furthermore and likewise.

The typical sentence structure is (A and B are ideas):

- (i) A in fact B,
- (ii) A in other words B,

- | | |
|--|--|
| <ul style="list-style-type: none"> (iii) A and B, (v) A that is B, (vii) A surely B | <ul style="list-style-type: none"> (iv) A likewise B, (vi) A namely B, |
|--|--|

Here is an example:



He was the most _____ person he had ever met; in fact, his magnanimity knew no limits.

- (A) charitable
- (B) miserly
- (C) reclusive
- (D) prolific



Looking for the key words in the sentence, we notice the in fact connecting the two ideas contained in the two parts of the sentence. Hence, you should be able to identify the sentence as one wherein the two ideas are reiterations of one another. Hence, the second idea reiterates or supports the first idea. In this case, the second idea is complete in itself, describing the magnanimity of the person. The first part of the sentence has to be parallel to this part. Hence, the blank has to be filled in with a synonym for magnanimity. When we read the answer choices, we can see that the best match to our requirement is Option A.

Let's look at another example:



The Age of Enlightenment, acknowledged as one of the greatest periods of history for intellectual activity, exhibited a proclivity for literalism and _____ argumentation.

- (A) credible
- (B) specious
- (C) pensive
- (D) congruous



The key word here is and, which shows that this sentence has a reiteration element in it. The two ideas should be parallel to each other and hence, should be reiterations of each other. The first part of the sentence describes that the kind of intellectual activity that occurred during the age of Enlightenment showed a proclivity for literalism. Now, if you don't know what literalism means, you will have difficulty in determining which of the choices is synonymous with it and will successfully complete the sentence. Literalism describes an argument that sounds plausible, but is actually misleading or fallacious. Since this is a negative comment, the second part of the sentence must also be negative. Option A and D are basically positive and can be eliminated. Choice B is negative; this turns out to be the correct answer as specious argumentation is synonymous with literalism. Choice C can be eliminated as it has no relevance in the current sentence (we are looking for an adjective to describe argumentation and there is nothing called pensive argumentation).



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- | | | | |
|--|-------------------|--|----------------|
| (c) reasons | (d) concept | (a) opinion | (b) accord |
| (e) conquer | | (c) concord | (d) discordant |
| 17. It is difficult to drink from a cup which is full to the | | (e) swing | |
| (a) top | (b) edge | 27. The jury's viewswith those of the lawyer on | |
| (c) brim | (d) circumference | the issues of crime and punishment. | |
| (e) topmost | | (a) coincided | (b) ally |
| 18.and ecstasy are two sides of a puzzle called life. | | (c) approve | (d) apprise |
| (a) pain | (b) penury | (e) assert | |
| (c) agony | (d) anguish | 28. Her ideas do notto the general definition of civilization. | |
| (e) elation | | (a) review | (b) conform |
| 19. Leo experienced greatwhen his pet dog died. | | (c) opine | (d) confirm |
| (a) pain | (b) anguish | (e) contrite | |
| (c) losses | (d) serendipity | 29. The committeeof all the changes in the report. | |
| (e) mourning | | (a) dissent | (b) assented |
| 20. Aof fresh air relaxes a tense mind. | | (c) approved | (d) argued |
| (a) breathe | (b) volley | (e) accorded | |
| (c) gulp | (d) breath | 30. The politicalof the 1980s and 90s resulted in a civil war. | |
| (e) brush | | (a) accord | (b) discord |
| 21. Pollution causes a lot ofproblems. | | (c) contentment | (d) discretion |
| (a) breath | (b) breathe | (e) descent | |
| (c) breather | (d) breathing | 31. The president hasto the demands to release secret documents related to the army. | |
| (e) brethren | | (a) acceded | (b) refused |
| 22. If a rider doesn't hold thecorrectly, he can fall. | | (c) endorsed | (d) vetoed |
| (a) bridle | (b) bridal | (e) incited | |
| (c) whip | (d) saddle | 32. The leading newspaper has revealed that the P.M. hadin the secret decision to sell arms to the dictator. | |
| (e) pedal | | (a) countenance | (b) acquiesced |
| 23. Ali's horse is of an excellent | | (c) forewarned | (d) accede |
| (a) brood | (b) steed | (e) espionaged | |
| (c) breed | (d) stood | 33. The King hasto a proposal to enhance the powers of the council of ministers. | |
| (e) quality | | (a) coincided | (b) allied |
| 24. Her complaintswith the complaints we have received from others. | | (c) assented | (d) opined |
| (a) agree | (b) similar | (e) identified | |
| (c) identical | (d) tally | 34. The disciplinary committee hasthe use of detention after classes as a punishment for bad behaviour. | |
| (e) accord | | (a) extended | (b) authorised |
| 25. His opinionwith the general opinion of the experts on this matter. | | (c) clamped | (d) embargo |
| (a) concurs | (b) tally | (e) intended | |
| (c) assert | (d) assimilate | | |
| (e) simulate | | | |
| 26. The ruling party found itself in fullwith the opposition. | | | |



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- (a) reason...organised (b) point...desultory
 (c) strength...careless (d) meaning...dutiful
 (e) sense...painful
12. Mother Teresa was _____ about her achievements and unwilling to _____ them before anyone.
 (a) modest...discuss (b) proud...promote
 (c) unsure...reveal (d) ignorant...eulogise
 (e) immodest...play
13. Martin Luther strived for justice and fought against attempts to _____ ignorant peasants in the medieval ages.
 (a) influence (b) change
 (c) exploit (d) corrupt
 (e) discharge
14. The instruction manual that came with the computer is no masterpiece of _____ prose because its instructions are so _____ that we still do not know how to set up the computer.
 (a) clear...garbled
 (b) valuable...intelligent
 (c) worthless...clear
 (d) confused...varied
 (e) worth ... muffled
15. The strike will not end because both the management and the workers are _____.
 (a) insipid (b) intransigent
 (c) intricate (d) inexplicable
 (e) saddened
16. Book lovers who think of *Gone With The Wind* as a Southern romance miss its underlying _____.
 (a) democratic (b) novelistic
 (c) thematic (d) exceptional
 (e) argumentative
17. The professors at Lucknow University have a permanent _____ on their positions and do not have to look for more secure _____.
 (a) fixture...jobs (b) tenure...employment
 (c) security...means (d) right...employees
 (e) eye ... seats
18. It is very difficult to overcome the _____ of habits such as smoking and taking drugs.
 (a) stupidity (b) tenacity
- (c) insecurity (d) insistence
 (e) ravages
19. The _____ and _____ happenings in many talk shows annoy many viewers.
 (a) aggravating...irritating
 (b) trite...predictable
 (c) happy...playful
 (d) dramatic...eventful
 (e) ranting ... jocular
20. Slander and libel laws stand as a protection of a person's reputation against the _____ dissemination of falsehood.
 (a) inferential (b) inevitable
 (c) incontestable (d) irresponsible
 (e) semblance
21. Most of the settlements that grew up near the logging camps were _____ affairs, thrown together in a hurry because people needed to live on the job.
 (a) nomadic (b) protracted
 (c) unobtrusive (d) rickety
 (e) uncouth
22. Pipes are not a safer _____ to cigarettes because, though pipe smokers do not inhale, they are still _____ higher rates of lung and mouth cancers than nonsmokers.
 (a) preference...free from
 (b) answer...responsible for
 (c) alternative...subject to
 (d) rejoinder...involved in
 (e) offer...involved with
23. Author Anjali Agarwal was a rare phenomenon, a single woman who maintained and even _____ a respectable reputation while earning a living by her pen.
 (a) impaired (b) decimated
 (c) avoided (d) enhanced
 (e) evacuated
24. Because Sherry is so _____, we can never predict what he will do at any moment.
 (a) old (b) immature
 (c) capricious (d) lazy
 (e) dormant



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PREVIOUS YEAR QUESTIONS FROM CAT



CAT 1996

Directions for Questions 1 and 2: In each of the following sentences, a part of the sentence is left unfinished. Beneath each sentence, four different ways of completing the sentence are indicated. Choose the best alternative among the four.

1. _____, the more they remain the same.
 - (a) The more the merrier
 - (b) The less the dynamism
 - (c) The more things change
 - (d) The more pronounced the transformation
2. The stock market is probably _____. And the way the market has been plunging says a lot about investor's confidence.
 - (a) the best barometer to assess the sentiment of the public.
 - (b) an ideal indication of the health of public sentiment.
 - (c) the least imperfect mechanism for judging the quantity of the sentiment of the public.
 - (d) the best indicator of public sentiment.

CAT 1997

1. _____ that in this apparent mess, two things need not be interfered with.
 - (a) It is important
 - (b) It is of cardinal importance
 - (c) It should be urgently understood
 - (d) It cannot be emphasised
2. The highest reward for a man's toil is not what he gets for it, but what _____.
 - (a) he makes out of it.
 - (b) he gets for others

(c) he has overcome through it.

(d) he becomes by it.

3. Wines that yield a good commercial profit _____ in the same limited areas of France as now.
 - (a) seem to have been produced.
 - (b) appear to have a remarkable semblance
 - (c) bear a significant similarity in terms of production to those grown
 - (d) appear to have been similarly produced

CAT 1998

Directions for Questions 1 to 5: In each of the following sentences, part/parts of the sentence is/are left blank. Beneath each sentence, four different ways of completing the sentence are indicated. Choose the best alternative from among the four.

1. In pursuance of their decision to resist what they saw as anti-labour policies, the company employees' union launched agitation to _____.
 - (a) show their virility
 - (b) reaffirm their commitment to the company
 - (c) bring down the government
 - (d) demonstrate their strength
2. The safest general characterisation of the European philosophical tradition as it has developed up to now, with all its diverse proponents, is that it consists of a _____ Plato.
 - (a) series of footnotes to
 - (b) set of prologues to
 - (c) collection of chapters on
 - (d) string of commentaries to
3. The interest generated by the soccer World Cup is _____ compared to the way cricket _____ the nation.



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CAT 1997

1. (a) 2. (d) 3. (a)

CAT 1998

1. (d) 2. (a) 3. (b) 4. (b) 5. (c)

CAT 2000

1. (b) 2. (d) 3. (a) 4. (c) 5. (d)

CAT 2002 (I)

1. (a) 2. (a) 3. (c)

CAT 2002 (II)

1. (c) 2. (a) 3. (d)

CAT 2003

1. (c) 2. (a) 3. (c) 4. (a) 5. (d)

6. (b) 7. (d) 8. (b)

CAT 2004-

1. (c) 2. (b) 3. (a) 4. (a) 5. (b)

CAT Archives – I

1. (c) 2. (a) 3. (d) 4. (a)

CAT Archives – II

1. (b) 2. (a) 3. (d) 4. (d) 5. (b)
6. (d)

CAT Archives – III

1. (a) 2. (a) 3. (a) 4. (b) 5. (a)
6. (c) 7. (a)



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- D. Meanwhile the physicists, especially Einstein and other exponents of the theory of relativity, have been making "matter" less and less material.
- E. I think that what has permanent value in the outlook of the behaviourists is the feeling that physics is the most fundamental science at present in existence.
7. But this position cannot be called materialistic, if, as seems to be the case, physics does not assume the existence of matter.
1. BECAD
 2. DBECA
 3. ADBCE
 4. CADBE

Getting this correct will be a different kettle of fish. The reason—the topic is one where your exposure is much lower and this makes the structuring of the idea much more difficult. In the CAT and other aptitude tests, this is more likely to be the level of complexity of paragraph jumbles that you are likely to encounter. In case you are not exposed to ideas and writing of this level, you are likely to face a lot of difficulties while solving questions of this level.

Another important way through which diverse reading habits help is that it enhances the skills of finding clues and links within sentences—a skill which is very important to solve paragraph jumbles.

In order to understand the science of solving paragraph jumble questions, we need to first understand the reasons for the creation of paragraphs:

The Cream of the Piece

A paragraph is a collection of sentences and normally, is used to convey a concise idea within a larger idea structure of a passage. In general, paragraphs can be either top heavy or bottom heavy. A top heavy paragraph is one which conveys its main idea at the start of the passage—and then it tapers off in its content; while a bottom heavy paragraph has its main idea towards the end of the paragraph with the start of the paragraph being usually light in content. In our experience, top heavy paragraphs are much more common than bottom heavy paragraphs in general English writing.

STANDARD PROCESS FOR SOLVING PARAGRAPH JUMBLE QUESTIONS

A PJ question has to be solved using the following four step process, which occur automatically one after the other. One step leads to the next and so on:

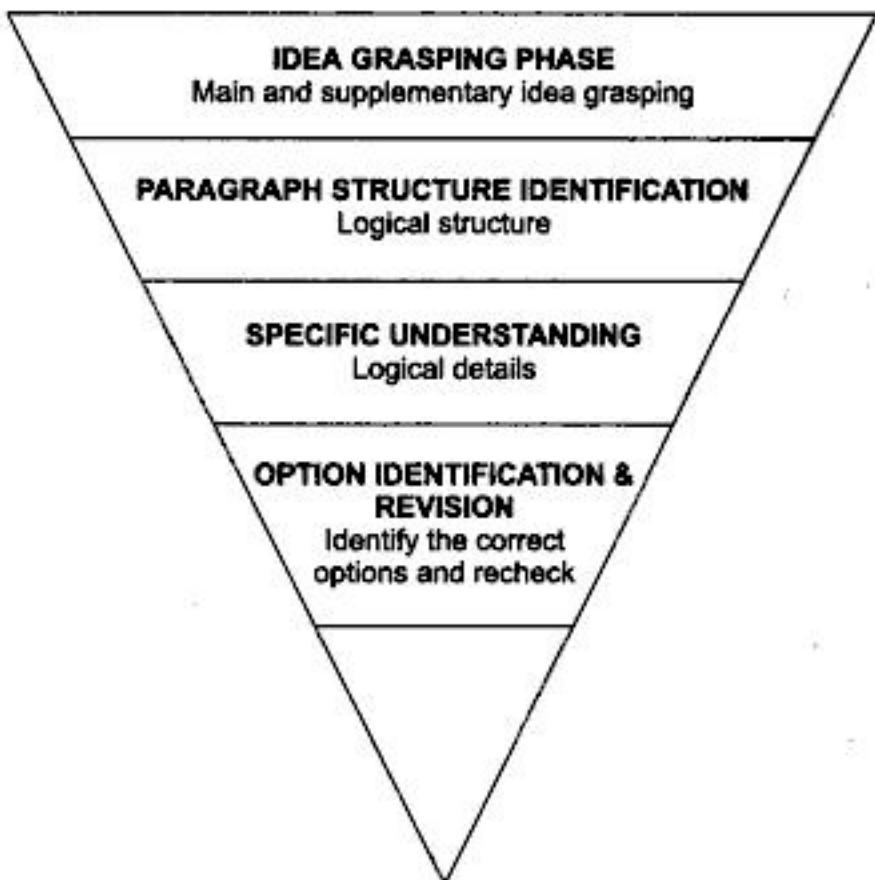


Fig. 14.1 The Inverted Triangle Method

Step 1: Idea Grasping Phase

In the **idea grasping phase**, the focus has to be on identifying the main and supplementary ideas which constitute the message being conveyed by the paragraph. This gives us a clear picture of the main and the supplementary themes running through the paragraph.

Step 2: Paragraph Structure Identification Phase

In the **paragraph structure identification phase**, try to identify the logical structure used in the paragraph. The seven structures of a paragraph are detailed below. Perhaps, this is the most critical phase of the solving process. A correct identification of the logical structure of the paragraph will ensure that you look for the correct clues in the next two phases of the solving process. During this phase, try to develop an inkling about the author's tone and style of writing and try to discover the structure and style which the author uses to present his/her ideas.

Step 3: Specifics Understanding Phase

In the **specifics understanding phase**, we try to fit into the logical structure identified above, the minor details of the key words used. Identify the logical sequence of the sentences and also try to fill in the minor gaps in your understanding of the jumbled sequence.



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A similar structure of argumentation (**using a double contrast**) can be used in diverse situations. Consider the following examples:



- I. 1. In the 1990s, Sachin, one of the greatest batsmen of all time, dominated cricket like never before.
2. This does not mean that he always performed in every innings of his.
3. But his mere presence was enough to strike fear and awe in the minds of all bowlers in the opposition.

- II. 1. The Indian economy is on a growth path never experienced before.
2. This does not mean that all the problems inherent to the Indian economy over the past half century have been eradicated.
3. But, there is a definite movement towards alleviating these problems.



In fact, as a student trying to improve your language ability, you should recognize that all language used today operates on standard structures such as these. Having as wide an exposure to these nuances will help you develop an internal instinct towards identifying these structures. You should try to develop your perception on these dimensions as you develop your reading habits.

Coming back to the question above, the sentence sequence AB is using a **cause and effect structure**. The effect of the future of Western democracies being placed at risk was caused by the Germans turning to Hitler and fascism.



- A. A transplant from my younger brother, Philip, effectively gave me a second life.
 - B. Feeling that whatever years I now had ahead of me were a bonus, I initiated the exploration of the western shore of Lake Turkana.
 - C. I was lucky.
 - D. Following our first tentative prospecting came remarkable finds, some of them technically stunning, some emotionally thrilling.
 - E. The discoveries were worth waiting for, as I shall recount.
- | | |
|----------|----------|
| 1. EDCAB | 2. ABDCE |
| 3. BCDEA | 4. CABED |



In the above question, the sentence sequence CA uses an **idea-elaboration structure**, while from A to B it is a **cause and effect sentence sequence**. Sentence sequence ED is also in the form of an idea elaboration, where E introduces the idea of the discoveries, while D elaborates the same.



1. For centuries, philosophers have dealt with aspects of humanness, of humanity. But, surprisingly, there is no agreed-upon definition of the quality of humanness.
 - A. It is my conviction that we are beginning to identify these components, that we can see the gradual emergence of humanness in our evolutionary history.
 - B. But if this sense of humanity came into being in the course of evolutionary history, then it must have component parts, and they in turn, must be identifiable.
 - C. Those who tried to define humanness found themselves moulding Jell-O: it kept slipping through the fingers.
 - D. It hardly seemed necessary, partly because it appeared so obvious: humanness is what we feel about ourselves.

6. I am therefore perplexed by, and impatient with, a popular alternative view that is championed by several scholars.

| | |
|---------|---------|
| 1. ABCD | 2. DCBA |
| 3. BCDA | 4. CBDA |



In the above question, the key sentence sequence is the BA sequence, which is in the form of an **idea transformation**, since B introduces the concept of the component parts, while A refers to **these** components in a different context altogether. Hence, the correct answer is 2.



- A. Economists see the world as a machine.
- B. A very complicated one perhaps, but nevertheless a machine, whose workings can be understood by putting together carefully and meticulously, its component parts.
- C. A lever pulled in a certain part of the machine with certain strength will have regular and predictable outcomes elsewhere in the machine.



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E. His words reflected a real conundrum: the general public feels it is not adequately protected against the random violence of terrorists, but every pro active policing effort seriously alienates India's largest minority community.

- | | |
|----------|----------|
| (a) DCBE | (b) DEBC |
| (c) EDBC | (d) DBCE |
| (e) BCDE | |

Question 13:

- A. Instead, we saw the majority of Sikhs stay loyal to their country, as a largely Sikh police force, led by a charismatic Sikh officer, K.P.S. Gill, ably combated the minority of Sikh terrorists, while the Indian state orchestrated a democratic political process which brought elected Sikh leaders to power in Punjab.
- B. Obviously, we cannot infuse a significant number of Muslims into these forces overnight.
- C. There are well-known historical and sociological reasons that explain why Muslims are under-represented in the country's police forces, the Central Reserve Police and crucial gendarmeries like UP's Provincial Armed Constabulary.
- D. There is absolutely no reason why a similar approach cannot work with the Muslim community, the overwhelming majority of whom are proud and loyal Indians.
- E. To do so we must start by getting more Muslims into the security forces.

- | | |
|----------|----------|
| (a) DEBC | (b) DECB |
| (c) EDCB | (d) ECBD |
| (e) CDEB | |

Question 14:

- A. The one advantage that people of peace have over war-mongers is numbers.
- B. You can be as private or outspoken as you wish.
- C. But those around you will know that you are for peace.
- D. If enough people turned into peacemakers, war could end.
- E. When the time is right and enough people participate, critical mass can change the world.
- F. The programme for peacemakers asks you to follow a specific practice every day of the week. It takes only a few minutes.

- | | |
|-----------|-----------|
| (a) EDBCF | (b) DCBEF |
| (c) DEBCF | (d) DEFBC |
| (e) BCEFD | |

Question 15:

- A. The film will be released in India, both in its original bilingual version and in a version dubbed in Hindi, in January.
- B. There is even a scene involving human excrement that is both revolting and hilarious. But this is not, despite all of that, an exercise in the pornography of poverty.
- C. Slum life is depicted with integrity and dignity, and with a joie de vivre that transcends its setting.
- D. It was filmed in large part with small hand-held digital cameras on location in Dharavi and in the Juhu slums, and the mounds of garbage, the cesspits, the overflowing drains are all very present.
- E. It is easy to see why this movie would appeal to international cinegoers in a way that a bleaker film like *City of Joy* could not.
- F. One fair warning to Indian viewers: its depiction of Indian poverty and slum life is searingly real.

- | | |
|-----------|-----------|
| (a) FDBEC | (b) FDBCE |
| (c) EFDBC | (d) EBDCF |
| (e) CBEFD | |

Question 16:

- A. I saw the film in New York with an audience made up largely of Indian expatriates.
- B. Danny Boyle reacted to that charge by pointing out that his Scottish characters in *Trainspotting* were also conniving, unprincipled and ruthless, and that he happened to like to depict people like that.
- C. And the film's hero, played by the teenage British Indian actor Dev Patel with a look that combines intensity and expressiveness and yet seems utterly genuine, is as sincere a protagonist as you could hope to find.
- D. In the enthusiastic discussion that followed, only one person reacted negatively, saying that the film seemed to show all Indians as conniving, unprincipled and ruthless, and that the only compassionate people in the film were a pair of white tourists who give Jamal some money.



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143 aircraft were brought down by anti-aircraft fire within an hour of their detection.

Question 5:

- A. The political head of the LTTE, B. Nadesan, urged the international community to affect a ceasefire and initiate a political solution as a priority rather than insist that the LTTE lay down arms.
 - B. There is no evidence to suggest that the LTTE is concerned about the safety and welfare of civilians in the war zone.
 - C. The government is not prepared on the ground to deal with the internally displaced.
 - D. In an appeal to the heads of the co-chair countries, he said: "When a permanent political solution is reached for the Tamil people, with the support and the guarantee of the international community, the situation will arise where there will be no need for the arms of the LTTE."
 - E. The Sri Lankan government dismissed it as "hilarious."

Question 6:

Question 7:

- A. The government is working on a project close to the model camp to create facilities to accommodate more people.
 - B. Informed sources suggest that shortage of funds is a serious hurdle.
 - C. The authorities are not sure how long it will take to complete the facility.
 - D. There is no clarity at the moment on how long the people will stay in the camps.



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- D. Economic equality is a fantasy, but without an equitable economy that works towards the elimination of poverty there cannot be a sustainable state.
 - E. The two strands within Pakistan's DNA began to slowly split its personality.
 - F. The father of the nation, Mohammed Ali Jinnah, thought he had produced a child in his own image, but his secular prescription was soon suppressed.
 - (a) DBCE
 - (b) BDEC
 - (c) DBEC
 - (d) BDCE
 - (e) CBDE

Question 22:

- A. After some debate, the first Constitution in 1956 proclaimed Pakistan as an "Islamic" state.
 - B. The principal institutions of state, and the economy, remained largely in the control of the secular tendency until, through racist prejudice, arrogance and awesome military incompetence it was unable to protect the integrity of the nation.
 - C. No one cared (or dared) to examine what it might mean.
 - D. The crisis of 1969–1971, and the second partition of the subcontinent, which created a Muslim-majority Bangladesh out of a Muslim-majority Pakistan, forced Pakistan to introspect deeply about its identity.
 - E. It was an uneasy compromise.
 - F. Perhaps the last true secularist of this Islamic state was the Western-Oriented-Gentleman Zulfikar Ali Bhutto, who came to power in 1971, preached emancipation from poverty and did not mind a spot of whisky in the evening.

Question 23:

- A. If it had been only a question of an individual's excesses Zia's death could have been a swivel moment for the restoration of the pre-Zia era, particularly since his successor was Benazir Bhutto
 - B. There are now over 20,000 of them, with perhaps two million students, most (not all) of them controlled by extremists.

Question 24:

- A. For six decades, power in Pakistan has teetered between military dictatorship and civilian rule.
 - B. Men like Baitullah Mehsud, Mangal Bagh and Maulana Faziullah are a very different breed from the mullahs who have already been coopted and corrupted by the system.
 - C. When the credibility of civilians was exhausted the people welcomed the army; when the generals overstayed their welcome, the citizen returned to political parties.
 - D. How long before the poor and the middle classes turn to the theocrats waiting to take over? The state has already handed over a province like Swat to Islamic rule.
 - E. Pakistan is facing a dangerous moment, when the credibility of both the military and politicians seems to have ebbed beyond recovery.
 - F. They have a supplementary query which resonates with the street and the village after 9/11: why is Pakistan's army fighting America's war against fellow Muslims?
 - (a) DBCE
 - (b) CEBD
 - (c) DBEC
 - (d) CEDB
 - (e) BCDE



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- (D) It has also, as we too often forget, made possible new and daring adventures of the mind
 (a) CADB (b) ABDC
 (c) ACBD (d) CDBA
 (e) ABCD
11. (A) There are manifest dangers in the persuasive aspect of leadership.
 (B) It is alarming, for example, to reflect how great a part the power to speak well has acquired in an age of broadcasting.
 (C) It is quite possible for men to feel that they are freely giving their allegiance to a leader, when actually they are simply slaves of his techniques of propaganda.
 (D) At its lowest, the technique of persuasion may involve all those devices of suggestion and propaganda which are so freely available to the unscrupulous in a scientific age.
 (a) ABDC (b) ACBD
 (c) CDBA (d) ADBC
 (e) DABC
12. (A) The leader should possess high intelligence.
 (B) The reasons for this frequent neglect of intelligence as a prerequisite of leadership are complex.
 (C) It is certainly true to say that this is more commonly underrated than any other aspect of leadership.
 (D) There is first, a very general misunderstanding of such a phrase as 'of very high intelligence.'
 (a) ABCD (b) ACBD
 (c) DABC (d) DBAC
 (e) CABD
13. (A) As with everybody else, the guard was ordered to go through the metal detector.
 (B) Before doing so, he handed his M-16 rifle to security personnel, along with other items such as handcuffs and a torch.
 (C) The guard shift was rotating, and a guard in full uniform, was in line in front of him.
 (D) When returning from a business trip, my father approached a security checkpoint at the airport.
 (E) When the guard went through the machine, an alarm went off and he was inspected with a hand-held wand which detected a Swiss army knife inside one of his pockets.
 (a) DCABE (b) DBCAE
 (c) DCAEB (d) BCAED
 (e) ABCDE
14. (A) He required, for instance, that all cars be parked 'about a meter' away from the others cars.
 (B) I had a very organized commanding officer when I was in the army.
 (C) Once he called me over and pointed out a car that was parked less than 'about a meter' away from the other cars.
 (D) I told him that the vehicle in question was owned by Captain Jorge, well known for his ill temper and feared by those above and below him in rank.
 (E) The commander thought for a few minutes and ordered: "Tell everyone to align their cars according to Captain Jorge's".
 (a) ABDCE (b) BACDE
 (c) DCABE (d) EBADC
 (e) ABCDE
15. (A) She had made her last trip to Canada.
 (B) Five years later, she surprised me when she phoned to say she had booked a flight and was coming to visit.
 (C) My mother, who lives in Germany, visited my family in Canada every year.
 (D) But at age 80, she informed us that the 16 hours of travelling was too much for her.
 (E) I asked her what, at age 85, had made her change her mind
 (a) CDBAE (b) CDABE
 (c) CEDAB (d) ABECD
 (e) DACBE
16. (A) On one of our walks, three lads cycled past.
 (B) I am short and stocky with grey hair and beard
 (C) My dog was also short and stocky and had grey hair.
 (D) I heard one of them say, "That's a strange one."
 (E) The second boy agreed, exclaiming, "Yes—It's all grey and fluffy."
 (a) ADCEB (b) CADEB
 (c) BCADE (d) DCABE
 (e) BCDAE



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- (C) Although we keep our homes spotlessly clean, when we go out we do not think twice before littering.
- (D) Parents make enormous sacrifices for their children; children consider it their duty to take care of aged parents.
- (E) And marriage is held to be a sacred union with husband and wife bonded for life.
- (a) AEBCD (b) ACBED
 (c) DEBCA (d) ADEBC
 (e) DABCE
41. (A) "To play great music," he said, "you must keep your eyes on a distant star."
- (B) Eleven years old, I was taking a violin lesson with Georges Enesco, my teacher, in his Paris studio.
- (C) At the time, I took this to mean, simply, "Give your very best to every piece."
- (D) A deep-chested, powerful man with a rugged, gentle face, Enesco looked at me across the violin he held under his chin, and shook his bow.
- (a) BACD (b) BDAC
 (c) DACB (d) DACB
 (e) ACBD
42. (A) I felt the truth of it when I visited Rock-feller Institute.
- (B) They were as dedicated as monks in a 14th century monastery, yet their lives were being fulfilled because their eyes were on the star.
- (C) Here a scientist worked with quite absorption developing antibiotics; there, another investigated a possible cure for tuberculosis; a third studied the effects of too much sugar in the blood.
- (D) You don't have to be a musician to benefit from my teacher's wisdom.
- (a) CBAD (b) ACDB
 (c) DACB (d) DABC
 (e) ABCD
43. (A) They learned that if they brought the kid in, they could get another \$5.
- (B) The first time I went onstage with my father, I was five years old, and we were at a hotel in New York.
- (C) My mother was being paid \$5 as his pianist, and he got \$15 to perform comedy and sing.
- (D) I sang, "Brother, Can You Spare a Dime?"
- (a) DCBA (b) ADBC
 (c) BCAD (d) BADC
 (e) DABC
44. (A) I did everything—conducting the orchestra, monologue, mime, audience participation, playing instruments, dancing, singing, production numbers, incredible bits and pieces and wild physicality.
- (B) My mum and dad came back to the dressing room, and I said, "How was it, Dad?"
- (C) Whew! I did a show in Vegas years later, in 1980, the best two hours and 20 minutes I ever had onstage.
- (E) He said, "It wasn't bad for an amateur."
- (a) DBAC (b) BCDA
 (c) CABD (d) BDCA
 (e) BADC
45. (A) When a man is his son's hero, it's about the best thing that God gave us on this planet.
- (B) I can see it now with my son Anthony, who's been traveling with me and documenting my work.
- (C) I was doing a lecture recently.
- (D) And he was out in the audience with a camera, and I caught his face, that twinkles for a second, where his eyes said to me, that's my dad.
- (a) ABCD (b) ACBD
 (c) BACD (d) CBAD
 (e) DABC
46. (A) On the one hand, I want very much for someone else to clean our house, as neither I nor my husband, Ed, has shown any aptitude for it.
- (B) No one but me, for instance, should have to clean up the dental floss heaped like spaghetti near the wastebasket where I toss it each night, never catching on that floss is not something that can be thrown with a high degree of accuracy.
- (C) On the other hand, I'd feel guilt inflicting such distasteful drudgery on another human being.
- (D) Have always wanted and not wanted a cleaning person.



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- (D) For a world without time would probably be a totally chaotic place to live in, where everything happened all at once—a kind of topsy-turvy land!
- (E) Imagine what it would be like not to have to tumble out of bed to the shrill buzz of the morning alarm and to hurry to catch the school bus!
- (a) AECBD (b) AECDB
 (c) CDBAE (d) ECBDA
 (e) DECBA
77. (A) It covers 1, 86,000 miles per second.
 (B) This means you would zoom more than seven times around the world in one second!
 (C) Light travels at an enormous speed, faster than anything else we know.
 (D) The distance will be about 58, 80,000,000,000 miles. This distance is called a light year.
 (E) It has a speed more than 5, 00,000 times faster than the Concorde. Now calculate how far light will travel in a year.
- (a) CEABD (b) CEDAB
 (c) CABDE (d) CABED
 (e) CBADE
78. (A) Small distance, such as the length and breadth of this book, are measured in centimeters or inches.
 (B) Even millions or billions of miles would not be enough to express these immense distances. We need an altogether different unit for measuring them.
 (C) However, sizes and distance in the universe are too vast to be measured in terms of any of these units.
 (D) Bigger distances are measured in meters or feet, while still bigger distances are measured in terms of any of these units.
 (E) The stars of our galaxy whirl together in space in a gigantic spiral, so vast that ordinary words for describing hugeness just cannot describe this.
- (a) ABCDE (b) ADBEC
 (c) ADCBE (d) ADCEB
 (e) AEBCD
79. (A) In ancient times, man had a very simple picture of the universe.
- (B) He believed that the sun, moon, stars, and planets were small objects that moved round the earth.
 (C) The universe was taken to be a great dome overhead having glittering lights.
 (D) Below, in the centre of all creation, lay the vast, flat, immovable earth, around which everything else moved.
- (a) ABCD (b) ABDC
 (c) ACBD (d) ACDB
 (e) CABD
80. (A) Then the earth turned green and joyful, the birds sang and flowers bloomed. And then came the blazing, hot summer when the earth became parched and dry, and everything dried up.
 (B) The cold, windy winter when man huddled before a fire to keep himself warm was followed by spring.
 (C) The monsoons provided some solace from the heat. And leaves fell off the trees in autumn before winter came once again.
 (D) This cycle of seasons covered about 365 days or a whole year.
 (E) It is likely that the change in seasons gave birth to the idea of the year.
- (a) EBACD (b) BACDE
 (c) EDBAC (d) CABED
 (e) ABCDE
81. (A) At night it disappears altogether from our sight.
 (B) It is we who have moved!
 (C) Just as it appeared to our ancestors, the sun seems to us to rise in the east and journey across the vast archway of the sky before setting in the west.
 (D) This movement does not actually happen, but appears to do so.
 (E) The sun at night is in exactly the same place as it was during the day.
- (a) CEABD (b) CADBE
 (c) CABED (d) CADEB
 (e) BCEAD
82. (A) The shadow clock was a clever invention, although not a very accurate timekeeper.



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- (B) While they chased each other threatening murder, the then Senator sat alone with his crutches in deadly still air, watching nature's fury swirl about him and wondering whether he would survive.
- (C) In 1961, he found himself once again in the eye of a hurricane.
- (D) John Kennedy once recalled with humor the day at Cape Cod when he sat handicapped by his bad back, in the eye of a New England hurricane.
- (a) DABC (b) CDAB
(c) DACB (d) ACDB
(e) CABD

16. (c) 17. (b) 18. (d) 19. (a) 20. (a)
21. (c) 22. (b) 23. (c) 24. (b) 25. (a)
26. (c) 27. (a) 28. (a) 29. (d) 30. (b)
31. (b) 32. (c) 33. (a) 34. (c) 35. (c)
36. (c) 37. (b) 38. (a) 39. (b) 40. (d)
41. (b) 42. (c) 43. (c) 44. (c) 45. (a)
46. (a) 47. (b) 48. (c) 49. (a) 50. (c)
51. (b) 52. (c) 53. (a) 54. (c) 55. (b)
56. (a) 57. (b) 58. (a) 59. (b) 60. (d)
61. (d) 62. (c) 63. (d) 64. (c) 65. (a)
66. (d) 67. (b) 68. (a) 69. (b) 70. (b)
71. (d) 72. (b) 73. (a) 74. (c) 75. (c)
76. (a) 77. (d) 78. (d) 79. (a) 80. (a)
81. (d) 82. (a) 83. (d) 84. (b) 85. (c)
86. (a) 87. (a) 88. (b) 89. (c) 90. (d)
91. (d) 92. (b) 93. (b) 94. (d) 95. (a)
96. (c) 97. (d) 98. (a) 99. (d) 100. (b)
101. (c) 102. (a) 103. (c) 104. (d) 105. (b)
106. (a) 107. (b) 108. (d) 109. (c) 110. (a)

ANSWER KEY

1. (a) 2. (b) 3. (a) 4. (b) 5. (a)
6. (d) 7. (b) 8. (b) 9. (a) 10. (a)
11. (d) 12. (b) 13. (a) 14. (b) 15. (b)



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- (c) EACBD (d) EADCB
 (e) EDCBA
53. (A) When the future date arrives, the bear expects to buy in at a lower price to deliver the stock that had been sold under the future contract at a higher price.
 (B) A market in which prices are falling or are expected to fall is called by economists a bear market.
 (C) Likewise, the term bear can be applied to a person who expects stock prices to fall and sells stock that he or she does not have for delivery at a future date.
 (D) It is a designation commonly used in securities markets and commodity markets and is the opposite of a bull market.
 (a) BACD (b) BCAD
 (c) BDCA (d) ACBD
 (e) ABCD
54. (A) To some extent, it arises naturally enough from the events of our time.
 (B) An age that has seen Fascist states trample down the liberties of a continent, and has heard them hail their leaders with a mindless and horrifying devotion, will understandably view with distrust the whole conception of leadership.
 (C) The very word is contaminated by the associations of a fuhrer or a Duce, and, seen in the light of our experiences, the great leader-figures of the past, Napoleon or Fredrick the Great for example, seem unworthy of the respect, still less of the admiration, with which they have sometimes been regarded.
 (D) The reasons for the rejection of the idea of leadership are complex.
 (a) DABC (b) CDBA
 (c) CABD (d) DBAC
 (e) ACBD
55. (A) It is sometimes contended that modern war has become so highly technical in character that the role of the army, with its demands for leadership at all levels, has become far less important.
 (B) Let us take as an example, exercise of leadership in war, the most obvious field in which it is required—in deed, so obvious that the reactions of many people towards the whole subject are coloured by the picture of the leader as a military commander.
- (C) The very fact that many of the problems which arise in a technical world are necessarily very complex in character, sometimes divert attention from the fact that they require leadership to solve them.
 (D) But, though the fields in which leadership has to be exercised have changed, most of its essential qualities remain as necessary as ever.
 (a) CDBA (b) CADB
 (c) ADCB (d) CDAB
 (e) DABC
56. (A) Leadership in any of the fields in which it is most obvious, in the armed forces, in politics, in commerce, has until quite recently been determined by birth.
 (B) The fact that the principle is still obviously followed to some degree in the very different social climate of today reminds us how strong it was, and how unquestioningly it was accepted.
 (C) It imposes on us rather a greater obligation to investigate the qualities of good leadership and its recognition by other means, if birth and wealth are no longer to be the criteria of choice.
 (D) But the rejection of an elite recruited by birth in the democratic and equalitarian temper of the modern, world does not imply that all leadership can be dispensed with.
 (a) ABCD (b) ABDC
 (c) CDAB (d) BADC
 (e) CABD
57. (A) A belief in equality of opportunity of and in the necessity of recruiting leaders from every class imposes on society an obvious obligation to break down those obstacles as rapidly and as completely as possible.
 (B) Others are more peculiar to individual circumstance, and attempts to overcome them by society are less easy to envisage and less likely to succeed.
 (C) Some of them are removable by social change; bad housing, inferior education, the limitations on personal development imposed by poverty are all barriers to the emergence of leadership among some sections of the community.
 (D) In practice, there are admittedly very great difficulties in the way of realizing the ideal of equality of opportunity.



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- (D) This theory of surplus value is Marx's special contribution to economic ideology, and it is no wonder that it made a strong appeal to the workers, especially those engaged in factory production in the industrialised countries of Europe and America.
- (a) DCAB (b) CADB
 (c) BCDA (d) DACB
 (e) ABCD
93. (A) Before the modern system of capitalist enterprise could come into existence, there had to be what Marx calls the stage of "primary accumulation", which he defines as "the historical process whereby the producer was divorced from the means of production."
- (B) These were "the idyllic methods of primary accumulation", which cleared the ground for capitalist agriculture and provided urban industry with the requisite number of "masterless proletarians".
- (C) This was effected through the spoliation of the property of the Church at the Reformation, the subsequent alienation of the State domains, the transformation of feudal property and the property of the Scottish clans, by a system of ruthless terrorism, into modern private property.
- (D) Hard upon their heels came the commercial wars between the great European powers, fought over the whole surface of the globe, of which a recent sequel had been the opium wars against China.
- (E) Then followed the discoveries of gold and silver in America, the extirpation or enslavement and entombment of the native, the beginning of the conquest of the East Indies, the transformation of Africa into a source of raw material of the slave trade—these were the incidents that characterised the "rosy dawn of the period of capitalist production".
- (a) ACEBD (b) DABCE
 (c) ACBED (d) CAEDB
 (e) EADCB
94. (A) He had been led to this discovery by applying to dreams, a new method of psychological investigation which had proved of great value in the solution of phobias, obsessions, delusions and so on—namely, psycho-analysis.
- (B) Serious-minded people were apt to smile at all this, but one day he was astonished to find that the view of dream which most nearly approached the truth was not the medical one—that dreams are caused entirely by sensory and somatic stimuli—but the popular one.
- (C) The methods of interpretation consist in transferring the content of a dream as it is remembered, either by replacing it piecemeal in accordance with a fixed key, or by replacing the dream as a whole by a certain series of symbols.
- (D) Having thus set out his problem, and referred to the more recent pronouncements on the nature of dreams by scientists and medical men, Freud points out that popular opinion has taken little heed of scientific judgments in this field, and persists in the belief that dreams have meaning which relates to the prediction of the future and which can be discovered by some process of interpretation of a content which is often confused and puzzling.
- (E) An investigation into the significance of dream inquiries, first, into the psychical significance of dreaming, into the relation of dreams to the mental processes and into any biological function dreams may have; while, second, it tries to discover whether dreams can be interpreted, whether the content of individual dreams has a "meaning" such as can be found in other psychical structures.
- (a) EDCBA (b) ABEDC
 (c) DEBCA (d) DECBA
 (e) ABCDE
95. (A) The impression which acts as the dream-instigator may be such an important one that we feel no surprise at being concerned with it in the day-time.
- (B) If we unravel dream-displacement by analysis, we obtain what appears to be completely trustworthy information about dream-instigators and the connection of dreams with waking life.
- (C) By analysis, we find that every dream without exception, goes back to an impression received during the last few days.



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- without my needing to have them expressly in mind.
- (a) BADC (b) CBAD
 (c) BCAD (d) ACDB
 (e) ADBC
8. (A) It is the same with the recent achievements of our material civilisation; Our Western scientific knowledge and our technique for turning it to account are perilously esoteric.
 (B) All acts of social creation are the work either of individual creators or, at most, of creative minorities; at each successive advance, the great majority of the members of society are left behind.
 (C) If we glance at the great religious organisations extant in the world today, Christian, Islamic, and Hindu, we shall find that the great bulk of their nominal adherents, still live in a mental atmosphere which, so far as religion is concerned, is not far removed from simple paganism.
 (D) The great new social forces of Democracy and Industrialism have been evoked by a tiny creative minority, and the great mass of humanity still remains substantially on the same intellectual and moral level in which it lay before the titanic new social forces began to emerge.
 (a) CADB (b) DBAC
 (c) DACB (d) BCAD
 (e) ABDC
9. (A) This tendency to over-stress the contribution of character, and to put it in an altogether misleading antithesis to intellect, is also probably characteristic of equalitarian societies.
 (B) Differences in intellectual capacity are particularly distasteful to the equalitarian, who can with comfort fall back on a vague mystique of character as the principal attribute of such leadership as he will allow, and which he may delude himself is very widely diffused.
 (C) Whereas a high intelligence is not usually a spectacular quality to the majority of people, courage, tenacity, and dominance are.
 (D) The contribution of intelligence to leadership is underestimated, perhaps, because in the popular picture of the leader, attributes of character are far more obvious than those of intellect.
- (a) DCAB (b) BCAD
 (c) ACDB (d) CADB
 (e) ABCD
10. (A) What we mean by a work of art is, then, an entity which provides a more or less lasting possibility for a number of consumers to make such actualisation or concretions on the basis of a material thing or a series of physical 'happenings' which are the existential substrate of the work of art.
 (B) Roman Ingarden, who discusses the same thing, uses the word 'concretion' in order to emphasise that the process of actualisation is one of rendering the indeterminate determinate or concrete.
 (C) Appreciation, then, consists in bringing an appropriate aesthetic object into awareness to the fullest possible degree on the basis of the material thing or 'happening' to which we are attending.
 (D) In previous writing, as here, I have used the word 'actualisation'—making actual what is latent or potential—for this process.
 (a) CDBA (b) ADCB
 (c) DCBA (d) CBDA
 (e) BDAC
11. (A) *Aesthetic experience* is a mode of cognition by direct apprehension and it consists of focusing awareness upon whatever is presented to the senses.
 (B) It is a basic form of mental activity in so far as sensory awareness is fundamental to all our dealings with the world in which our lives are fated to be spent.
 (C) Sensuous awareness is the first step out from imprisonment within the solitariness which is the penalty of individual existence, and from this step all else follows.
 (D) We can only manipulate our environment to our needs and desires, to obduracies of the environment, to the extent that we become directly acquainted with it through our organs of sense.
 (a) ACBD (b) ABDC
 (c) ABCD (d) BCAD
 (e) BACD



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PREVIOUS YEAR QUESTIONS FROM CAT



CAT 1994

Directions for Questions 1 to 8: In each question a set of six sentences of a continuous paragraph are provided. The sentence numbered 1 starts the paragraph and the sentence numbered 6 ends it. Arrange statements A, B, C, D between 1 and 6 to form a coherent paragraph.

1.

1. What does the state do in a country where tax morality is very low?
 (A) It tries to spy upon the taxpayers.
 (B) It investigates income sources and spending patterns.
 (C) Exactly what the tax authority tries to do now, even if inconsistently.
 (D) It could also encourage people to denounce to the tax authorities any conspicuously prosperous neighbours who may be suspected of not paying their taxes properly.
6. The ultimate solution would be an Orwellian system.
 (a) BACD (b) DBAC
 (c) ABCD (c) DCBA

2.

1. The fragile Yugoslav state has an uncertain future.
 (A) Thus, there will surely be chaos and uncertainty if the people fail to settle their differences.
 (B) Sharp ideological differences already exist in the country.
 (C) Ethnic, regional, linguistic and material disparities are profound.
 (D) The country will also lose the excellent reputation it enjoyed in the international arena.
6. At worst, it will once more become vulnerable to international conspiracy and intrigue.

- | | |
|----------|----------|
| (a) BCAD | (b) ADCB |
| (c) ACBD | (d) DBCA |

3.

1. India's experience of industrialization is characteristic of the difficulties faced by a newly independent developing country.
 (A) In 1947, India was undoubtedly an under-developed country with one of the lowest per capita incomes in the world.
 (B) Indian industrialization was the result of a conscious deliberate policy of growth by an indigenous political elite.
 (C) Today India ranks fifth in the international community of nations if measured in terms of purchasing power.
 (D) Even today, however, the benefits of Indian industrialization since independence have not reached the masses.
6. Industrialisation in India has thus been a limited success: One more example of growth without development.
 (a) CDAB (b) DCBA
 (c) CABD (d) BACD

4.

1. The new Economic Policy comprises the various policy measures and changes introduced since July 1991.
 (A) There is a common thread running through all these measures.
 (B) The objective is simple—to improve the efficiency of the system.
 (C) The regulatory mechanism involving multitude of controls has fragmented the capacity and reduced competition even in the private sector.



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33. (A) "Actually," Ronnie replied, "I asked my wife."
 (B) One day, a man named Ronnie answered a difficult one correctly to put the men in front.
 (C) Impressed, the host kept Ronnie on the line and asked how he knew the answer to such a tough question.
 (D) Occasionally, a local radio station airs "Battle of the sexes," in which listeners phone in to answer trivial questions.
- (a) BCAD (b) ACDB
 (c) CABD (d) DBCA

CAT 1998

Directions for Questions 34 to 36: Arrange the sentences A, B, C and D to form a logical sequence between sentences 1 and 6.

34.

1. Why are horses the same?
 (A) It may be old and lame, and in time, it will die.
 (B) A particular horse 'flows', naturally.
 (C) But there is something all horses have in common.
 (D) You probably don't think they are at all.
6. But the 'form' of the horse is eternal and immutable.
 (a) DCAB (b) CABD
 (c) CBDA (d) DCBA

35.

1. Buddhism is a way to salvation.
 (A) But Buddhism is more severely analytical.
 (B) In the Christian tradition, there is also a concern for the fate of human society conceived as a whole, rather than merely as a sum or network of individuals.
 (C) Salvation is a property, or achievement, of individuals.
 (D) Not only does it dissolve society into individuals; the individual in turn is dissolved into component parts and instants, a stream of events.
6. In modern terminology, Buddhist doctrine is reductionism.
 (a) BCAD (b) ADBC
 (c) CBAD (d) CDAB

36.

1. Matrilineal systems of land inheritance advantaged women in many respects, especially in granting them economic and social security.
 (A) Women, in particular, were profoundly affected by these changes.
 (B) The large joint family estates came to be partitioned; there was an increasing penetration of market forces and patriarchal ideologies spread in influence.
 (C) These systems, however, did not remain fixed over time.
 (D) Interventions by the colonial and post-colonial states, and the processes of social change which these set in motion, eroded customary practices.
6. At the same time, their customary exclusion from major authority in public bodies meant that they were unlikely to be the ones directing the changes.
 (a) BDCA (b) CDAB
 (c) CDAB (d) CADB

Directions for Questions 37 to 39: Sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. Choose the most logical order of sentences from among the four given choices to construct a coherent paragraph.

37. (A) However, the real challenge today is unlearning, which is much harder.
 (B) But the new world of business behaves differently from the world in which we grew up.
 (C) Learning is important for both people and organizations.
 (D) Each of us has a 'mental model' that we've used over the years to make sense.
 (a) DBCA (b) CADB
 (c) DACB (d) CBDA
38. (A) A large number of intellectuals believe that the North is using its military and economic powers to force unequal contracts on the South.
 (B) The make-believe ethical issue of the sanctity of law camouflages the unethicallity of the entire transaction, which is a travesty of the ethical concept of the greatest good for the greatest number.



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- (D) They had captured most of the Solomon Islands and much of New Guinea, and seemed poised for an invasion.
 (E) Not many people outside Australia realize how close the Japanese got.
- (a) EDCBA (b) ECDAB
 (c) ADCBE (d) CDBAE
67. (A) Call it the third wave sweeping the Indian media.
 (B) Now, they are starring in a new role, as suave dealmakers who are in a hurry to strike alliances and agreements.
 (C) Look around and you will find a host of deals that have been inked or are ready to be finalized.
 (D) Then the media barons wrested back control from their editors, and turned marketing warriors with the brand as their missile.
 (E) The first came with those magnificent men in their mahogany chambers who took on the world with their mighty fountain pens.
- (a) ACBED (b) CEBDA
 (c) CAEBD (d) AEDBC
68. (A) The celebrations of economic recovery in Washington may be as premature as that "Mission Accomplished" banner hung on the USS Abraham Lincoln to hail the end of the Iraq war.
 (B) Meanwhile, in the real world, the struggles of families and communities continue unabated.
 (C) Washington responded to the favorable turn in economic news with enthusiasm.
 (D) The celebrations and high-fives up and down Pennsylvania Avenue are not to be found beyond the Beltway.
 (E) When the third quarter GDP showed growth of 7.2% and the monthly unemployment rate dipped to 6%, euphoria gripped the US capital.
- (a) ACEDB (b) CEDAB
 (c) ECABD (d) ECBDA
69. (A) To much of the Labour movement, it symbolises the brutality of the upper classes.
 (B) And to everybody watching, the current mess over fox hunting symbolises the government's weakness.
- (C) To fox hunting's supporters, Labour's 1991 manifesto commitment to ban it, symbolises the party's metropolitan roots and hostility to the countryside.
 (D) Small issues sometimes have large symbolic power.
 (E) To those who enjoy thundering across the countryside in red coats after foxes, foxhunting symbolises the ancient roots of rural lives.
- (a) DEACB (b) ECDBA
 (c) CEADB (d) DBAEC
70. (A) In the case of King Merolchazzar's courtship of the Princess of the Outer Isles, there occurs a regrettable hitch.
 (B) She acknowledges the gifts, but no word of a meeting date follows.
 (C) The monarch, hearing good reports of a neighbouring princess, dispatches messengers with gifts to her court, beseeching an interview.
 (D) The princess names a date, and a formal meeting takes place; after that everything buzzes along pretty smoothly.
 (E) Royal love affairs in olden days were conducted on the correspondence method.
- (a) ACBDE (b) ABCDE
 (c) ECDAB (d) ECBAD
71. (A) Who can trace to its first beginnings, the love of Damon for Pythias, of David for Jonathan, of Swan for Edgar?
 (B) Similarly with men.
 (C) There is about great friendships between man and man a certain inevitability that can only be compared with the age-old association of ham and eggs.
 (D) One simply feels that it is one of the things that must be so.
 (E) No one can say what was the mutual magnetism that brought the deathless partnership of these wholesome and palatable foodstuffs about.
- (a) ACBED (b) CEDBA
 (c) ACEBD (d) CEABD
72. (A) Events intervened, and in the late 1930s and 1940s, Germany suffered from "over-branding".



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SENTENCE CORRECTION

~~NOT HAVE~~

INTRODUCTION

Questions based on standard written English grammar are very common in the CAT, XAT and most other management entrance examinations. These questions are designed to test your ability to identify written English that is grammatically correct. They also test your ability to understand the essential message being given—and find out the most concise and grammatically correct way of conveying the same.

An analysis of previous papers of various institutes yields that there have been four patterns under which these questions can be segregated. These are:

SENTENCE CORRECTION: QUESTION PATTERN

Question Type 1

Each question will begin with sentences, parts of which have been underlined. You are then presented with 4 different options presenting alternative ways of stating the underlined portion of the text. The first answer choice will repeat the text without any changes (meaning that the sentence is clear in meaning, concise as well as grammatically correct as it is written originally).

The other choices will re-write the text. Wrong options are created by any one or more of the following methods:

- (1) Introduction of grammatical mistakes. These are explained in greater detail in the later part of this chapter.
- (2) By introducing an incorrect sentence structure.
- (3) Introducing changes in the message to the reader by changing the intended meaning of the sentence.
- (4) Introducing verbosity in the sentence—i.e., writing the same thing in more number of words.

This, however, does not mean that the shortest and most concise answer choice is always the correct answer—but it does mean that if there are no errors (grammatical, sentence structural or in message conveyance) in the option which is the shortest, it is the answer more often than not. Hence, before succumbing to the temptation of marking the shortest option as the correct answer choice, you need to read it carefully in order to make sure that the sentence has no error.

Question Type 2

This question type is very similar to Type 1. The only difference between the two is that in this type, the entire sentence has to be tested for its grammar and accuracy.

There is no underlined part of the sentence. Incorrect answer choices are formed on the basis of the same errors as discussed above.

In the context of the above two question types, it is important to note the following:

Do not Waste Time on a Close Reading of Option A. Option A always simply repeats the wording of the original sentence/ underlined part of the sentence. Hence, reading it closely again right at the start might entail a waste of time.

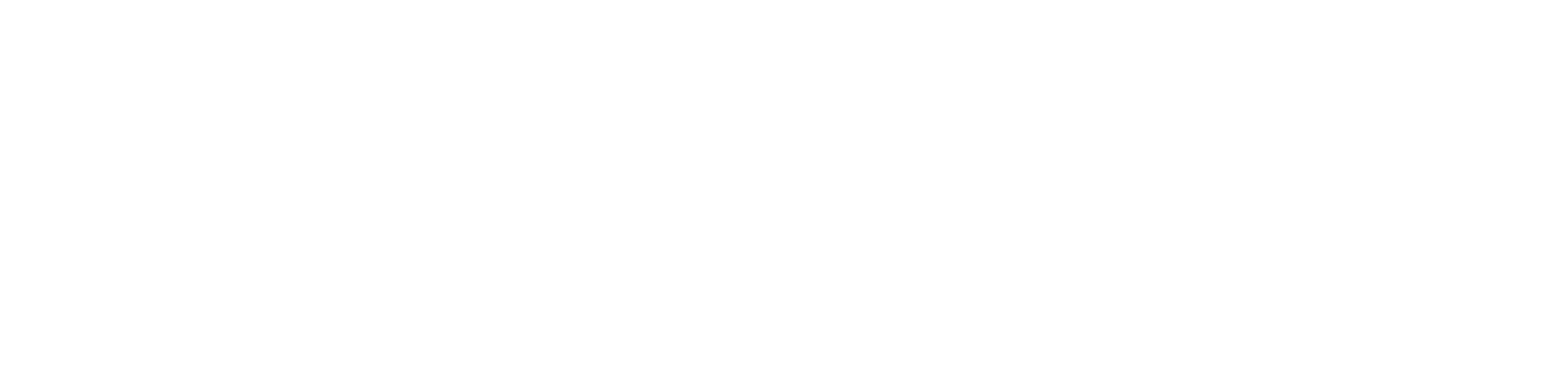
However, you should remember that before you mark the correct answer choice, if Option A figures in your shortlist, you should read it closely. This you need to do since you will need to make a comparison between all the options on your shortlist for their correctness of grammar, sentence structure and the lack of verbosity.

On the other hand, if the original sentence looks incorrect straightaway, you will not need to read Option A at all.

Look Out for Multiple Errors in the Sentence: A sentence might contain more than one error. Hence, while reading the original sentence, do not be led into the fallacy



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- health and thereby reducing human misery and poverty.
- (e) Entertainment while being recognised as an important factor in improving mental and physical health and thereby reducing human misery and poverty.
21. When one travels by Air Lahara, you often find that the prices are high and that the journey experience is extremely poor.
- (a) When one travels by Air Lahara, you often find that the prices are high and that the journey experience is extremely poor.
 - (b) When you travel by Air Lahara, one often finds that the prices are high and that the journey experience is extremely poor.
 - (c) As you travel by Air Lahara, you often find that the prices are high and that the journey experience is extremely poor.
 - (d) If you travel by Air Lahara, you often find that the prices are high and that the journey experience is extremely poor.
 - (e) Whenever you are travelling by Air Lahara, you find the prices are high and the journey experience is extremely poor.
22. Ever since the sting operation, there has been much opposition from they who maintain that it was an unauthorised act.
- (a) Ever since the sting operation, there has been much opposition from they who maintain that it was an unauthorised act.
 - (b) Ever since the sting operation, there has been much opposition from they who maintain that it had been an unauthorised act.
 - (c) Ever since the sting operation, there has been much opposition from those who maintain that it was an unauthorised act.
 - (d) Ever since the sting operation, there has been much opposition from those maintaining that it was an unauthorised act.
 - (e) Ever since the sting operation, there has been much of an opposition from them who maintain that it was an unauthorised act.
23. Having stole the money, the class teacher searched the student's pocket.
- (a) Having stole the money, the class teacher searched the student's pocket.
- (b) Having stolen the money, the student's pockets were searched by the class teacher.
- (c) Having stolen the money, the class teacher searched the student's pockets.
- (d) Having stole the money, the class teacher was searched by the student.
- (e) While stealing the money, the class teacher had searched the student's pockets.
24. The child is neither encouraged to be critical or to examine all the aspects of his opinion.
- (a) The child is neither encouraged to be critical or to examine all the aspects of his opinion.
 - (b) The child is neither encouraged to be critical nor to examine all the aspects of his opinion.
 - (c) The child is either encouraged to be critical or to examine all the evidence for his opinion.
 - (d) None of these
 - (e) The child is either encouraged to be critical not to examine all the aspects of his opinion.
25. Although I calculate that my girlfriend will be here any minute, I cannot wait much longer for her to arrive.
- (a) Although I calculate that my girlfriend will be here any minute, I cannot wait much longer for her to arrive.
 - (b) Although I reckon that my girlfriend will be here any minute, I cannot wait much longer for her to arrive.
 - (c) Because I calculate that my girlfriend will be here any minute, I cannot wait much longer for her to arrive.
 - (d) Although I think that my girlfriend will be here any minute, I cannot wait much longer for her to arrive.
 - (e) Because I think that my girlfriend will be here any minute, I cannot wait any longer for her to arrive.
26. The process by which the community influences the actions of its members is known as social control.
- (a) The process by which the community influences the actions of its members is known as social control.



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- (d) Liberalisation has gone hand in hand and is offering incentives for such things as personal initiative ambition, loyalty, hard work, and resourcefulness.
- (e) Liberalisation has gone hand in hand while providing incentives for such things as personal initiative and ambition, loyalty, hard work, and resourcefulness.
49. I am not to eager to go to this movie because it did not get good reviews.
- I am not to eager to go to this movie because it did not get good reviews.
 - Because of its poor reviews, I am not too eager to go to this movie.
 - I am not too eager to go to this movie because the critics did not give it good reviews.
 - I am not too eager to go to this movie because of its poor reviews.
 - I am not too eager to go to these movie because of its poor reviews.
50. May I venture to say that I think this batting performance is the most superior I have ever seen?
- May I venture to say that I think this batting performance is the most superior I have ever seen?
 - May I venture to say that this batting performance is the most superior I have ever seen?
 - May I say that this batting performance is the most superior I have ever seen?
 - I think this performance is superior to any I have ever seen.
 - May I venture to say that this batting performance is more superior to anyone I have ever seen.

Type 2

Directions for Questions 1 to 25: For each of the following questions, a part or the whole of the original sentence has been underlined. You have to find the best way of writing the underlined part of the sentence.

1. The matter was referred back to the expert committee since the solution to the problem was different from the one proposed earlier.
- referred back to the expert committee since the solution to the problem was different from the one proposed earlier.

- (b) referred to the expert committee since the solution to the problem was different from the one proposed earlier.
- (c) referred back to the expert committee since the solution to the problem was different than the one proposed earlier.
- (d) referred to committee since the solution to the problem was different than the one proposed earlier.
- (e) referred back to the committee since the solution for problem was different than one proposed earlier.
2. Completing the physical examination, the tonsils were found to be diseased.
- Completing the physical examination, the tonsils
 - Having completed the physical examination, the tonsils
 - When the physical examination was completed, the tonsils
 - The physical examination completed, the tonsils
 - Completion of the physical examination, the tonsils
3. The smaller firms in any industry sell either on a price or quality-of-workmanship basis.
- The smaller firms in any industry sell either on a price or quality-of-workmanship basis.
 - The smaller firms in any industry either sell on a price or quality-of-workmanship basis.
 - The smaller firms in any industry sell on either a price or a quality-of-workmanship basis.
 - The smaller firms in any industry sell on either a price or on a quality-of-workmanship basis.
 - The smaller firms of any industry sell off either on a price or quality-of-workmanship basis.
4. Current economic conditions demand that we not only cut jobs and prices but also reduce the rate of interest on PF deposits.
- that we not only cut jobs and prices but also
 - not only cutting job and prices but also to
 - not only to cut jobs and prices but also
 - not only a cut in jobs and prices but also to



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- (c) All of the above (d) A, C and D
 (e) A and B
16. (A) More unusual and original metaphors are used a great dealing in literature.
 (B) All the world's a stage and all the men and women merely players.
 (C) The candles of the night are burnt out; and the jocular day stands tiptoe atop the misty mountain tops.
 (D) There is a tide in the affairs of men, which, taken at the peak of the flood, leads on to fortunate.
 (a) B and C (b) D and C
 (c) C only (d) B only
 (e) Only A
17. (A) This book threw a great deal of fresh light on the history of the period.
 (B) We could save half an hour at least if we went through the wood forest.
 (C) Try to keep your cool even if he argues with you.
 (D) She spent all her life fighting to get her company recognised and magnificent.
 (a) A only (b) B only
 (c) C only (d) C and D
 (e) A and C
18. (A) She works in a shop that sells lady's clothes.
 (B) Do you like the new shades that I've got?
 (C) Did you see that documentary about Wales on TV last night?
 (D) Have you met Amita's newish boy friend?
 (a) C only (b) B only
 (c) B and C (d) D only
 (e) C and D
19. (A) It was a very bad hotel, with an overpriced menu.
 (B) In this program, you can choose to overwrite the existing file or to save it as a new file.
 (C) Our garden is overshadowed by the apartment block built next door.
 (D) Amit always felt overshadowed by his older, more talented and successful, brother.
 (a) All of the above (b) A, C and D
 (c) A, B and D (d) C and D
 (e) None of the above
20. (A) Don't underestimate the time that the work will take.
- (B) The company is variously understaffed.
 (C) The underlying issue is a very simple one.
 (D) Kapil wishes his would not undermine everything that he does.
 (a) A and C (b) C and D
 (c) B and D (d) A and B
 (e) Only B
21. (A) The airline upgraded me to business class.
 (B) There has been an upward upturn in the economy.
 (C) Cross-border cooperation has led to series of arrests of drug smugglers.
 (D) Cross-cultural misunderstandings happen very often in today's world.
 (a) C and D (b) B and C
 (c) A and B (d) A and D
 (e) B and D
22. (A) He was ejected from the restaurants for bad behaviour.
 (B) The engine emitted a loud noise and then stopped running.
 (C) The building is adjacent of the hotel.
 (D) She gave me an annotated edition to Salman Rushdie's works.
 (a) A and B (b) B only
 (c) B and C (d) D only
 (e) All of the above
23. (A) I really think he overstayed his case, and lost a lot of sympathy.
 (B) The plane's undercarriage failed to open and it crashed.
 (C) A detailed list of the participants in the seminar is given overleaf.
 (D) Rajendra has a very overbearing personality.
 (a) C and D (b) A and C
 (c) A and B (d) D only
 (e) Only A
24. (A) The project was underfunded from the outset.
 (B) During the cruise, a small cat fell board and drowned.
 (C) Cooperation across the fronts has been very good.
 (D) Cross-border cooperation has been exemplary good.
 (a) A only (b) B only
 (c) C and D (d) None of the above
 (e) A and B



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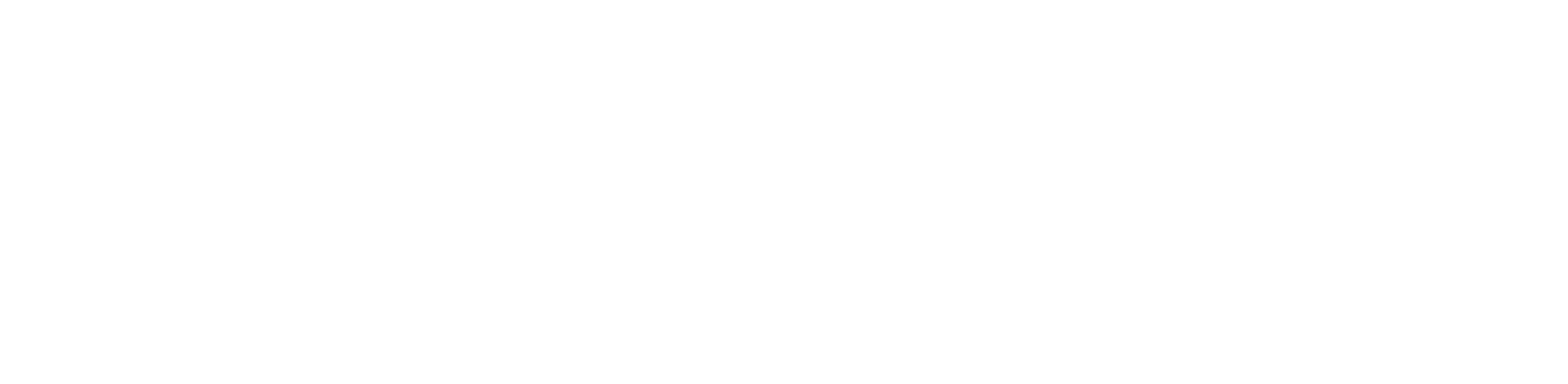
- (B) The group employs 12,000 people in 20 countries.
(C) Their manufacturing activities span carbon black, tire cord, viscose staple fiber, metals and chemicals.
(D) Earlier, global operations for an Indian company means plain exports.
(a) A and D (b) A only
(c) D only (d) A, C and D
(e) A, B and C
6. (A) It began with acquisitions in the information technology and related services sector.
(B) In pharmaceuticals, Wockhardt has bought C P Pharma of the United Kingdom for \$10.85 million.
(C) Tata Tea has taken over Tetley of the UK, the world's biggest tea bag maker, for \$430 million.
(D) With the process, it has become the world's second largest tea company.
(a) B and D (b) D only
(c) B only (d) A, B and D
(e) A only
7. (A) There are two main reasons for that predatory mood.
(B) Having established a domestic presence, the component makers are now looking for an international presence.
(C) Second, having improved their productivity, quality and reliability, Indian companies feel more confident about spreading their wings abroad.
(D) Various other factors are being attributed to this Indian penchant for the takeover game in all sectors.
(a) A only (b) A and B
(c) B only (d) none of those
(e) C only
8. (A) Since 1996, it has been regularly been winning GM's "Supplier of the year" award.
(B) It is on the urging of GM that SFL set up its China operations in May 2004 in Hainan province.
(C) A presence aboard means easier reaches to new markets.
(D) This explains why TVS Group has also set up a motorcycle plant in China.
(a) A and C (b) A, C and D
- (c) C and D (d) A and D
(e) All of the above
9. (A) A changing perception as to India has also helped.
(B) India is no longer a backward, third world country.
(C) Helping boost the image are favorable opinions of leading international financial institutions (FI).
(D) India will be the third biggest economy by 2050, just behind China and the US, in that order.
(a) A (b) A and D
(c) B only (d) No error
(e) C only
10. (A) Alfa Laval India, which has plants in three locations, is taking this step to better utilise its reserves.
(B) In the UK alone, Indian firms have about 440 investments/joint ventures.
(C) There are 1,441 Indian companies operating in Singapore.
(D) Of these more than 450 are technology enterprises.
(a) A (b) B
(c) B and C (d) no error
(e) A and B
11. (A) A print design project communicates a message.
(B) Contrast is a good way to create a noticeable design and layout.
(C) Contrast can be size, color, direction, format or the expected versus the unexpected.
(D) Size contrast can involve graphics or type.
(a) B (b) B and C
(c) C (d) A, B and C
(e) A and C
12. (A) I remember seeing a full page-advertisement with a bright background colour.
(B) The only other item on the page was a very small line of type in a lighter shade of the same colour.
(C) Since I can still recall the ad, it must made an impression.
(D) Using colour to impact your design works best when it involves the unexpected or extreme.
(a) B (b) C
(c) D (d) No error
(e) A



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- | | | | | | |
|--|--------------|---------|---------|---------|---------|
| (C) In Iran, the conservative clergy has no greater foe than soccer. | 31. (d) | 32. (a) | 33. (a) | 34. (c) | 35. (b) |
| (D) Now, any Iranian football defeat is laid at their feet. | 36. (c) | 37. (b) | 38. (a) | 39. (a) | 40. (c) |
| (a) B only | (b) A only | | | | |
| (c) D only | (d) No error | | | | |
| (e) B and C | | | | | |

ANSWER KEY

Type 1

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (b) | 2. (d) | 3. (c) | 4. (d) | 5. (a) |
| 6. (d) | 7. (a) | 8. (a) | 9. (d) | 10. (d) |
| 11. (b) | 12. (c) | 13. (a) | 14. (d) | 15. (d) |
| 16. (d) | 17. (d) | 18. (c) | 19. (b) | 20. (d) |
| 21. (d) | 22. (c) | 23. (b) | 24. (d) | 25. (d) |
| 26. (b) | 27. (c) | 28. (b) | 29. (d) | 30. (d) |
| 31. (d) | 32. (a) | 33. (d) | 34. (b) | 35. (a) |
| 36. (a) | 37. (b) | 38. (b) | 39. (a) | 40. (c) |
| 41. (c) | 42. (a) | 43. (c) | 44. (d) | 45. (b) |
| 46. (c) | 47. (c) | 48. (b) | 49. (d) | 50. (a) |

Type 2

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (b) | 2. (b) | 3. (c) | 4. (a) | 5. (a) |
| 6. (c) | 7. (d) | 8. (a) | 9. (c) | 10. (d) |
| 11. (d) | 12. (a) | 13. (b) | 14. (d) | 15. (b) |
| 16. (d) | 17. (b) | 18. (b) | 19. (d) | 20. (a) |
| 21. (b) | 22. (d) | 23. (d) | 24. (c) | 25. (d) |

Type 3

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (a) | 2. (a) | 3. (d) | 4. (d) | 5. (b) |
| 6. (d) | 7. (d) | 8. (d) | 9. (c) | 10. (d) |
| 11. (a) | 12. (d) | 13. (c) | 14. (c) | 15. (c) |
| 16. (d) | 17. (c) | 18. (c) | 19. (a) | 20. (a) |
| 21. (d) | 22. (b) | 23. (a) | 24. (d) | 25. (c) |
| 26. (a) | 27. (c) | 28. (a) | 29. (a) | 30. (a) |
| 31. (d) | 32. (d) | 33. (c) | 34. (b) | 35. (b) |
| 36. (c) | 37. (c) | 38. (a) | 39. (c) | 40. (c) |
| 41. (a) | 42. (b) | 43. (d) | 44. (a) | 45. (a) |
| 46. (c) | 47. (c) | 48. (a) | 49. (d) | 50. (d) |

Type 4

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (d) | 2. (c) | 3. (a) | 4. (a) | 5. (a) |
| 6. (b) | 7. (a) | 8. (b) | 9. (a) | 10. (b) |
| 11. (b) | 12. (b) | 13. (a) | 14. (a) | 15. (d) |
| 16. (d) | 17. (b) | 18. (a) | 19. (b) | 20. (d) |
| 21. (c) | 22. (a) | 23. (a) | 24. (a) | 25. (d) |
| 26. (a) | 27. (a) | 28. (b) | 29. (c) | 30. (b) |

EXPLANATORY NOTES

Type 1

1. B is the best way of expressing the idea.
2. D. The correct answer corrects the incorrect use of I in the other sentences.
3. The improper use of the pronouns *one* and *you* is corrected in Choice C.
4. The omission of the past participle *been* is corrected in Choice D.
5. A. There is no error in the original sentence.
6. D. The correct pronoun is *its*.
7. No error. *Poor product quality* is singular, so the singular noun 'it' must also be correct.
8. A. No error. The phrases are all parallel: soft hair sharp paws, and keen sense of hearing
9. D. *Having bowed our heads* is a dangling modifier. Option D is the best way of rephrasing it.
10. Option D is the best way of phrasing the message.
11. B. This corrects the unnecessary switch in the pronouns, *anyone-you*.
12. C. This is the most correct and concise form of the sentence.
13. A. There is no error in the original sentence.
14. D. *The reason is that* is preferable to *The reason is because*.
15. D. This corrects the double negative (*hadn't hardly*) and also uses *those* with *kinds* correctly.
16. D. Both together and up are unnecessary since their meaning is included in the words cooperate and divide.
17. D. Parallel structure requires the use of the verbal noun as the object of the verb enjoyed: Enjoyed what? splashing, bathing; and sun bathing. Enjoy should not be followed by an infinitive construction.
18. C. The other choices have misplaced modifiers.
19. B. The clause that money doesn't make you happy is the predicate nominative of the verb is.
20. D. This is an incomplete sentence since the verb is missing. Option D provides the verb (*is recognised*)



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D. But how ironic it is that we should face a perennial shortage of drugs when India is one of the world's largest suppliers of generic drugs to the developing world.

- | | |
|----------|----------|
| (a) JFIJ | (b) JIJJ |
| (c) IFIJ | (d) IFFJ |
| (e) JFII | |

Question 3:

- A. According to all statistical indications, the Sarva Shiksha Abhiyan has managed to keep pace with its ambitious goals.
- B. The mid day Meal Scheme has been a significant incentive for the poor to send their ones to school, thus establishing the vital link between healthy bodies and healthy minds.
- C. Only about 13 million children in the age group of 6 to 14 years are out of school.
- D. The goal of universalisation of elementary education has to be a prerequisite for the evolution and development of our country.

- | | |
|----------|----------|
| (a) IIFJ | (b) JIJJ |
| (c) IJFJ | (d) IJFI |
| (e) JIFI | |

Question 4:

- A. We should not be hopelessly addicted to an erroneous belief that corruption in India is caused by the crookedness of Indians.
- B. The truth is that we have more red tape—we take eighty-nine days to start a small business, Australians take two.
- C. Red tape leads to corruption and distorts a people's character.
- D. Every red tape procedure is a point to contact with an official, and such contacts have the potential to become opportunities for money to change hands.

- | | |
|----------|----------|
| (a) JFIF | (b) JFJJ |
| (c) JIJF | (d) IFJF |
| (e) JFJI | |

Question 5:

- A. Inequitable distribution of all kinds of resources is certainly one of the strongest and most sinister sources of conflict.
- B. Even without war, we know that conflicts continue to trouble us—they only change in character.

C. Extensive disarmament is the only insurance for our future; imagine the amount of resources that can be released and redeployed.

D. The economies of the industrialised western world derive 20 per cent of their income from the sale of all kinds of arms.

- | | |
|----------|----------|
| (a) IJJI | (b) JIJF |
| (c) IIJF | (d) JIIF |
| (e) IJIF | |

Explanation of Questions 1 to 5

CONFUSED?? No need to worry!! So were most CAT 2006 aspirants. In fact most trainers across the country were at their wits end to provide the correct answers. However, if you look at the process closely and with clarity you would realise that there are simple straight line thought based solutions to these questions. Let us now try to demystify this question type.

Let us first try to identify what we are actually looking for before we start to look for the solutions to the five questions above.

In the case of 'facts' you are looking for 'verifiable/discoverable pieces of information'. Looking at the 20 statements in the five questions above, it is quite clear that the second statement in the second question, third statement in the third question, second statement in the fourth question and the last statement of the last question are all facts. A close look would make you realise that each of these statements can be verified to be true or false—whether you are trying to verify since when the government is supplying free drugs (second question second statement), or you are trying to verify how many children in the age group of 6 to 14 are out of school (third question third statement), whether we have more red tape (second statement in the fourth question) or the percentage of their income that the industrialised western world derives from the sale of all kinds of arms. (fourth statement in the fifth question).

Next, Judgements are given clearly as opinions (and also the fact that they should signify approval or disapproval).

The four statements of the first question all imply approval/disapproval of certain issues.

In the second question, the first statement is clearly a judgement. ('poor quality' 'should'). Similarly, the fourth statement of the second question is also a judgement (since



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nated in the first quarter of 2007 were interest-only or negative-amortisation loans.

- B. Banks have already sold a sizeable chunk of their Alt-A holdings to hedge funds and other asset-management firms, often at large discounts. UBS's exposure has fallen from \$26.6 billion to just \$2.3 billion, for instance.
 - C. His enthusiasm for the free movement of labour is tempered by fear that it could undermine national wage agreements.
 - D. Vadiraja approves of the way German and Italian banks support small and medium-sized companies.
- | | |
|----------|----------|
| (a) FFJF | (b) JJFF |
| (c) FIIF | (d) JFFF |
| (e) IIJJ | |

Question 21:

- A. When his firm announced its annual results on January 29th, he went so far as to declare that it definitely does not "need a merger or significant acquisition."
 - B. But in truth the relationship has never been happy.
 - C. Mr Wardak says that is the wrong way to look at the problem. He suggests that: "Building, equipping and training the Afghan army is much more economical than the deployment of foreign troops".
 - D. Wondering at the rate at which demand is slumping, a big, and sustained, fiscal boost is the panacea for America's economy.
- | | |
|----------|----------|
| (a) FFJJ | (b) FFFI |
| (c) FJFJ | (d) FFII |
| (e) JJFI | |

Question 22:

- A. When the financial system fails, everyone suffers.
 - B. Money is defined as just a collective agreement that a piece of paper can always be exchanged for goods or services.
 - C. You must believe that decisions made collectively by large groups of people are more likely to turn out to be accurate than decisions made by individuals.
 - D. Free markets shun seemingly worthy causes, whereas the frivolous or apparently undeserving are rewarded.
- | | |
|---------|---------|
| a. FJJI | b. JFJJ |
| c. FFIJ | d. JJFF |
| e. FFFF | |

Question 23:

- A. Investments promised prosperity; instead they are the harbingers of hardship and assumed the demonic nature of destruction.
 - B. Some of the non performing assets are just left to continue along, mainly because they are worth so little that banks do not expect to recover much from liquidating them.
 - C. It would not be a stretch to believe that in return, Beijing would like more sway over the Hong Kong market, and that it may have pushed behind the scenes for a share swap.
 - D. This will surely kill the city's trumpeted belief in laissez-faire policies against the reality of government intervention in what should clearly be the most market-oriented aspect of any economy—a financial exchange.
- | | |
|----------|----------|
| (a) IIIJ | (b) JJFF |
| (c) FJJI | (d) JLJJ |
| (e) FIFI | |

Question 24:

- A. As one keeps getting stronger, ones problems also keep growing.
 - B. Mr Monks said that there were more fundamental forces at work—such as the rise of modern financial capitalism and the single market.
 - C. The only remedy for improvement in relations between India and Pakistan is to open up the investigation to look beyond Pakistan; recognize the attacks as a conspiracy hatched by an international terrorist network of non-state actors; stop pointing fingers at Pakistan and its primary intelligence agency, the ISI, and restore diplomatic relations.
 - D. The White House announced on Tuesday February 17th that 17,000 more soldiers would join the existing 65,000 Western troops.
- | | |
|----------|----------|
| (a) JFJF | (b) FFJJ |
| (c) IIFF | (d) FFJI |
| (e) JJII | |

Question 25:

- A. It is a myth that workers enjoy benefits such as housing, bonuses, training and (usually) lifetime employment.



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S E C T I O N 1

CRITICAL REASONING

CHAPTER 1: CRITICAL REASONING/PARAGRAPH

COMPREHENSION

CHAPTER 2: PREVIOUS YEAR QUESTIONS FROM CAT



Critical Reasoning is one of the most important areas of questioning in the CAT. In this section we have given you the opportunity to learn about the various critical reasoning question types like, Strengthening Arguments; Weakening Arguments; Identifying Assumptions; Identifying Inferences; Select the Best Concluding sentence for a Paragraph; Summarising a Paragraph; Segregating Relevant and Irrelevant Information; Evaluating Method of the Argument; Identifying Flaws/ Fallacies in the Argument; Identifying Cause and Effect Relationships.

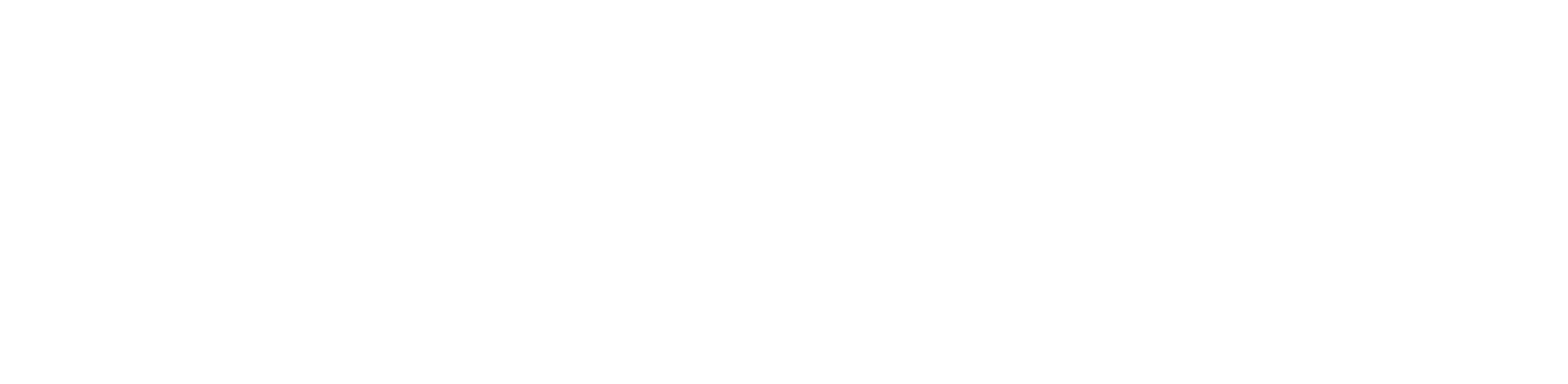
This section will help you in the following ways:

- In the chapter on Critical Reasoning/ Paragraph Comprehension the different question types on critical reasoning as well as the various techniques and methods to solve such questions are discussed.
- Besides, you would also have ample opportunity to practise the same in the chapter on Previous Year Questions from CAT.





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Option 3 talks about an effect that is highly improbable in the context. Option 2 is perfect since you will expect mediocrity when you create a team on the basis of parameters other than ability.

 The audiences for crosswords and sudoku, understandably, overlap greatly, but there are differences, too. A crossword attracts a more literary person, while sudoku appeals to a keenly logical mind. Some crossword enthusiasts turn up their noses at sudoku because they feel it lacks depth. A good crossword requires vocabulary, knowledge, mental flexibility and sometimes even a sense of humor to complete it. It touches numerous areas of life and provides an 'Aha!' or two along the way.

1. Sudoku, on the other hand, is just a logical exercise, each one similar to the last.
2. Sudoku, incidentally, is growing faster in popularity than crosswords even among the literate.
3. Sudoku, on the other hand, can be attempted and enjoyed even by children.
4. Sudoku, however, is not exciting in any sense of the term.

 In order to solve the above question, you need to understand that you are looking for the option that best 'completes' the paragraph. The structural construct under which we reach the last sentence of the paragraph is that of a comparison between crosswords and sudokus. The author has shown a clear bias towards crosswords—and in fact is in the process of explaining his sentence '*Some crossword enthusiasts turn up their noses at sudoku because they feel it lacks depth.*' So obviously, after praising crosswords, he has to talk in a dark light about sudoku. Option 1 has the perfect fit under this structure. Although Option 4 is also negative in its construction, it is unlikely to be the answer because of the fact that it is too crude and direct—something that you cannot associate with the author's style of writing. Options 2 and 3 get eliminated because they are talking positively about sudokus—something that goes against our expectations of what the author is likely to convey.

Question Type 6: Questions that Ask You to Summarise an Argument

This is another important question type which has been regularly seen in the CAT and other top Management Entrance Exams. A **summary** is defined as the reduction of a large amount of information to its most important points. You need to remember the following points about summarising in order to be able to spot summaries effectively:

- (1) While achieving a reduction of the passage into its summary, care is taken to ensure that the main idea of the passage is properly communicated—i.e., there is no compromise or dilution of the sense of the main idea communicated by the passage while framing the summary. The summary might have the main idea stated in the original words of the author or in fresh words which will essentially convey the same meaning. This factor should always be kept in mind while solving summary based questions. Hence, recognising the main idea of the passage while reading the original text for the first time is extremely crucial for identifying the correct summary.

A good process to follow in trying to recognise the summary is to go back to the questions:

- Who or what is the original text talking about? (Answer: TOPIC of the text); and
- What is the main idea about the topic that is being conveyed by the original text? (Answer: MAIN IDEA of the text)

Then, you go on to the alternative summaries available and ask the same questions again with respect to the proposed summary.

- Who or what is the summary talking about? (Answer: TOPIC of the summary) and;
- What is the main idea about the topic that is being conveyed by the summary? (Answer: MAIN IDEA of the summary.)

For the correct option, the two answers that emerge out of these questions should be exactly the same as the two answers that emerged out of the original text.

- (2) Significant reduction from the original text to the summary is generally achieved by either condensing or removing altogether the supporting details in the passage. In many cases, it is not even necessary to mention some of the details presented in the original paragraph in order to write a good summary.
- (3) Very often, authors of texts repeat the main idea several times while writing. This is done to ensure that their main idea is hammered into the minds of the reader several times and in several ways so that the gaps (if any) in understanding the main idea may be removed.

Needless to say, in the summary, the main idea will be written only once—and **that too in one**



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said a British colonist as he left the shores of the island he was governing.

Which of the following, if true, would weaken his argument?

- (a) Local rulers are always more interested in the development of their country than foreign colonists.
 - (b) Local self governance is not child's play.
 - (c) The islanders are equally qualified and competent, if not more than the colonists, to run their own government.
 - (d) A group of islanders were against the transfer of power.
 - (e) The islanders were not working to form their own government.
6. Amrinder Singh is no big catch for the Tongress Party in Uttam Pradesh. Even though he is the brother of the Chief Minister of the opposing Bhrasthwadi Party, he himself has no political clout and was not even important organizationally for his own party.
- Which of the following statements is inconsistent with the above?
- (a) Amrinder Singh is the brother of the present Chief Minister of Uttam Pradesh.
 - (b) The Bhrasthwadi Party and the Tongress Party are political rivals.
 - (c) Amrinder Singh is being touted as the next leader of the Bhrasthwadi Party.
 - (d) Amrinder Singh has not been interested in politics.
 - (e) Amrinder Singh is not treated as very important by his own party men.
7. Stock market analyst Dhirubhai Mehta: "We believe that company's stock will appreciate at 35% a year for the next 10–12 years. The company just became the leader in its industry and we expect its sales to continue to grow at 8% a year over this period." Investor: "But how can the stock's price be expected to grow more quickly than the company's underlying sales?"
- Which of the following facts would best support the stock analyst?
- (a) The company's expenses will be declining over the next 5 to 10 years.
 - (b) The company just won a patent on a new product.

(c) Company A's stock is currently overvalued by a significant amount.

(d) The company's industry peer group is expected to experience stock appreciation rates of 30% over the same time horizon.

(e) The company is expecting some losses in the coming season.

8. A car magazine report: 'The average mileage in the small car market was found to be 18 kilometers per litre. The average mileage was calculated by taking cars of all manufacturers in the segment, filling them with 10 litres of fuel and driving them along the Mumbai-Pune expressway. However, for the Karuti, the mileage was 22 kilometers per litre. Clearly, if you want to buy a new car, you should buy the Karuti.'
- Which of the following assumptions does the magazine make?

- (a) The reader is interested in buying a car.
- (b) Mileage is the sole consideration for the readers of the magazine who intend to buy a car.
- (c) No other car in the segment had a mileage better than the Karuti's mileage.
- (d) None of these.
- (e) The readers might also look for other factors as comfort, etc.

9. For the above question, which of the following additional information makes the argument stronger?

- I. Petrol prices have touched the sky, and hence the reader should be primarily interested in saving on fuel costs while purchasing a new car.
 - II. Besides mileage, Karuti scored the best on 9 out of 10 performance indicators used by the survey.
 - III. The article is titled—"Your first Car"
- | | |
|-------------------|------------------|
| (a) I and II | (b) II and III |
| (c) II only | (d) All of these |
| (e) None of these | |

10. Per-capita income in India last year was Rs 17,600. Real median income for female headed families was Rs. 38,000. Therefore, women wage-earners are paid more than the national average.

Which of the following would, if true, weaken the above conclusion?

- (a) Only a small proportion of the total wage earners are women family heads.
- (b) In 99 percent of the cases, families headed by a female included other wage-earners.



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3.28 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

3. Although almost all climate scientists agree that the Earth is gradually warming, they have long been of two minds about the process of rapid climate shifts within larger periods of change. Some have speculated that the process works like a giant oven or freezer, warming or cooling the whole planet at the same time. Others think that shifts occur on opposing schedules in the Northern and Southern Hemispheres, like exaggerated seasons. Recent research in Germany examining climate patterns in the Southern Hemisphere at the end of the last Ice Age strengthens the idea that warming and cooling occurs at alternate times in the two hemispheres. A more definitive answer to this debate will allow scientists to better predict when and how quickly the next climate shift will happen.
- (a) Scientists have been unsure whether rapid shifts in the Earth's climate happen all at once or on opposing schedules in different hemispheres; research will help find a definitive answer and better predict climate shifts in future.
- (b) Scientists have been unsure whether rapid shifts in the Earth's climate happen all at once or on opposing schedules in different hemispheres; finding a definitive answer will help them better predict climate shifts in future.
- (c) Research in Germany will help scientists find a definitive answer about warming and cooling of the Earth and predict climate shifts in the future in a better manner.
- (d) More research rather than debates on warming or cooling of the Earth and exaggerated seasons in its hemispheres, will help scientists in Germany predict climate changes better in future.
4. Local communities have often come in conflict with agents trying to exploit resources, at a faster pace, for an expanding commercial-industrial economy. More often than not, such agents of resource-intensification are given preferential treatment by the state, through the grant of generous long leases over mineral or fish stocks, for example, or the provision of raw material at an enormously subsidized price. With the injustice so compounded, local communities at the receiving end of this process, have no recourse except direct action, resisting both the state and outside exploiters through a variety of protest techniques. These struggles might perhaps be seen as a manifestation of a new kind of class conflict.
- (a) A new kind of class conflict arises from preferential treatment given to agents of resource-intensification by the state, which the local community sees as unfair.
- (b) The grant of long leases to agents of resource-intensification for an expanding commercial-industrial economy leads to direct protests from the local community, which sees it as unfair.
- (c) Preferential treatment given by the state to agents of resource-intensification for an expanding commercial-industrial economy exacerbates injustice to local communities and leads to direct protests from them, resulting in a new type of class conflict.
- (d) Local communities have no option but to protest against agents of resource-intensification and create a new type of class conflict when they are given raw material at subsidised prices for an expanding commercial-industrial economy.
5. Modern bourgeois society, said Nietzsche, was decadent and enfeebled—a victim of the excessive “development of the rational faculties at the expense of will and instinct.” Against the liberal-rationalist stress on the intellect, Nietzsche urged recognition of the dark mysterious world of instinctual desires—the true forces of life. Smother the will with excessive intellectualizing and you destroy the spontaneity that sparks cultural creativity and ignites a zest for living. The critical and theoretical outlook destroyed the creative instincts. For man’s manifold potential to be realized, he must forego relying on the intellect and nurture again the instinctual roots of human existence.
- (a) Nietzsche urges the decadent and enfeebled modern society to forego intellect and give importance to creative instincts.
- (b) Nietzsche urges the decadent and enfeebled modern society to smother the will with excessive intellectualising and ignite a zest for living.
- (c) Nietzsche criticizes the intellectuals for enfeebling the modern bourgeois society by not nurturing man’s creative instincts.
- (d) Nietzsche blames excessive intellectualisation for the decline of modern society and suggests nurturing creative instincts instead.



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than they expected—in fact, in most cases they are losing money.

Which of the following can be inferred from the above passage?

- (a) All the cellular phone service providers have been operating inefficiently.
 - (b) The government was wrong in allowing private provision of cellular services.
 - (c) Cellular service providers have been unable to match performance to plan.
 - (d) Paging services have eaten into the revenue of the cellular service.
22. Organizations are often defined as groups of people who come together to pursue a common goal. But more often than not, goals diverge as much as they converge, making the rationality of the overall organization no more than an elusive ideal. Beneath the collective irrationality, however, organizations are often operating in a way that is eminently rational from the standpoint of the individuals, groups and coalitions directly involved.
- Which of the following can be inferred from the above passage?
- (a) If all employees of an organization pursue their individual goals, one can never have an organization that behaves rationally.
 - (b) Although conceptually, an organization may appear to be irrational—behaviors of individuals, groups and coalitions in the organization may be rational.
 - (c) As individuals, groups or coalitions in an organization pursue their own interests, the conceptual issues of rational behavior get blurred.
 - (d) Since people are essentially irrational, the ideal of building a rational organization is elusive.
23. BSE officials point out that ever since on-line trading took off, surveillance isn't difficult any more. Sophisticated software has been installed for continuous monitoring of stock prices. If that is so, how could the unnatural spurt in prices of operator-driven stock go unnoticed? There does not seem to be regular checks or supervision.
- Which of the following can be inferred from the above passage?
- (a) The software used at BSE is not as sophisticated as it is claimed to be.

- (b) The operators can drive stock prices crazy irrespective of the kind of software installed.
- (c) Nobody can ever predict how stock prices move in the market.
- (d) Having the infrastructure in place is one thing, but proper utilization is another.

24. At a movie theatre in Bangalore, last year, the proprietor decided to sell about one-third of his total balcony capacity on the internet. The response was tremendous. On every new release, the entire on-line capacity was sold out. Today, there are at least 2 million educated and well-heeled consumers in India who are ordering everything from cinema tickets to paan and tennis racquets to shirts from the comfort of their offices or homes.

Which of the following can be inferred from the above passage?

- (a) There is a growing breed of computer-savvy consumers in Bangalore.
- (b) It is more comfortable to purchase movie tickets through the internet.
- (c) A retailing revolution is underway in India, with the advent of the internet.
- (d) The proprietor of the theatre can profitably decide to sell all the balcony tickets through the internet.

Directions for Questions 25 and 26: Each passage below is followed by a question and four alternative answers. Select the best alternative.

25. In the Panchatantra, a woodpecker offered the following words of consolation to a hensparrow whose eggs had been crushed by an elephant with spring fever:

For the lost and dead and past

The wise have no laments:

Between the wise and fools

Is just this difference.

This stanza highlights an important lesson that:

- (a) wisdom is a direct function of retaining the lessons contained in the past.
- (b) there is no end to the reward of discriminating judgement.
- (c) one must be sensitive to the past only in so far as it offers wisdom, not as an object of brooding or regret.



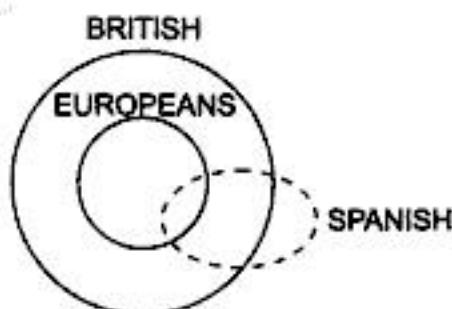
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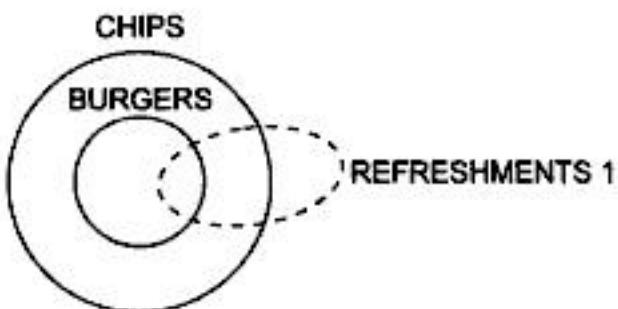


It is obvious that whatever circle we draw for Spanish (apart from the one shown) it will have to intersect the circle for Europeans. This in effect, means that, it has also to intersect with the British circle. Hence, the conclusion that 'Some British are Spanish' is justified.

8. (A) All Pakistanis are brave. All baskets are Pakistanis: All brave are baskets.
 (B) No golfers are Asian. All golfers are athletic. Some Asians are pros.
 (C) All burgers are chips. Some refreshments are burgers. Some refreshments are chips.
 (D) Some bowlers are fast. All bowlers are spinners. Some spinners are fast.
 (a) C and D (b) Band C
 (c) A only (d) C only

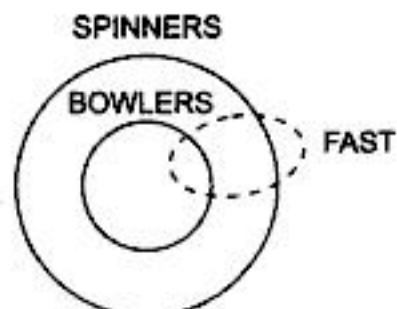


The following Venn Diagram can be made for the sequence C:



The conclusion for C is justified in exactly the same way as the one for the sequence D of Solved Example 7.

The following Venn Diagram can be made for sequence D:



As is clear from the diagram above, the conclusion is justified on the basis of the same logic as for the last two diagrams.

PRACTICE EXERCISES

Type 1

Directions for Questions 1 to 10: In each of the questions below are given two statements followed by two conclusions numbered I and II. You have to take the two given statements as true even if they seem to be at variance with commonly known facts. Read all the conclusions and then decide which of the given conclusions logically follow(s) from the given statements, disregarding commonly known facts.

Give answers (a) if only conclusion I follows.
 (b) if only conclusion II follows.
 (c) if either I or II follows.
 (d) if neither I nor II follows
 (e) if both follow

1. **Statements:** (A) All cats are dogs.
 (B) All dogs are brown.
Conclusions: I. All cats are brown.
 II. All brown are dogs.
2. **Statements:** (A) All computers are pentiums.
 (B) Some pentiums are machines.
Conclusions: I. Some computers are machines.
 II. Some machines are computers.
3. **Statements:** (A) Some apples are fruit.
 (B) Some fruits are sour.
Conclusions: I. Some apples are sour.
 II. Some sour are fruit.
4. **Statements:** (A) Some rods are sticks.
 (B) Some scales are rods.
Conclusions: I. Some sticks are rods.
 II. Some scales are sticks.
5. **Statements:** (A) Architects marry only fair girls.
 (B) Bimla is very fair.
Conclusions: I. Bimla was married to an Architect.
 II. Bimla was not married to an Architect.
6. **Statements:** (A) Sehwag is a good batsman.
 (B) Batsmen are physically powerful.
Conclusions: I. All physically powerful are Batsmen.



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(C) All cats are sheeps.

Conclusions:

- I. No cat is proud.
- II. Some cats are animals.
- III. No animal is cat.
- IV. Some prouds are sheeps.

- (a) Only III follows
- (b) Only either II or III follows
- (c) Only I follows
- (d) Only I and either II or III follow
- (e) None of these.

38. *Statements:* (A) All grapes are apples.
 (B) All papayas are apples.
 (C) Some apples are mangoes.

Conclusions:

- I. No grape is mango.
- II. Some papayas are not mangoes.
- III. Some grapes are papayas.
- IV. All mangoes are grapes.

- (a) Only I follows
- (b) Either I or III follows
- (c) Only II and III follow
- (d) Only I, II and III follow
- (e) None of these.

39. *Statements:* (A) Some bats are rackets.
 (B) Some rackets are bats.
 (C) Some bats are balls.

Conclusions:

- I. Some balls are bats.
- II. Some balls are not bats.
- III. No racket is ball.
- IV. No bat is ball.

- (a) Only I and IV follow
- (b) Only II follows
- (c) Only I and III follow
- (d) Only I or IV follows
- (e) None of these.

40. *Statements:* (A) All stereos are cds.
 (B) Some stereos are cassettes.
 (C) Some cds are pens.

Conclusions:

- I. Some pens are stereos.
- II. Some cds are cassettes.
- III. Some pens are cassettes.
- IV. All stereos are pens.

- (a) Either I or IV follows
- (b) Only II and III follow

- (c) Either I or IV and II follow
- (d) Only II follows
- (e) None of these.

41. *Statements:* (A) Some sacks are backs.
 (B) All backs are bones.
 (C) No bone is muscle.

Conclusions:

- I. Some sacks are not muscles.
- II. Some sacks are not bones.
- III. All sacks are bones.
- IV. No sack is muscle.

- (a) Only I follows
- (b) None follows
- (c) Only IV follows
- (d) I and either II or III follow
- (e) None of these.

42. *Statements:* (A) All rackets are jackets.
 (B) No cow is cat.
 (C) Only cats are dogs.

Conclusions:

- I. Some rackets are not cats.
- II. Some cats are jackets.
- III. Some rackets are cats.
- IV. No dog is a cow.

- (a) Only either I or II and IV follow
- (b) Only II and IV follow
- (c) Only III and IV follow
- (d) Only I and IV follow
- (e) None of these.

43. *Statements:* (A) All stairs are lifts.
 (B) No lift is an escalator.
 (C) Some escalators are helicopters.
 (D) Some lifts are planes.

Conclusions:

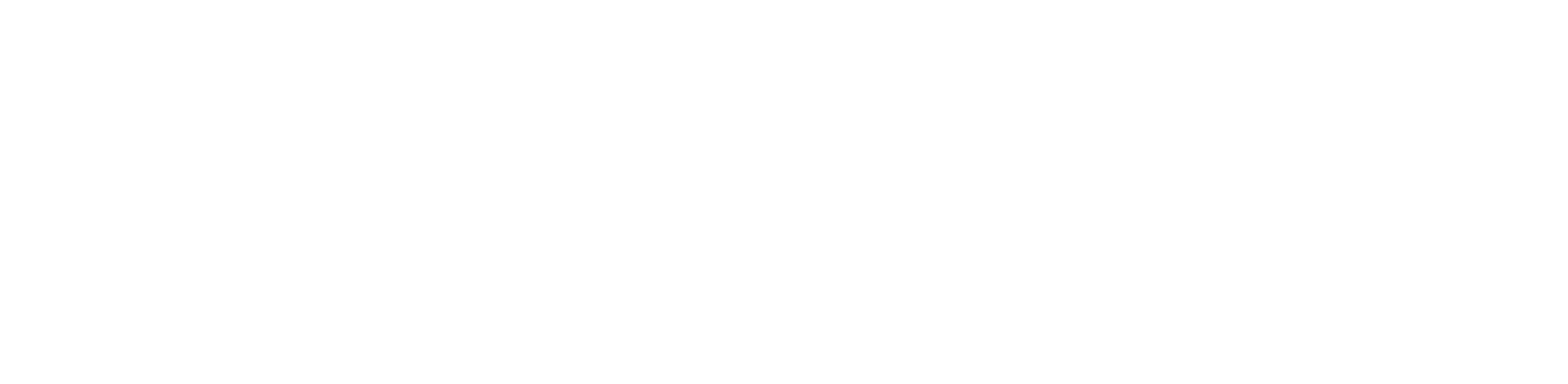
- I. No stairs is an escalator.
- II. Some helicopters are not escalators.
- III. Some stairs are planes.
- IV. Some helicopters are escalators.

- (a) Only I and either II or IV follow
- (b) Only I and IV follow
- (c) Either II or IV follows
- (d) Only I, III or IV follows
- (e) None of these.

44. *Statements:* (A) All boxes are cartons.
 (B) All cartons are packages.



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- III. No belief is strong. Only strong have muscles.
No belief has muscles.
- IV. All orangutans are men. Some men are strong.
Some orangutans are strong.
- (a) I and IV (b) III only
(c) IV only (d) None of these
72. I. Some bikes are mopeds. All mopeds are scooters. Some bikes are scooters.
II. All children are hairs. No hairs are red. No children are red.
III. No pencil is pen. Some pens are markers. Some pencils are markers.
IV. Every man has a wife. All wives are devoted.
No devoted has a husband.
- (a) I, II and III (b) I and II
(c) III and II (d) I, II and III and IV
73. I. No moon is not red. All stars are moon. All stars are red.
II. All doors are open. No open is outdoors. All doors are not outdoors.
III. No Japanese can fire. All Chinese are books.
Japanese and Chinese can fight.
IV. No A is B. No B is C. No A is C.
(a) I only (b) II only
(c) I & II only (d) IV only
74. I. All envelopes are rectangles. All rectangles are rectangular. All envelopes are rectangular.
II. Some thin are smart. Some smart things are tiny.
Some thin are tiny.
III. Learneds are well read. Well read know.
Learneds know.
- IV. Dieting is good for health. Health foods are rare.
Dieting is rare.
- (a) IV only (b) III only
(c) Both I and III (d) All of these
75. I. Shahrukh is an actor. Some actors are pretty.
Shahrukh is pretty.
II. Some executives are soldiers. All soldiers are patriotic. Some executives are patriotic.
III. All cricketers are patriotic. Some executives are soldiers. Some executives are patriotic.
IV. All actors are pretty. Shahrukh is not an actor.
Shahrukh is not pretty.
- (a) IV only (b) II only
(c) I only (d) II and III

ANSWER KEY

- | | | | | |
|---------|---------|---------|---------|---------|
| 1. (a) | 2. (d) | 3. (c) | 4. (d) | 5. (c) |
| 6. (b) | 7. (d) | 8. (d) | 9. (a) | 10. (a) |
| 11. (a) | 12. (b) | 13. (d) | 14. (c) | 15. (c) |
| 16. (a) | 17. (c) | 18. (d) | 19. (a) | 20. (e) |
| 21. (b) | 22. (d) | 23. (e) | 24. (e) | 25. (e) |
| 26. (d) | 27. (a) | 28. (a) | 29. (d) | 30. (a) |
| 31. (c) | 32. (e) | 33. (d) | 34. (a) | 35. (d) |
| 36. (b) | 37. (b) | 38. (e) | 39. (d) | 40. (d) |
| 41. (d) | 42. (a) | 43. (b) | 44. (a) | 45. (c) |
| 46. (a) | 47. (c) | 48. (b) | 49. (b) | 50. (d) |
| 51. (d) | 52. (c) | 53. (a) | 54. (b) | 55. (d) |
| 56. (b) | 57. (c) | 58. (a) | 59. (b) | 60. (d) |
| 61. (d) | 62. (b) | 63. (c) | 64. (b) | 65. (a) |
| 66. (c) | 67. (b) | 68. (c) | 69. (a) | 70. (a) |
| 71. (b) | 72. (b) | 73. (c) | 74. (c) | 75. (b) |



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Rozor: The President claims he is the President. I am the President.

Sam: I am the President. Rozor is the President.

Michael: I am the President. Sam knows who is the President.

Answer the following questions based on these recorded statements.

22. The real President can be determined from
 - (a) Sam's and Rozor's statements alone.
 - (b) Sam's and Michael's statements alone.
 - (c) Michael's and Rozor's statements alone.
 - (d) None of the above.
23. If Rozor's first statement is false, which of the following cannot be President?
 - (a) Sam
 - (b) Rozor
 - (c) Michael
 - (d) Rozor's first statement cannot be false.
24. Who is the President?
 - (a) Sam
 - (b) Rozor
 - (c) Michael
 - (d) Can't be determined
25. Whose first statement is true?
 - (a) Sam and Michael
 - (b) Michael and Rozor
 - (c) Sam and Rozor
 - (d) Can't be determined
26. Whose first statement is false?

| | |
|-------------|---------------------|
| (a) Sam | (b) Rozor |
| (c) Michael | (d) Sam and Michael |

Type 2

In this type of questions, we have two types of people: those who always speak the truth, and those who always lie. These questions are also classified as Binary Logic questions since they are solved on the basis of two logical streams that run parallel to each other, viz: Basic Condition Logic (BCL) & Logic of the Statements(LoS).

The Basic Condition Logic flows from the fact that if a person always speaks the truth, then whatever statement he says must be true. However, in some cases, a clash might arise between the Basic Condition Logic & the Statement Logic, if it can be seen that the statement is obviously false.

The best way to understand this question type is by looking at an example:

You meet three inhabitants—Rohit, Mohit and Sohit—standing together. You ask Rohit “Are you a type X or type Y?” He mumbles something, which you cannot catch, so you ask Mohit, “What did Rohit say?” Mohit replies “Rohit said that he is type Y.” You look at Sohit and he says, “Do not believe Mohit, he is lying.”

Which of the following is true?

1. Rohit is a type X.
2. Mohit is a type Y.
3. Sohit is a type Y.
4. All of these.

By BCL, Sohit could be Type X or Type Y:

If Sohit is Type Y, his statement must be false. That means Mohit is not lying. Hence, Mohit should be Type X and hence his statement must be true, i.e., Rohit must have said that he is Type Y.

However, if you look at Rohit, he could not have made this statement in either case.

If we assume that Rohit is Type X, he would only speak the truth and he would then say that he is Type X, not that he is Type Y.

On the other hand, if we were to assume that Rohit is a Type Y, he would only speak false. But then he could not have said that he is Type Y, since that statement would be true.

Direction for Questions 1 to 4: The following questions are based on an island called Gutar Goo on which there are only two kinds of inhabitants:

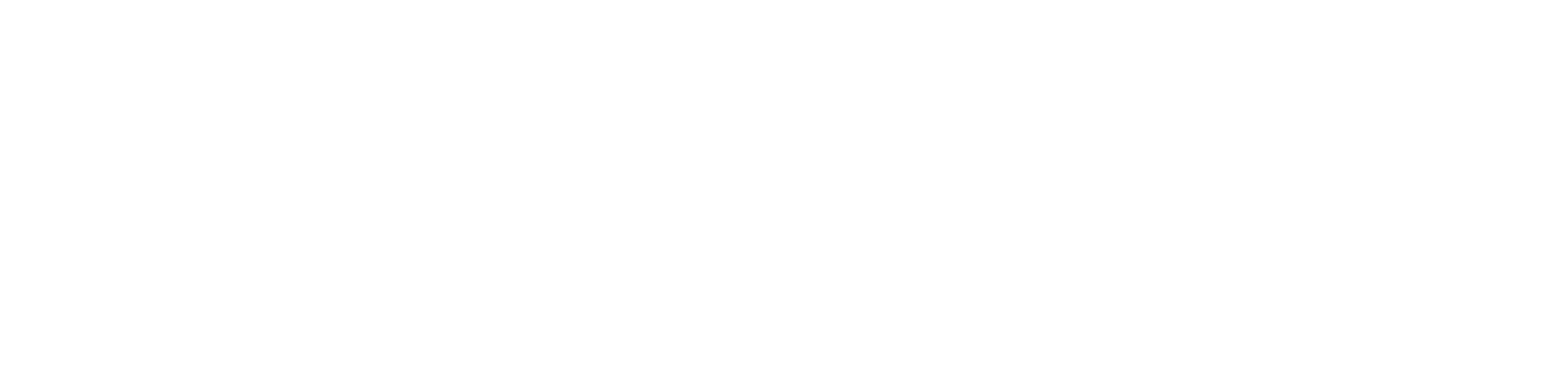
Type X: people who always speak the truth; and

Type Y: people who always lie.

1. You go to the island and see a group of three people—Arun, Bakshi and Calvin. You ask Arun, “How many type X's are there amongst you?” Unfortunately, Arun's reply is drowned by some noise and you ask Bakshi, “What did Arun say?” Bakshi says, “Arun said that there is one type X among us.” However, Calvin immediately says, “Don't believe Bakshi, he is lying.”

Which of the following is true?

- (a) Bakshi is a type X. (b) Arun is a type Y.
- (c) Calvin is a type X. (d) None of these



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- C) I got addicted to the USA's openness.
 D) I didn't visit the USA.
 (a) BD (b) DB
 (c) CA (d) AB
6. Whenever the villain makes an entry, the viewers boo.
 A) The villain made an entry.
 B) The viewers didn't boo.
 C) The villain didn't make an entry.
 D) The viewers booed.
 (a) BC (b) CB
 (c) DA (d) None of these
7. I get cold feet whenever I see an examination paper.
 A) I saw an examination paper.
 B) I didn't see an examination paper.
 C) I got cold feet.
 D) I didn't get cold feet.
 (a) CA (b) BD
 (c) DB (d) BC
8. I remember her every time I see her photograph.
 A) I remembered her.
 B) I saw her photograph.
 C) I didn't see her photograph.
 D) I didn't remember her.
 (a) CD (b) DC
 (c) AB (d) None of these
9. Whenever Devdas comes, Paro sings.
 A) Paro is singing.
 B) Devdas has come.
 C) Devdas hasn't come.
 D) Paro is not singing.
 (a) AB (b) BA
 (c) BC (d) CD
10. Every player will become a champ.
 A) Rajesh is a player.
 B) Rajesh will become a champ.
 C) Rajesh is not a player.
 D) Rajesh will not become a champ.
 (a) AD (b) DA
 (c) CD (d) DC
11. You can see the star only if you go to the cinema.
 A) I went to the cinema.
 B) I didn't see the star.
- C) I saw the star.
 D) I didn't go to the cinema.
 (a) BD (b) DB
 (c) AB (d) CD
12. You can find Chinese toys only in China.
 A) I didn't find Chinese toys.
 B) I found Chinese toys.
 C) I went to the fair.
 D) I didn't go to China.
 (a) CD (b) CB
 (c) CA (d) AD
13. I will marry Vandana only if she wears my ring.
 A) I married Vandana.
 B) Vandana wore my ring.
 C) I could not marry Vandana.
 D) Vandana didn't wear my ring.
 (a) BA (b) BC
 (c) DC (d) CD
14. Only in Africa, can you see the African elephant.
 A) You went to Africa.
 B) You didn't go to Africa.
 C) You saw the African elephant
 D) You didn't see the African elephant.
 (a) AC (b) DB
 (c) AD (d) BD
15. You cannot clear the CAT unless you are intelligent.
 A) You are intelligent.
 B) You can clear the CAT.
 C) You are not intelligent.
 D) You cannot clear the CAT.
 (a) BD (b) AC
 (c) CD (d) AB
16. Martina wins the tournament provided she plays the final.
 A) Martina played the final.
 B) Martina won the tournament.
 C) Martina did not win the tournament.
 D) Martina did not play the final.
 (a) AB (b) BA
 (c) CD (d) AC
17. You can drive over 100 kmph only on the freeway.
 A) You are on the freeway.
 B) You cannot drive over 100 kmph.



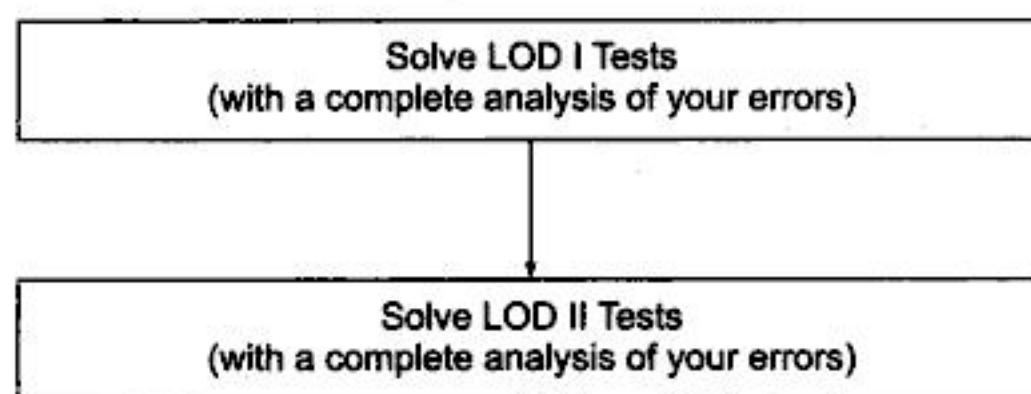
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Directions for Questions 13 to 15: Given herewith are four different ways of phrasing the underlined part. Choose the best alternative.

13. Since the year 1978, when the yellow revolution started, the families covered under the scheme have grown from 20 lakh to 1.5 crore, population that is about Delhi in size.

 - (a) have grown from 20 lakh to 1.5 crore, about the size of Delhi.
 - (b) has grown from 20 lakh to nearly 1.5 crore a population about the size of Mumbai.
 - (c) has grown from 20 lakh to nearly 1.5 crore, a population about the size of Delhi.
 - (d) had grown 20 lakh upto nearly 1.5 crore about Delhi size.
 - (e) has grown from 20 lakh to 1.5 crore in population that is about the size of Delhi.

14. Despite protests from Cruelty Against Animals (AA), health officials have ordered the killing of stray dogs in Bangalore and that the owned ones be vaccinated.

 - (a) the stray dogs in Bangalore being killed and owned ones to be vaccinated.
 - (b) the stray dogs in Bangalore killed, and the owned ones vaccinated.
 - (c) that the stray dogs in Bangalore be killed and the owned ones vaccinated.
 - (d) that the stray dogs in Bangalore should be killed, with the owned ones being vaccinated.
 - (e) the stray dogs killed in Bangalore and the owned ones being vaccinated.

15. Unlike a typical house loan which requires a fifteen to twenty per cent down payment, the lease loan buyer is not required to make an initial deposit on the new property.

 - (a) lease loan buyers are not required to make
 - (b) a lease loan does not require the buyer to make
 - (c) with lease loan buying there is no requirement of
 - (d) for the lease loan buyer there is no requirement of
 - (e) a lease loan does not require a buyer to make

Directions for Questions 16 to 25: Arrange the jumbled sentences in order to make a coherent paragraph.

16. *Starting Statement* Indigenisation activities have become part and parcel of the manufacturing activities in the company.

 - (A) In addition to overcoming the dependence on foreign source for supply, indigenisation provides adequate value addition for the products and a steady source of local supply, which helps the company to provide long term product support to the customers.
 - (B) This has gained more significance during the past two to three years when the company had to face restrictions on import from US and European countries.
 - (C) Indigenisation activities have been given a very clear focus under the overall efforts taken by the company in the area of cost reduction.
 - (D) The task forces set up in the company to address cost reduction in various areas have looked into possibilities of indigenisation in a great number of the products and succeeded to a large extent.



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(D) Just as India promptly supported President George Bush's plans for recasting the framework of nuclear deterrence by building missile defences, so did it quickly back his call for a war on terrorism.

5. It is important for India to capitalize on the sentiment.

- | | |
|----------|----------|
| (a) ABCD | (b) BCAD |
| (c) CDAB | (d) ADBC |
| (e) DACB | |

Directions for Questions 21 to 25: Each question has a main statement followed by four statements labeled a, b, c and d. Choose the ordered pair of statements where the first statement implies the second, and the two statements are logically consistent with the main statement.

21. Only if the monsoon is delayed, will agricultural output be lower.

- | | |
|---------------------------------------|--------|
| (A) Agricultural output is lower. | |
| (B) The monsoon is not delayed. | |
| (C) Agricultural output is not lower. | |
| (D) The monsoon is delayed. | |
| (a) BC | (b) BD |
| (c) AC | (d) AD |
| (e) BD | |

22. If the certificate is damaged, it will not be accepted.

- | | |
|--------------------------------------|--------|
| (A) The certificate is not damaged. | |
| (B) The certificate is not accepted. | |
| (C) The certificate is damaged. | |
| (D) The certificate is accepted. | |
| (a) BA | (b) BC |
| (c) AD | (d) DA |
| (e) AC | |

23. The machine will not work if power supply fails.

- | | |
|--------------------------------|--------|
| (A) Power fails. | |
| (B) Power does not fail. | |
| (C) The machine does not work. | |
| (D) The machine works. | |
| (a) BA | (b) BC |
| (c) AD | (d) DB |
| (e) BC | |

24. You can take a ride only if you have a ticket.

- | | |
|--------------------------------|--|
| (A) You took a ride. | |
| (B) You did not take a ride. | |
| (C) You had a ticket. | |
| (D) You did not have a ticket. | |

- | | |
|--------|--------|
| (a) CA | (b) AC |
| (c) DA | (d) BC |
| (e) AB | |

25. Either Shyama or Geeta will take the only chair in the room.

- | | |
|------------------------------------|--------|
| (A) Shyama took the chair. | |
| (B) Geeta did not take the chair. | |
| (C) Shyama did not take the chair. | |
| (D) Geeta took the chair. | |
| (a) CA | (b) AC |
| (c) DC | (d) BC |
| (e) DA | |

TEST 3

No. of Questions—25

Time—20 minutes

Directions for Questions 1 to 5: Choose the set of three statements where the third statement can be logically derived from the preceding two.

1. (A) Some men love music.
 (B) Some smokers do not love music.
 (C) Some men are not smokers.
 (D) Some men are smokers.
 (E) No music lover is a smoker.
 (F) Some men do not love music.

| | |
|---------|---------|
| (a) ACD | (b) ABD |
| (c) FBD | (d) AEC |
| (e) ABC | |

2. (A) All living organisms need energy.
 (B) Energy is provided by food.
 (C) All food needs to be digested.
 (D) Potato is a food.
 (E) Potato needs to be digested.
 (F) Enzymes are released in intestines.

| | |
|---------|---------|
| (a) ABE | (b) BCD |
| (c) CDE | (d) DEF |
| (e) ABD | |

3. (A) All blacks need money.
 (B) All whites need money.
 (C) Mongoloids are white.
 (D) Some Mongoloids need money.
 (E) All blacks are whites.
 (F) Some blacks are Mongoloids.

| | |
|---------|---------|
| (a) EDA | (b) EBA |
| (c) BEC | (d) FEC |
| (e) DCA | |



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- (a) A,B & C (b) A&B
 (c) C&B (d) A,B,C &D
 (e) None of these

3. (A) Some Xs are Ps; Some Ps are Ys; Some Xs are Ys.
 (B) All lovers are bright; some bright are obsessed; some lovers are obsessed.
 (C) No house is strong; only strong have biceps, No house has biceps.
 (D) All women are weak, some weak are strong; some strong are weak.
 (a) A & D (b) C only
 (c) D only (d) None of these
 (e) Only (a) and (b)

Passage 1

The latest airport security scandal is the groping of female flight attendants and passengers during patdowns. Not to worry. The transportation security administration chief is right on it. "We're going to fix that right away," he said recently, announcing the appointment of an ombudsman.

A nice bureaucratic 'band-aid'. No one, however, asks the obvious question. Why are we patting down flight attendants in the first place? Why, for that matter, are we conducting body searches of any female passengers?

Random passenger checks at airports are completely useless. We have all been there in the waiting lounge, rolling our eyes in disbelief as the 80-year-old Irish nun, the Hispanic mother of two, the Japanese-American businessman, the house committee chairman with the titanium hip are randomly chosen and subjected to head-to-toe searching for . . . what?

Not for security—these people are hardly candidates for suicide terrorism—but for political correctness. We are engaged in a daily and ostentatious rehearsal of the officially sanctioned proposition that suicide terrorists come from anywhere, without regard to gender, ethnicity, age or religious affiliation.

That is not true, and we know it. Random searches are a ridiculous charade, a charade that not only gives a false sense of security but, in fact, diminishes security because it wastes so much time and effort on people who are obviously no threat.

Everyone now has his nail-clipper, tweezers or X-rays-shoe story. Can-you-top-this tales of luggage and body searches have become a staple of cocktail chatter. Yet

citizens would willingly subject themselves to delay, inconvenience and even indignity if they felt what they were undergoing was actually improving airport security. Since Sept. 11, subjecting oneself to security indignities has been a civic duty. But this has become a parody of civic duty. Random searches are being done purely to defend against the charge of racial profiling.

Imagine that Timothy McVeigh and Terry Nichols had not been acting alone but had instead been part of vast right-wing, anti-government, terrorist militia with an ideology, a network and a commitment to carrying out attacks throughout America. Would there have been any objection to singling out young white men for special scrutiny at airports and other public places? Of course not. And if instead, a response to the threat posed by the McVeigh Underground, airport security began pulling young black men or elderly Asian women out of airport lines for full-body searches, would we not all loudly say that this is an outrage and an absurdity?

As it happens, the suicide bombers who attacked us on Sept. 11 were not McVeigh Underground. They were al-Qaeda: young Islamic, Arab and male. That is not a stereotype. That is a fact. And there is no hiding from it, as there is no hiding from the next al-Qaeda suicide bomber. He has to be found and stopped. And you don't find him by strip searching female flight attendants or 80-year-old Irish nuns.

This is not to say your plane could not be brought down by a suicide bomber of another sort. It could. Could also be brought down by a meteorite. Or by a Stinger missile fired by Vermont dairymen in armed rebellion. These are all possible. But because they are rather improbable, we do not alter our daily lives to defend against the possibility.

True, shoe bomber Richard Reid, while young and Islamic and male, was not Arab. No system will catch everyone. But our current system is designed to catch no one because we are spending 90% of our time scrutinising people everyone knows are no threat, Jesse Jackson once famously lamented how he felt when he would "walk down the street and hear footsteps and start thinking about robbery; then look around and see somebody white and feel relieved." Jackson is no racist. He was not passing judgment on his own ethnicity. He was simply reacting to probabilities. He would rather not. We all would rather not make any calculations based on ethnicity, religion, gender or physical characteristics—except that on airplanes our lives are at stake.



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- (b) The validity of Moore's law on computer processing power will not be diminished.
 (c) A nanowire can be grown by directing a laser at a stockpile of gases causing vapour deposition on silicon.
 (d) Nanowires would lead to the development of ultra small structures which have better functionality than present day electronics.
 (e) Both (a) and (b)
17. Why is construction of nanowire, with otherwise incompatible materials, significant?
 (a) Production of various electronic devices will be rendered inexpensive.
 (b) By incorporating a number of elements, new classes of micro devices can be made.
 (c) Incorporation of other materials results in rapid production of nanowires.
 (d) It would lead to customisation of nanowires according to function and composition.
 (e) All of the above
18. Which of the following can be inferred about the research carried out by the Californian and Swedish scientists?
 (a) The discovery of the Swedish scientists' team was superior to that of the American team.
 (b) The two research groups succeeded in making lattices that would enable nanowires to be constructed with incompatible materials.
 (c) Wires were successfully used as submicroscopic components for various optoelectronic devices.
 (d) Their work has been a major advancement in the field of multi-dimensional nanostructure research.
 (e) Only (c) and (d)
19. The *Journal of Nano Letters* is published by
 (a) Department of Chemistry at the University of California.
 (b) Material Science Division at the Lawrence Berkeley National Laboratory.
 (c) Nanometer Consortium.
 (d) American Chemical Society.
 (e) None of these
20. Which of the following is the most appropriate title for this passage?
 (a) The advent of ultra small-scale devices.
 (b) The new class of nanoscale products.
 (c) Nanowires from incompatible materials—a breakthrough.
 (d) Small is beautiful.
 (e) The complete device
21. A nanowire can be customized according to its function and composition because
 (a) Nanowires are stable and can operate at room temperatures.
 (b) The technique of growing a nanowire is precisely controlled.
 (c) Nanowire's cylinder-shaped nanoscopic bundle interweaves substances with different compositions and properties.
 (d) All of the above.
 (e) Only (b) and (c)

Passage 2

Cancer is a disease that results when cells in the body no longer stop dividing or proliferating beyond the normal limit, and go on an uncontrolled growth spree. The body has a well regulated set of genetic programs that control the growth of cells into tissues and organs to specific sizes. These control signals are both positive in nature—code by genes which instruct cells to divide and grow into desired sizes and shapes, and negative—through genes that contain messages asking growth to stop beyond the right point. When these growth-promoting genes are not controlled, they start promoting tumour growth in which case they are actually termed oncogenes or cancer promoters, onco meaning cancer—myc, jun, fos genes or antioncogenes—a famous example being the one termed p53. It is for this reason that cancer is increasingly identified as a disease of the genes. External agents such as intense radiation, smoke, tar and aromatic hydrocarbons, and excessive intake of steroids tend to put octogenes on the overdrive, or to inhibit the controlling function of anti octagons, wither away leading to malignant growth or tumours.

How does one treat cancer? As the control genes get turned on and off, they set a whole sequence of cellular processes going. It costs energy and nutrition for cells to grow to cancerous proportions, which weakens and wastes the body. Specific drugs are used to stop the cells from dividing and proliferating. For example, the drug Misogynic C and Cytoxan tend to predominantly target the



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4.38 How to Prepare for Verbal Ability and Reading Comprehension for the CAT

Test 6

1. (b) 2. (b) 3. (b) 4. (c) 5. (c)
6. (c) 7. (b) 8. (b) 9. (c) 10. (b)
11. (a) 12. (c) 13. (d) 14. (c) 15. (b)
16. (c) 17. (b) 18. (b) 19. (b) 20. (b)
21. (d) 22. (d) 23. (a) 24. (b) 25. (a)

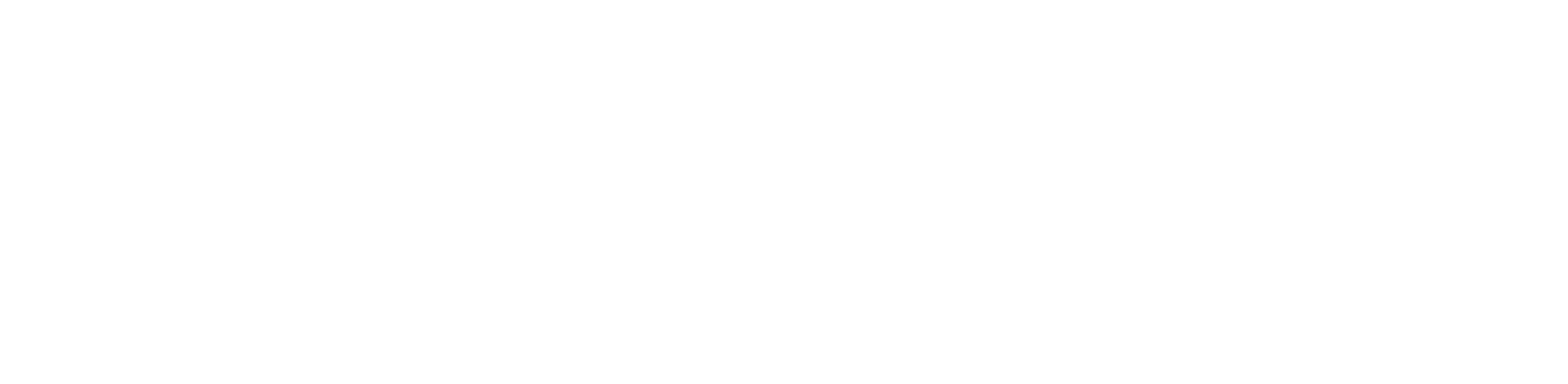
11. (d) 12. (d) 13. (d) 14. (a) 15. (a)
16. (c) 17. (a) 18. (d) 19. (d) 20. (c)
21. (b) 22. (c) 23. (d) 24. (c) 25. (b)

Test 7

1. (d) 2. (c) 3. (d) 4. (d) 5. (b)
6. (a) 7. (a) 8. (b) 9. (b) 10. (c)

Test 8

1. (a) 2. (d) 3. (c) 4. (a) 5. (c)
6. (d) 7. (a) 8. (a) 9. (d) 10. (b)
11. (a) 12. (c) 13. (c) 14. (d) 15. (c)
16. (b) 17. (c) 18. (a) 19. (c) 20. (c)
21. (c) 22. (d) 23. (a) 24. (b) 25. (c)



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the living cell, molecular processes—the synthesis of nucleic acids and proteins or the oxidation of food substance—are not separate but interact in exceedingly complex ways. No matter how many ingredients the biochemists' test tubes may contain, the mixtures are nonliving. However, these same ingredients, organised by the subtle structure of the cell, constitute a system which is alive.

Consider an example from another field. At ordinary temperatures, electricity flows only so long as a driving force from a battery or generator is imposed upon the circuit. At temperatures near absolute zero, metals exhibit superconductivity: a unique property that causes an electric current to flow for months after the voltage is cut off. Although independent electrons exist in a metal at ordinary temperatures, at very low temperatures they interact with the metal's atomic structure in such a way as to lose their individual identities and form a coordinated, collective system which gives rise to superconductivity.

Such discoveries of modern physics show that the unique properties of a complex system are not necessarily explicable solely by the properties that can be observed in its isolated parts. We can expect to find a similar situation in the complex chemical system of the living cells.

7. The author is primarily concerned with
 - (a) Proposing that a new philosophical foundation for modern biochemistry be developed.
 - (b) Describing the various processes that take place in a living cell.
 - (c) Drawing analogies between different scientific fields.
 - (d) Revealing a discrepancy between a scientific theory and some experimental results.
 - (e) Questioning the assumptions behind experimental methods in science.
8. The author provides information that would answer which of the following questions?
 - I. What have test-tube experiments revealed about the role of DNA?
 - II. What viruses interfere with DNA replication?
 - III. What methods have been developed to allow scientists to observe a living cell?
 - (a) I only
 - (b) II only
 - (c) I and III only
 - (d) II and III only
 - (e) I, II and III

9. The author's argument is directed against which of the following?
 - I. The use of test-tube experimentation alone to establish the validity of scientific theories.
 - II. The exclusion of experimental facts from the formation of scientific theories.
 - III. The observation of certain cellular components in isolation.
 - (a) I only
 - (b) I and II only
 - (c) I and III only
 - (d) II and III only
 - (e) I, II and III
10. The author refers to the results of test-tube experiments involving the replication of DNA primarily in order to
 - (a) Question the validity of experimental results that describe the structure of DNA.
 - (b) Provide evidence to contradict the theory that DNA alone governs protein synthesis.
 - (c) Show the way in which DNA acts as a self-duplicating molecule.
 - (d) Explain the internal structure of DNA.
 - (e) Reveal how nucleic acid can influence the synthesis of proteins.
11. The author suggests that the most important difference observed between a dead cell and a living cell results primarily from the
 - (a) Differences in the chemical elements present in each.
 - (b) Differences in the degree of acidity present in each.
 - (c) Biochemical procedures used to examine each cell.
 - (d) Varying temperatures at which cells are examined.
 - (e) Integrating mechanism thought to exist within the structure of the living cell.
12. The author presents his argument primarily by
 - (a) Contrasting two fields of science.
 - (b) Providing experimental evidence against a point of view.
 - (c) Criticising proponents of other theories.
 - (d) Stating a new theory and its important implications.
 - (e) Comparing two theories of cellular structure.



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- (b) Political incumbents and contenders are unable to win elections without catering to the demands of low income voters.
- (c) Thus the politicians of all hues have to address to these pressing needs of the Indian democracy.
- (d) Thus the political contenders and incumbents ensure the support of poor people by any means, even if they are illegal.
- (e) Inspite of this, the benefits of public expenditure in India continues to elude the low income voters.

TEST 3

No. of Questions—25
Time—50 minutes

Directions for Questions 1 to 5: The question is in the form of jumbled statements which when unjumbled will form a coherent sequence. Choose the correct answer from the given options.

1. A. The invasion and occupation had little to do with what is today understood as regime change. In fact, it had the exact opposite goal in mind.
B. The invasion of China in 1900 was designed to eliminate the Boxers, stabilise China, advance and protect imperial gains, and to actually buttress the Qing state—to give it enough power and legitimacy to quell domestic unrest, but not enough to expel foreign invaders.
C. The western nations maintained the occupation for nine months, setting up shop in Beijing and other towns and cities—organising police forces, cleaning streets, handing out jobs, implementing “law and order,” and generally running a relatively efficient occupation—notwithstanding much rancor and division between and among the imperial powers.
D. Indeed, the occupation of China can well be thought of as the first multi-lateral imperial project of the new century.
E. Eventually, a western force of some 54,000 British, French, Russian, Japanese, and American forces—a total of eight nations contributed troops—invaded and occupied key parts of coastal China including Beijing.
- (a) BACED (b) ABCDE

- (c) EABCD (d) EBACD
(e) BAECD
- 2. A. Sudoku conditions the mind to looking for answers that may not be immediately visible. The numbers within the box can only tell so much, but being able to visualise numbers which are not in the box will go a long way.
B. And that certainly helps in practically every area of life, being able to keep one’s goal in focus instead of flustered by details.
C. In certain IQ tests, such people are classified as Visual Mathematicians—the ones who are able to see the big picture.
D. “Think outside the box” may just be the best advice to solving Sudoku, even if it sounds a tad paradoxical.
(a) DACB (b) BACD
(c) ABCD (d) CABD
(e) BDAC
- 3. A. “We show that non-language related activities, such as playing or watching a sport, enhance one’s ability to understand language about their sport precisely because brain areas normally used to act become highly involved in language understanding,” said Sian Beilock, lead author and associate professor of psychology at the University of Chicago.
B. In this study, 12 professional and intercollegiate hockey players, eight fans and nine people who had never watched a game listened to discussions about hockey players, shooting pucks, and making saves.
C. Watching hockey may boost brain power and increase language skills as well.
D. The brain boost helps athletes and fans understand hockey information, even though when people are listening to hockey, they have no intention to act.
E. Participants also listened to sentences about everyday activities, such as ringing a doorbell. The researchers used functioning Magnetic Resonance Imaging (fMRI) to study which brain areas were most active when the participants were listening.
(a) EABCD (b) ABCDE



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- (b) *Streptococcus mutans* can be classified according to lineage.
- (c) If it were transmitted from father to child, *streptococcus mutans* would not be traceable.
- (d) Bacteria cannot be traced if it has no DNA.
- (e) Tooth decay only occurs among humans.
7. The mathematical constant 'e', the base of the natural logarithm, is transcendental, and is therefore irrational. In 1882, the mathematician Johann Heinrich Lambert proved that the number 'pi' is irrational. Pi must, therefore, be transcendental.
- Which of the following statements, if true, most weakens the conclusion drawn above about the number pi?
- (a) The exact value of transcendental numbers cannot be given.
- (b) The number $\sqrt{2}$ is irrational but not transcendental.
- (c) The mathematician Fernard von Lindermann used the fact that e is transcendental to prove that pi is transcendental.
- (d) The number $\sqrt[3]{3}$ is transcendental but not irrational.
- (e) It is extremely difficult to prove that a number is transcendental.
8. In response to an overwhelming demand for better technical support, we have added an online help section to our website where customers can chat live with customer service representatives. We are confident that this will significantly decrease the number and frequency of complaints about our technical support.
- The company's plan assumes which of the following?
- (a) Customers will not have other complaints.
- (b) All of their customers have access to the internet.
- (c) Customer service representatives can provide technical support.
- (d) Online support will be equally as effective as telephone support.
- (e) Customers are less likely to complain via email than by telephone.
9. The ancient Greek word askesis, from which the adjective 'ascetic' derives, means practice, training, or

exercise, and was originally used in reference to any sort of disciplined practice. Today, the word 'ascetic' is primarily associated with the renunciation of worldly pursuits for the purpose of spiritual gain. However, anyone can choose to practice asceticism.

Which of the following can be correctly inferred from the passage above?

- (a) The only people practicing asceticism today are monks, yogis or priests.
- (b) Asceticism no longer refers to any disciplined practices other than those undertaken for spiritual gain.
- (c) The ancient Greeks often incorporated principles of asceticism into their daily lives.
- (d) The word 'asceticism' can be used independent of religious connotation.
- (e) Ascetics consider worldly affairs more important than spiritual gain.

Directions for Questions 10 to 14: Each question has a set of four sequentially ordered statements. Each statement can be classified as one of the following.

Facts, which deal with pieces of information that one has heard, seen or read, and which are open to discovery or verification (the answer option indicates such a statement with an 'F').

Inferences, which are conclusions drawn about the unknown, on the basis of the known (the answer option indicates such a statement with an 'I').

Judgements, which are opinions that imply approval or disapproval of persons, objects, situations and occurrences in the past, the present or the future (the answer option indicates such a statement with a 'J').

Select the answer option that best describes the set of four statements.

10. I. These are extremely abnormal and stressful times in global banking.
 II. Apparently, well-honed concepts and practices are breaking down in the face of a financial markets crisis to manage which such practices/concepts were devised in the first place.
 III. Stress testing, for instance, is a concept which has been "stressed" both by regulators and by the regulated in recent times, to assess the impact of extreme movements in market variables/



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ANSWER KEY

Test 1

1. (b) 2. (d) 3. (a) 4. (e) 5. (b)
6. (b) 7. (d) 8. (b) 9. (b) 10. (b)
11. (b) 12. (c) 13. (a) 14. (a) 15. (a)
16. (c) 17. (d) 18. (a) 19. (c) 20. (b)
21. (d) 22. (a) 23. (e) 24. (c) 25. (c)

Test 2

1. (a) 2. (d) 3. (a) 4. (d) 5. (d)
6. (c) 7. (d) 8. (a) 9. (e) 10. (b)
11. (e) 12. (e) 13. (a) 14. (e) 15. (e)
16. (e) 17. (b) 18. (e) 19. (a) 20. (e)
21. (a) 22. (b) 23. (c) 24. (c) 25. (e)

Test 3

1. (c) 2. (a) 3. (c) 4. (a) 5. (d)
6. (d) 7. (b) 8. (a) 9. (c) 10. (c)
11. (e) 12. (b) 13. (c) 14. (c) 15. (e)
16. (c) 17. (d) 18. (a) 19. (b) 20. (c)
21. (c) 22. (c) 23. (d) 24. (e) 25. (d)

Test 4

1. (c) 2. (b) 3. (c) 4. (b) 5. (a)
6. (b) 7. (b) 8. (c) 9. (d) 10. (b)
11. (d) 12. (a) 13. (c) 14. (b) 15. (c)
16. (d) 17. (a) 18. (c) 19. (c) 20. (c)
21. (e) 22. (d) 23. (e) 24. (a) 25. (c)

EXPLANATORY NOTES

Test 1

1. (b) The fourth paragraph, fifth line talks about 'manufactured Iran threat' so clearly something that has been over hyped.



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machine. Mr. Lindblad and the Council of Europe adopt as fact the wildest estimates of those “killed by communist regimes” (mostly in famines) from the fiercely contested Black Book of Communism, which also underplays the number of deaths attributable to Hitler. But, in any case, none of this explains why anyone might be nostalgic in former communist states, now enjoying the delights of capitalist restoration.

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

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

Around 10 million Congolese died as a result of Belgian forced labor and mass murder in the early twentieth century; tens of millions perished in avoidable or enforced famines in British-ruled India; up to a million Algerians died in their war for independence, while controversy now rages in France about a new law requiring teachers to put a positive spin on colonial history. Comparable atrocities were carried out by all European colonialists, but not a word of condemnation from the Council of Europe. Presumably, European lives count for more.

No major twentieth century political tradition is without blood on its hands, but battles over history are more about the future than the past. Part of the current enthusiasm in official Western circles for dancing on the grave of communism is no doubt about relations with today’s Russia and China. But it also reflects a determination to prove there

is no alternative to the new global capitalist order—and that any attempt to find one is bound to lead to suffering. With the new imperialism now being resisted in the Muslim world and Latin America, growing international demands for social justice and ever greater doubts about whether the environmental crisis can be solved within the existing economic system, the pressure for alternatives will increase.

11. Among all the apprehensions that Mr. Goran Lindblad expresses against communism, which one gets admitted, although indirectly, by the author?

- (1) There is nostalgia for communist ideology even if communism has been abandoned by most European nations.
- (2) Notions of social justice inherent in communist ideology appeal to critics of existing systems.
- (3) Communist regimes were totalitarian and marked by brutalities and large scale violence.
- (4) The existing economic order is wrongly viewed as imperialistic by proponents of communism.
- (5) Communist ideology is faulted because communist regimes resulted in economic failures.

12. What, according to the author, is the real reason for a renewed attack against communism?

- (1) Disguising the unintended consequences of the current economic order such as social injustice and environmental crisis.
- (2) Idealising the existing ideology of global capitalism.
- (3) Making communism a generic representative of all historical atrocities, especially those perpetrated by the European imperialists.
- (4) Communism still survives, in bits and pieces, in the minds and hearts of people.
- (5) Renewal of some communist regimes has led to the apprehension that communist nations might overtake the capitalists.

13. The author cites examples of atrocities perpetrated by European colonial regimes in order to

- (1) compare the atrocities committed by colonial regimes with those of communist regimes.
- (2) prove that the atrocities committed by colonial regimes were more than those of communist regimes.
- (3) prove that, ideologically, communism was much better than colonialism and Nazism.



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- (5) Reciprocal roles determine normative human behaviour in society.
2. Which of the following would have been true if biological linkages structured human society?
- The role of mother would have been defined through her reciprocal relationship with her children.
 - We would not have been offended by the father playing his role 'tongue in cheek'.
 - Women would have adopted and fostered children rather than giving birth to them.
 - Even if warlords were physically weaker than their followers, they would still dominate them.
 - Waiters would have stronger motivation to serve their customers.
3. It has been claimed in the passage that "some roles are more absorbing than others". According to the passage, which of the following seem(s) appropriate reason(s) for such a claim?
- Some roles carry great expectations from the society preventing manifestation of the true self.
 - Society ascribes so much importance to some roles that the conception of self may get aligned with the roles being performed.
 - Some roles require development of skill and expertise leaving little time for manifestation of self.
- | | |
|------------|------------|
| (1) A only | (2) B only |
| (3) C only | (4) A & B |
| (5) B & C | |
- 5.
- So once an economy is actually in recession, the authorities can, in principle, move the economy out of slump—assuming hypothetically that they know how to—by a temporary stimuli.
 - In the longer term, however, such policies have no affect on the overall behaviour of the economy.
- | | |
|--------------|--------------|
| (1) A, B & E | (2) B, C & E |
| (3) C & D | (4) E only |
| (5) B only | |
- 6.
- It is sometimes told that democratic government originated in the city-states of ancient Greece. Democratic ideals have been handed to us from that time.
 - In truth, however, this is an unhelpful assertion.
 - The Greeks gave us the word, hence did not provide us with a model.
- | | |
|--------------|--------------|
| (1) A, B & D | (2) B, C & D |
| (3) B & D | (4) B only |
| (5) D only | |

Directions for Questions 7 to 9: The passage given below is followed by a set of three questions. Choose the most appropriate answer to each question.

Every civilised society lives and thrives on a silent but profound agreement as to what is to be accepted as the valid mould of experience. Civilisation is a complex system of dams, dykes, and canals warding off, directing, and articulating the influx of the surrounding fluid element; a fertile fenland, elaborately drained and protected from the high tides of chaotic, unexercised, and inarticulate experience. In such a culture, stable and sure of itself within the frontiers of 'naturalised' experience, the arts wield their creative power not so much in width as in depth. They do not create new experience, but deepen and purify the old. Their works do not differ from one another like a new horizon from a new horizon, but like a madonna from a madonna.

The periods of art which are most vigorous in creative passion seem to occur when the established pattern of experience loosens its rigidity without as yet losing its force. Such a period was the Renaissance, and Shakespeare its poetic consummation. Then it was as though the discipline of the old order gave depth to the excitement of

Directions for Questions 4 to 6: In each question, there are five sentences or parts of sentences that form a paragraph. Identify the sentence(s) or part(s) of sentence(s) that is/are correct in terms of grammar and usage. Then, choose the most appropriate option.

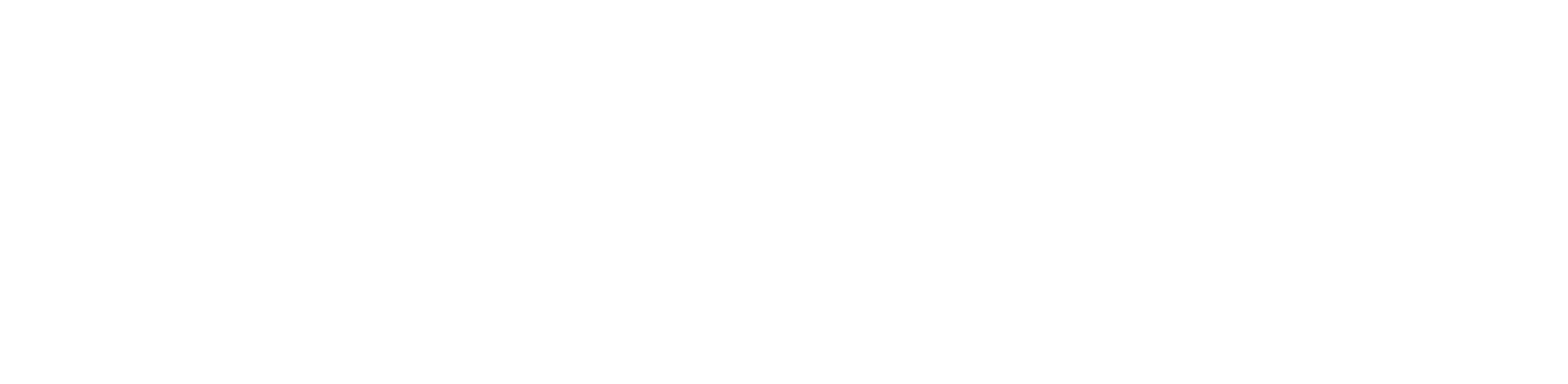
- 4.
- When I returned to home, I began to read
 - everything I could get my hand on about Israel.
 - That same year Israel's Jewish Agency sent
 - a haliach, a sort of recruiter to Minneapolis
 - I became one of his most active devotees.
- | | |
|------------|------------|
| (1) C&E | (2) C only |
| (3) E only | (4) B, C&E |
| (5) C, D&E | |



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- (2) the constant deforestation and hillside erosion have wiped out all traces of the Maya kingdom.
- (3) Archaeological sights of Mayas do not provide any consistent evidence.
- (4) it has not been possible to ascertain which of the factors best explains as to why the Maya civilisation collapsed.
- (5) at least five million people were crammed into a small area.
- 30.** Which factor has not been cited as one of the factors causing the collapse of Maya society?
- (1) Environmental degradation due to excess population
 - (2) Increased warfare among Maya people
 - (3) Social collapse due to excess population
 - (4) Climate change
 - (5) Obsession of Maya population with their own short-term concerns

Directions for Questions 31 to 35: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

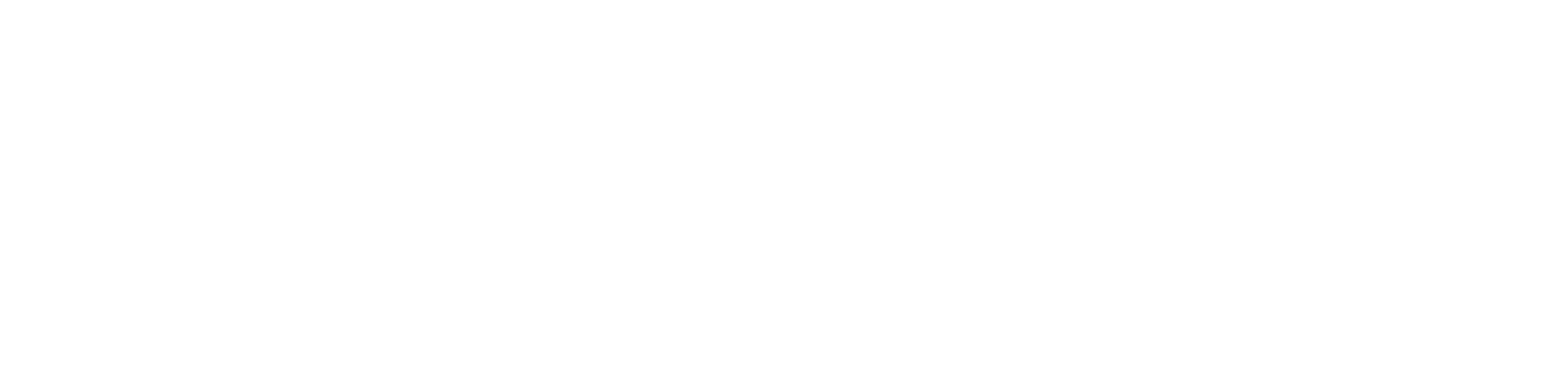
Language is not a cultural artifact that we learn the way we learn to tell time or how the federal government works. Instead, it is a distinct piece of the biological makeup of our brains. Language is a complex, specialised skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. For these reasons some cognitive scientists have described language as a psychological faculty, a mental organ, a neural system, and a computational module. But I prefer the admittedly quaint term ‘instinct’. It conveys the idea that people know how to talk in more or less the sense that spiders know how to spin webs. Web-spinning was not invented by some unsung spider genius and does not depend on having had the right education or on having an aptitude for architecture or the construction trades. Rather, spiders spin spider webs because they have spider brains, which give them the urge to spin and the competence to succeed. Although, there are differences between webs and words, I will encourage you to see language in this way, for it helps to make sense of the phenomena we will explore.

Thinking of language as an instinct inverts the popular wisdom, especially as it has been passed down in the canon of the humanities and social sciences. Language is no more a cultural invention than is upright posture. It is not a manifestation of a general capacity to use symbols: a three-year-old, we shall see, is a grammatical genius, but is quite incompetent at the visual arts, religious iconography, traffic signs, and other staples of the semiotics curriculum. Though language is a magnificent ability unique to *Homo sapiens*.

Among living species, it does not call for sequestering the study of humans from the domain of biology, for a magnificent ability unique to a particular living species is far from unique in the animal kingdom. Some kinds of bats home in on flying insects using Doppler sonar. Some kinds of migratory birds navigate thousands of miles by calibrating the position of the constellation against the time of day and year. In nature’s talent show, we are simply a species of primate with our own act, a knack for communicating information about who did what to whom by modulating the sounds we make when we exhale.

Once you begin to look at language not as the ineffable essence of human uniqueness but as a biological adaptation to communicate information, it is no longer as tempting to see language as an insidious shaper of thought, and, we shall see, it is not. Moreover, seeing language as one of nature’s engineering marvels—an organ with ‘that perfection of structure and co-adaptation which justly excites our admiration,’ in Darwin’s words—gives us a new respect for your ordinary Joe and the much-maligned English language (or any language). The complexity of language, from the scientist’s point of view, is part of our biological birthright; it is not something that parents teach their children or something that must be elaborated in school—as Oscar Wilde said, “Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.” A pre-schooler’s tacit knowledge of grammar is more sophisticated than the thickest style manual or the most state-of-art computer language system, and the same applies to all healthy human beings, even the notorious syntax-fracturing professional athlete and the you-know-like, inarticulate teenage skateboarder. Finally, since language is the product of a well-engineered biological instinct, we shall see that it is not the nutty barrel of monkeys that entertainment-columnists make it out to be.

- 31.** According to the passage, which of the following does not stem from popular wisdom on language?



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CAT 2009 REPLICA TEST 1



Directions for Questions 1–2: Sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the five given choices to construct a coherent paragraph.

1.

- A. "It's lonely at the top, But at least there is something to read," observed a tongue-in-cheek billboard advert for *The Economist* in 1990.
- B. "However, real life for most CEOs is tough and many are not enjoying it."
- C. According to *The Secrets of CEOs*, a new book based on interviews with over 150 current and former chief executives from around the world, "being a CEO should be one of the best jobs in the world. It offers the chance to make a real difference".
- D. Strip away the huge salary and the executive jet, and you find much solitary misery.
- E. Little did we know how lonely.

- (1) ABCDE (2) AEDCB
- (3) ABDCE (4) ACBDE

2.

- A. Core competencies are the collective learning in the organisation,
- B. especially how to co-ordinate diverse production skills and integrate multiple streams of technologies...
- C. core competence is communication, involvement and a deep commitment to working across organisational boundaries...core competence does not diminish with use.
- D. Unlike physical assets, which do deteriorate over time, competencies are enhanced as they are applied and shared.

- (1) DABC (2) ABCD
- (3) CABD (4) ACBD

Directions for Questions 3–5: Find the most suitable ending sentence for the given paragraphs.

3. Let us bring to your attention historians and psychiatrists. Historians study complex facts and narratives that do not infrequently conflict. They toil to produce accounts that explain the substance, causation and mechanisms of historical events. A noble aim of these scholarly efforts is the desire to help others better understand current events and thus provide a stronger foundation for reacting to them.

(1) Recently the connivance between historians and psychiatrists has come into light, blithely negating whatever was said previously.

(2) The noble aim is also furthered by the findings that people who have chosen to be professional historians are also very philanthropic by nature.

(3) Recently, historians have begun to examine the motivations behind history-making actions and decisions, and it is here that history and psychiatry meet in something called psycho-historical research, the formal application of the models and methods of psychiatry in historical studies.

(4) Psychiatrists, on the other hand, are more interested in human behaviour.

4. One of the oddities of the New Labour Era has been the disappearance of tax (politically, not financially). The public has seemed blithely confident that the share of the nation's wealth taken by government has been more or less correct—even as that proportion has risen by a couple of percentage points. After his



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- (a) Both India and China are big consumers of natural resources.
- (b) Both can be complementary to each other vis-à-vis India in terms of software as is China in hardware.
- (c) The Iran oil field deal seems to pave the way for more strategic alliances between the two countries.
- (d) The price factor has also been dealt amicably by the two countries in the manufacturing scenario.
 - (1) (a), (b), (c) & (d)
 - (2) Only (a), (b), (c) not (d)
 - (3) only (a), (b), (d) not (c)
 - (4) only (a) & (b) not (c) & (d)

Directions for Questions 18–20: Read the passage and answer the questions that follow.

Something has stirred in the electoral swamp. From beneath the fog of infantile rows over “efficiency savings”, and the miasma of obfuscation over the fiscal deficit—not to mention the centrist convergence that has beset British politics for a decade—a bona fide argument has finally emerged. Its lineaments were sketched by the election manifestos published this week.

Despite other signs of its senescence, Labour hasn’t run out of ideas. Its manifesto contains lots of micro-initiatives and a central, organising theme. It is the same one that the party began peddling, with less substantiation, at the time of the financial crisis of 2008: the virtues of a benevolent, active state, especially during economic strain. Thus Labour’s manifesto offers an “activist industrial strategy,” some (modest) enhancements of the welfare safety-net and legal “guarantees” of public-service performance.

There are nuances, of course. The manifesto hints at the market-based reform agenda that Gordon Brown inherited from Tony Blair, about which Mr Brown has often seemed ambivalent. Labour (again) pledges freedom for hospitals, plus takeovers of failing schools (potentially triggered by parents) and police forces. It promises more “voice and choice” for citizens. But while those nouns rhyme, they are distinct, and Labour is ultimately offering more of the former than the latter: new ways to register discontent and exert pressure, within a system in which the state is the final arbiter and enforcer of standards and remedies.

Meanwhile, from beneath the swirl of off-putting jargon that had shrouded it (the “post-bureaucratic age” and the rest), the Conservatives have extracted a core manifesto theme too: the “Big Society”. Their basic case is that the state should devolve (some) power to local authorities and communities, and outsource the provision of more services to competing social enterprises and charities. They advocate new state-funded but independent schools; the establishment of more co-operatives by NHS employees; the tendering of more welfare-to-work services to private providers. They would introduce elected police commissioners, more local referendums, and so on.

This pitch likewise has glitches and qualifications. Most importantly, it is a plan to shrink the set of tasks the state itself performs, not those for which it undertakes to pay. So it isn’t merely, as the Tories’ opponents maintain, a return to a cruel era of inadequate voluntarism—but nor is it a credible strategy for saving taxpayers’ money, at least to begin with.

Moreover, David Cameron’s vision of a humbler state is clouded by his wish to extend its reach into private relationships, via his silly and tokenistic tax break for some married couples. That is a flash of the kind of irrational authoritarianism that warps much American conservatism and still lurks in many Tory breasts. Nick Clegg, the leader of the Liberal Democrats, accurately called the marriage policy “patronising drivel”. (The Lib Dem manifesto overlaps with the Tories’ on schools and police reform, though Mr Clegg’s party would give local councils more financial clout, and with Labour’s on health-care guarantees.)

All the same, in essence, this is the debate: state versus society; voice versus choice. Thoughtful Labour politicians prefer to cast the stand-off as their “smart” state versus the Tories’ “minimal” one. But they don’t dispute the essential dichotomy.

Two questions follow. Which prospectus is better? And—by no means the same thing—which is likely to be more popular?

This much is plain: Labour’s statism has failed to crack the country’s toughest social problems, such as its pockets of entrenched worklessness and educational inequalities. Mr Brown’s fondness for the lexicon of “grand bargains” and “national councils”, plus his habit of passing optimistic statutes—mandating the repair of the public finances or an end to child poverty—suggest an ingrained and inflated view of the state’s redemptive power.



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as virtually no one except celebrants at Mongolian National day in Ulan Bator uses those old saucer-shaped ones (Champagne coupes, they're called). *Little-known fact:* the shape was allegedly based on Marie-Antoinette's breast.

The slender flute is now the preferred Champagne shape, although I have yet to hear anyone claim it is based on any part of the anatomy of Louis XVI. The flute is superior because it manages to contain the bubbles of the Champagne—and provided you are drinking something not mass-produced by the lifestyle people, you can actually smell its nose.

Flying in the face of this advice, the most memorable Champagne I ever tasted was Cristal Rosé served in a plastic cup on a Eurostar as it pulled out of Paris. We had just spent the night at Chateau de Saran in Epernay drinking no end of different vintages of Dom Pérignon, including their rare Rosé. One of our party thought that while those wines were perfectly acceptable, they didn't compare to the charms of Cristal Rosé. I still have no idea how he managed to slip away from the queue at the Gare du Nord and return triumphant, clutching a handful of plastic cups. Even with the handicap of the drinking vessel, it managed to transcend anything we had drunk in the past day or two. I have no doubt it would have been even more ethereal in a flute.

The same would apply to my first experience of Latour '59, served up in a stone mug on a stem. I drank it with a passionate socialist friend (later a Labour Government Minister) who believed that despite his privileged upbringing, it was only just that one of the greatest wines of the century should be served at his table in earthenware. I watched in horror as he expounded on some now obscure point of the class struggle between slurps from his mug.

At the reverse end of the spectrum, I have drunk several bottles of Cheval Blanc '83 with a hedge fund owner who insists on serving this glorious wine in eighteenth century crystal, which for all I know could have been Marie-Antoinette's. It still managed to strut its stuff—no easy task when the crystal is as thick as a bottle top. However, even he was dumbstruck when I arrived with a series of tasting glasses and thought it would be amusing to compare them. The quality leap was discernable but sadly I was not affluent enough to gift them to him, so it will be back to the ancient régime.

Riedel are not the only option when it comes to fine wine; at present I prefer drinking fine Bordeaux from very thin

tasting glasses, half the dimensions of the classic Riedel variety. However, Riedel do deserve huge credit for introducing the concept of wine-specific glasses, ranging from Bordeaux and Burgundies to Chianti.

I recently went to a dinner in honour of Georg Riedel in London, where he had vast displays of his glassware, including the dreaded Black Tie ones. It was tad gratuitous to put up a Riedel glass of Grand-Puy-Lacoste '01 against a plastic cup with the same wine. No prizes for which tasted more interesting and revealed more of its character. Still, he is a craftsman and deserves honour.

I only wish that the human race wasn't genetically impelled to always expand and hunt for new markets. It is nothing very new, historically. When the Emperor Augustus died, his will instructed his successor not to expand the boundaries of the Empire, but before too many centuries the legions became restless and began appointing their own Emperors, such was their shame at not being allowed to conquer and pillage. I don't have any fears about Riedel going down this fatal route if they stopped spreading themselves into the wider philistine world of the consumer. On the contrary, I won't be too surprised when I hear of the Alcopops Riedel glass or the eco-friendly slingback Timberland.

12. Why was the wine at the author's friends place served in a stone mug?

- A. Because the friend wanted to show that he could use extraordinary glasses to produce different tastes.
- B. Because the friend wanted to show how rooted to the masses he was inspite of his contrasting upbringing.
- C. Because the author and his friend belonged to the labour party and both deemed it fit that it was only just that one of the greatest wines of the century should be served at his table in earthenware.

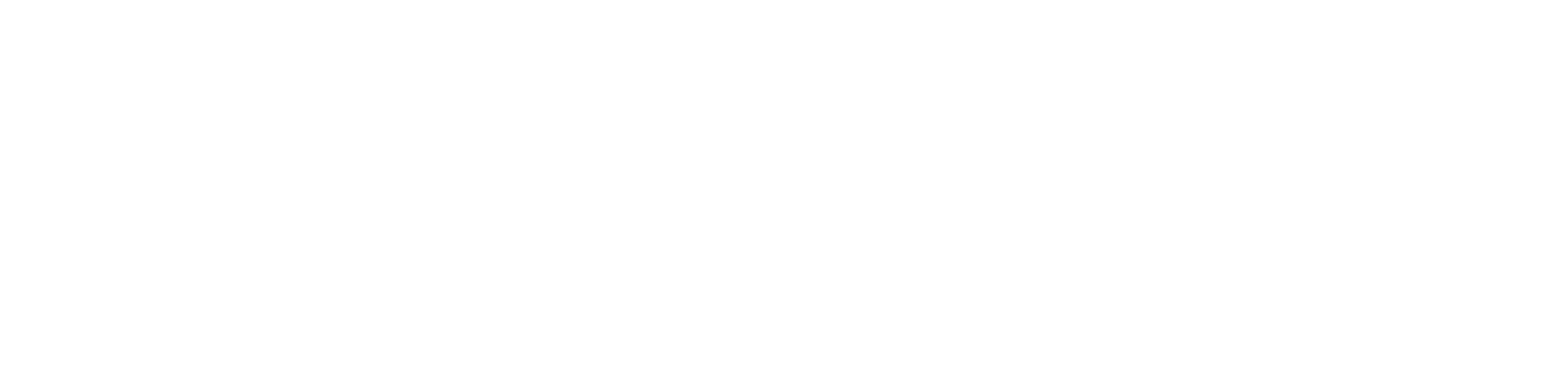
(1) only A and B (2) only C
 (3) only B and C (4) only B

13. What, according to the author, is the reason that the champagne and wines taste different in different glasses?

- (1) The stem of the glass allows the liquid to move smoothly on the tongue giving it a unique shape.



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may be to us, to the people of the time it was life. The Dark Age was an age of many things: oral bards continued the tradition of transmitting the Homeric masterpieces, the *Iliad* and *Odyssey*; distinctive pottery with geometric patterns was made throughout Greece; and as the Lefkandi site indicated, people built impressive structures to bury their dead in a manner befitting heroes. Like the carefully preserved bronze urn, two centuries older than the bones it contained, ideas—and culture—were passed on from generation to generation of Greek people.

1. Classical Greece is one basis of Western culture and heritage. This statement
 - (1) follows directly from the passage
 - (2) is partially true.
 - (3) cannot be derived from the passage.
 - (4) is an unstated assumption made in the passage.
2. "Students of the humanities" are called reluctant by the author because
 - (1) studying Ancient Greece is not pleasant.
 - (2) classical Greece has so many facets to study.
 - (3) history is normally approached with reluctance.
 - (4) none of the above.
3. Which of the following may be inferred from the passage?
 - (1) Mount Lykaion's history embodies that past of Greece, which, though little known, holds its audience enthralled.
 - (2) Mount Lykaion represents historical Greece in an enigmatic, unfriendly and rare manner.
 - (3) Mount Lykaion's story is the story of a Greece that is at the same time repulsive and interesting.
 - (4) Mount Lykaion represents an aspect of ancient Greek civilization that is little known and definitely not celebrated.

Directions for Questions 4–5: For each of the given passages, choose the most logical continuation and conclusion to the passage.

4. Poor citizens have little clout with politicians. In some countries the citizenry has only a weak hold on politicians. Even if there is a well functioning electoral system, poor people may not be able to influence politicians about public services. They may not be well informed about the quality of public services (and politicians know this); they may vote along ethnic or

caste lines, placing less weight on public services when evaluating politicians; or they may not believe the candidates who promise better public services—for example, because their term in office is too short to deliver on the promise.

- (1) And they may vote instead for candidates who provide a promise of a government which is free of corruption.
- (2) And they may not vote instead for candidates who provide ready cash, personal favours, and jobs.
- (3) And they may vote instead for candidates who provide ready cash, personal favours, and jobs.
- (4) And therefore they may not participate in the process of voting at all.
5. Why have public expenditures in India failed to deliver basic services to the majority of poor citizens, when political representatives taking decisions over public resource allocation depend upon the support of the poor to win office? India is unique in the developing world not only in sustaining democratic elections to multiple tiers of government over an extended period of time, but also in extensive participation in the political process by its poor and disadvantaged citizens, which by several accounts have been increasing over time.
 - (1) Political incumbents and contenders, therefore, have to choose policies to woo the large majority of low income voters in order to win elections.
 - (2) Thus the politicians of all hues have to address to these pressing needs of the Indian democracy.
 - (3) Thus the political contenders and incumbents ensure the support of poor people by any means, even if they are illegal.
 - (4) Inspite of this, the benefits of public expenditure in India continues to elude the low income voters.

Directions for Questions 6–8: Fill in the blanks with the correct option.

6. In each _____, scanners detected increased blood _____ in relevant parts of the brains of hypnotized patients who were put through color and pain tests.



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6.6 Model Test Paper

| | <i>Delegates</i> | <i>Alternates</i> | <i>Official Guests</i> |
|-----------------|------------------|-------------------|------------------------|
| Evan Bayh | 3 | 6 | 12 |
| Joe Biden | 6 | 10 | 14 |
| Wes Clark | 4 | 3 | 13 |
| Hillary Clinton | 2 | 13 | 13 |
| John Edwards | 6 | 5 | 7 |
| Russ Feingold | 4 | 2 | 3 |
| Al Gore | 4 | 10 | 12 |
| John Kerry | 6 | 6 | 14 |
| Bill Richardson | 3 | 4 | 12 |
| Tom Vilsack | 5 | 2 | 11 |
| Mark Warner | 7 | 0 | 11 |

The following additional information is available:

- For every vote cast by a delegate, the candidate who receives the vote gets three voter points.
- For every vote cast by an Alternate, the candidate who receives the vote gets two voter points.
- For every vote cast by an Official Guest, the candidate who receives the vote gets one voter point.
- In the first round of voting there were a total of 5 voters whose ballot papers were cancelled.
- Out of those whose ballot papers were cancelled, two categories of voters had an identical number of voters who were cancelled out, while 1 category had a different number of voters who was cancelled out.

From the first round, the top five for the presidential candidates were allowed to participate in the second round. In the case of a tie the higher rank is allocated to the person who has more number of 'raw' votes (counted as 1 vote for every ballot cast). If there is still a tie, then the candidate with lower number of delegate votes is not given the higher position. If there is still a tie between two candidates, then the same rule is applied first to alternates and if the tie persists after that too, then the same rule is applied to official guests.

The results of the second round voting is given by the table below. Voter points are allocated in the same way as the previous round.

| | <i>Delegates</i> | <i>Alternates</i> | <i>Official Guests</i> |
|---|------------------|-------------------|------------------------|
| A | 13 | 10 | 12 |
| B | 12 | 11 | 28 |
| C | 8 | 11 | 24 |
| D | 9 | 13 | 31 |
| E | 10 | 18 | 28 |

The following further information is known:

- There has been a total reversal of fortunes in the second round of voting... i.e. the topper of the first round has ended up being the fifth in the second round, the second highest and the fourth highest in the first round

have interchanged positions and the last has become the first.

- The winner for the presidential polls is decided on the basis of the total voter points earned by a candidate in the two rounds of voting combined. However, a lot of confusion was caused due to the fact that the rule book defined that the winner will be decided on the basis of net points which would count points on the basis of a 1:2 weightage of the two rounds respectively. Thus every point in the first round would count for 1 point while every point in the second round would count for 2 points for determining the final standings. The winner is the person with the highest points based on this weightage and is the presidential nomination. The second highest finisher on this basis is the "Veep" or the Vice Presidential nomination.
- Nobody had a cancelled vote in the second round and it is also known that all the voters stayed back for the second round.
- Which of the following were the last three for the presidential elections after the first round of voting (in ascending order)?
 - Bill Richardson, Tom Vilsack and Wes Clark
 - Russ Feingold, Bill Richardson and Tom Vilsack
 - Russ Feingold, Bill Richardson and Wes Clark
 - None of these
- Who was the presidential candidate nominated?
 - Joe Biden
 - Hillary Clinton
 - John Kerry
 - John Edwards
- What was the total number of points scored (based on the weighted average defined) by the Veep over the two rounds?
 - 222
 - 216
 - 3.212
 - None of these
- Who was the Veep?
 - Joe Biden
 - Hillary Clinton
 - John Kerry
 - Al Gore
- Which of the following statements is/are definitely true?
 - The topper for the Presidential nomination after the first round scored a total of 140 points in the second round.
 - Hillary Clinton scored 142 points in the second round.
 - John Kerry scored 84 points in the second round
 - Al Gore was third in both rounds
 - (i), (ii) and (iii) only
 - (i) and (ii) only
 - (iii) only
 - (iii) and (iv) only
- How many delegates had a cancelled vote in the first round?
 - 1
 - 2
 - 3
 - Cannot be answered



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6.10 Model Test Paper

46. A. "We show that non-language related activities, such as playing or watching a sport, enhance one's ability to understand language about their sport precisely because brain areas normally used to act become highly involved in language understanding," said Sian Beilock, lead author and associate professor of psychology at the University of Chicago.
- B. In this study, 12 professional and intercollegiate hockey players, eight fans and nine people who had never watched a game listened to discussions about hockey players, shooting pucks, and making saves.
- C. Watching hockey may boost brain power and increase language skills as well.
- D. The brain boost helps athletes and fans understand hockey information, even though when people are listening to hockey, they have no intention to act.
- E. Participants also listened to sentences about everyday activities, such as ringing a doorbell. The researchers used functioning Magnetic Resonance Imaging (fMRI) to study which brain areas were most active when the participants were listening.
- (a) EABCD (b) ABCDE
(c) ABEDC (d) BEADC
47. A. Then, their motivation and performance may increase—and then you'll be the happy employer of employees in good moods.
- B. So, if you're an employer, your best bet is *not* to hire unhappy employees, but to show your employees that being productive and performing their jobs well will make them feel good.
- C. Dr. Sinclair also found that when people believed that the task would make them feel good, they devoted more energy to the job.
- D. Psychological research does show that sad moods lead to more contemplation and, often, more thoughtful or accurate judgments.
- E. Are unhappy employees more productive?
- (a) EDCBA (b) CEDBA
(c) BAEDC (d) CBAED
48. A. This zaps our energy and decreases our interest in a project. Instead, exaggerating the possible *positive* outcomes is a great way to deal with stress," says Dr Muller.
- B. "For instance, do you usually imagine the worst case scenario?
- C. "When faced with a challenge or problem, we often exaggerate the possible negative outcomes, and focus only on these.
- D. Dr Muller explains that this "opposite exaggeration" exercise can reduce negative thinking and inspire you to stay productive at work.

- E. Instead of picturing yourself losing the business account because you gave a terrible presentation that the boss hated, imagine the brilliant presentation that nets you not only the account but also the corner office, a huge raise, and use of the company jet!"
- (a) CABDE (b) EDCAB
(c) BEDCA (d) CABED

Directions for questions 49 to 53

Read the passage below and answer the questions that follow. School exams must do a few seemingly simple things. They should show what has been learnt and who has done best, with grades that are both precise and meaningful. They should be rigorous, but also fair. Standards should stay steady over time, but the curriculum should be up to date. The courses should be accessible and attractive, yet cover all the ground that universities and employers require.

Such contradictions guarantee dissatisfaction, especially as good results in the A—levels taken in the final school years play a huge role taken in university admissions—and thus future earning power. So in August, which should be the quietest month in the school year, there is an annual panic about Britain's education system.

This week's A level results showed a record pass-level of 96%, with a record 22.4% gaining the top A grade—and prompted the usual howls of dismay about dumbing-down and lack of differentiation. A government minister, David Miliband, said the row was "a pantomime, not a discussion". The threefold increase in students getting two passes or more over the past 30 years was a sign of improving education, he said, and those who criticised it were elitists defending "the old order".

Yet even Mr. Miliband agrees that there is a need for change in the way the best candidates are graded. Places at the top dozen universities are oversubscribed, sometimes hugely, by candidates with a plethora of A grades. It's a small problem compared with others - such as the fact that a quarter of schoolchildren never learn to read and count properly- but a politically important one.

One plan is to split the A grade into four sub-categories. Another is to publish the percentage marks scored, or to show the grade gained on each bit of exam. Such ploys might help to distinguish brilliant candidates from the merely clever. But not necessarily: exams are only a rough measure of ability, so it may be sensible to have broad categories rather than narrow ones. Some would like an extended essay, or a new A grade for those who answer the hardest questions. But whatever the system, the best schools will find ways of getting their candidates to do well. No system can achieve both social engineering and academic excellence.

What about the wider charge, that A levels have become too easy? The biggest changes have been in the way that the



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6.16 Model Test Paper

Solving these inequalities we get:

x lies in $(3/8, 1/2) \cup (1, 3/2)$

viz: $(0.375, 0.5) \cup (1, 1.5)$

In these ranges we have two independent values which could be expressed as $p/5$

viz: $0.4 = 2/5$ and $1.2 = 6/5$. Since in both the cases, p is co prime with 5, we can say that both these cases satisfy the conditional requirements.

Hence, option (b) is the right answer.

11. Total matches being played = $8C2 \times 8C2 = 28^2 = 784$. Thus, a total of $784 \times 4 = 3136$ people are part of these 784 matches. Each of the 16 players would play in the same number of matches = $3136/16 = 196$. Hence, option (a) is the right answer.

12. Each of the 3 places can take 3 letters $\Rightarrow 27$. But we don't want the combination $(1, 2, 3) \Rightarrow 3! = 6$ are out $\Rightarrow 27 - 6 = 21$.

13. Unit's digit of X should be 1, 5 or 6. Ten's digit can be 4 or 6. So the values of the number can be 41, 45 and 61. In case of 46, 65 and 66 the square of the reverse will exceed 3000. Hence only 41, 45 & 61 satisfy. Hence only 3 values.

14. $AB = AC$, so angle $ABC = ACB$

Let angle $ABC = ACB = a$

$AE = AD$, so angle $ADE = AED$

Angle $EDC + ECD =$ angle AED (exterior angle)

$x + a =$ angle AED

Angle $BAD + DBA = CDA$ (exterior angle)

$30 + a =$ angle $CDE +$ angle $EDA = x + x + a$

$x = 15^\circ$

15. If the ratio of the altitudes of a triangle is $3 : 5 : 6$, the ratio of its sides will be $1/3 : 1/5 : 1/6 = 10 : 6 : 5$. Therefore, checking from the options we find that the sides of the triangle are 50, 30, 25.

16. If the diameter of the bigger sphere is 1, the length of the diagonal of the cube will also be 1. Hence, the side of the cube which is also the diameter of the smaller sphere will be $1:(3)^{1/2}$ or the ratio of diameters = $(3)^{1/2} : 1$.

Hence, the ratio of the surface areas = $3 : 1$.

17. Out of 7000 books, 1000 are given free and from the balance 6000, for every 19 books one book is given free. Hence, 5700 books are sold at 80% of 11.25.

Thus, $SP = 5700 \times 11.25 \times 0.80 = 51300$, $CP = 44000$. Therefore, Gain percentage = $(51300 - 44000)/44000 = 16.5\%$

18. Equate $12 - x = 8 + x$ to give you the intersection point between the two lines $12 - x$ and $8 + x$. The intersection occurs at a value of x as 2. It can be visualized by plotting both these lines that the maximum value of the given function would occur at $x = 2$. Hence, the correct answer would be 10.

19. would exist for the following structures of making the value of 5:

$0 + 5 \rightarrow$ This would happen if we take the value of x as 4 and y can take the values of 7 or -3. Hence, there would be 2 sets of integral (x, y) values giving us $0 + 5 = 5$

$1 + 4 \rightarrow (5, 6), (5, -2), (3, 6), (3, -2) \rightarrow$ four solutions

$2 + 3 \rightarrow$ four possibilities again

$3 + 2 \rightarrow$ four possibilities again

$4 + 1 \rightarrow$ four possibilities again

$5 + 0 \rightarrow$ 2 possibilities

20. It can be seen by plotting the graph of this expression that the function $y = 3^x - 2x - 1$ would cut the x axis twice. Hence, the equation would have 2 real solutions.

DATA INTERPRETATION AND LOGICAL REASONING

Solution

This set involves three tasks—(1) matching hair color to each child, (2) sequencing the children according to the age, and (3) grouping the children according to room assignments. We simply list the clues given as follows:

| | |
|-----------------------|----------------------------|
| w | Brown |
| x O | Brown/private |
| y | red boy |
| z (youngest shares) | does not share with oldest |

The only additional information that can be deduced from the clues is that, since W and X both have brown hair, either Y or Z must be a red haired boy, as indicated above.

21. W and X both have brown hair. Thus Y and Z must be the two red haired children who are assigned to semi-private rooms. Although Y or Z , or both may share a room with W , Y and Z must share a room with each other; otherwise one of them would have to share the room with X , which would violate the constraint that X is assigned to a private room. Since Z cannot share a room with the oldest child, Y cannot be the oldest child. Hence option (b) is the correct answer.

22. Considering statement (I), if two boys have brown hair, then three of the children (W , Y and Z) must be boys (because either Y or Z is a red-haired boy). If every boy is older than every girl, then X , the only girl, would be the youngest child but this violates clue statement (i). Thus statement (I) must be false. Considering statement (II), X is assigned to a private room. Thus, if three children must be W , X and Z . Z will not share room with the oldest child, and therefore cannot be younger than every boy. Hence this statement is also false. Considering statement (III), if two children are boys and are assigned to a semi-private room, one of two situations must be



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