

Based on latest pattern



CRACK the

IIM Indore

IPM

INTEGRATED PROGRAMME IN MANAGEMENT

Entrance
Examination

Verbal Ability



with CD ROM

Also useful for BBA entrance examinations



dueNorth Academics
(An IIM Alumni Body)

About Pearson

Pearson is the world's learning company, with presence across 70 countries worldwide. Our unique insights and world-class expertise comes from a long history of working closely with renowned teachers, authors and thought leaders, as a result of which, we have emerged as the preferred choice for millions of teachers and learners across the world.

We believe learning opens up opportunities, creates fulfilling careers and hence better lives. We hence collaborate with the best of minds to deliver you class-leading products, spread across the Higher Education and K12 spectrum.

Superior learning experience and improved outcomes are at the heart of everything we do. This product is the result of one such effort.

Your feedback plays a critical role in the evolution of our products and you can reach reachus@pearson.com. We look forward to it.

**Crack
the IIM Indore
IPM
Entrance Examination**

Verbal Ability

First Edition

dueNorth Academics

Copyright © 2017 Pearson India Education Services Pvt. Ltd

Published by Pearson India Education Services Pvt. Ltd, CIN:
U72200TN2005PTC057128, formerly known as TutorVista Global Pvt. Ltd,
licensee of Pearson Education in South Asia.

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

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

ISBN 978-93-325-4702-5
eISBN 978-93-325-8777-9

Head Office: 15th Floor, Tower-B, World Trade Tower,
Plot No. 1, Block-C, Sector 16, Noida 201 301, Uttar Pradesh, India.
Registered Office: 4th Floor, Software Block, Elnet Software City,
TS 140, Blocks 2 & 9, Rajiv Gandhi Salai, Taramani,
Chennai 600 113, Tamil Nadu, India.
Fax: 080-30461003, Phone: 080-30461060
www.pearson.co.in, Email: companysecretary.india@pearson.com

Contents

<i>Preface</i>	<i>vii</i>
<i>About the Examination</i>	<i>x</i>
<i>Examination Pattern and Trends</i>	<i>xiii</i>
Chapter 1 Reading Comprehension	1.1
Chapter 2 English Usage	2.1
Chapter 3 Antonyms	3.1
Chapter 4 Synonyms	4.1
Chapter 5 Fill in the Blanks	5.1
Chapter 6 Analogy	6.1
Chapter 7 Modifiers	7.1
Chapter 8 Para-jumble	8.1
Chapter 9 Critical Reasoning	9.1
<i>Section Test 1</i>	<i>S1.1</i>
<i>Section Test 2</i>	<i>S2.1</i>
<i>Section Test 3</i>	<i>S3.1</i>

This page is intentionally left blank

Preface

Crack the IIM Indore IPM Entrance Examination–Verbal Ability, is an array of comprehensive class tested material which helps the aspirants to strengthen their concepts on certain sections like reading comprehension, vocabulary, critical reasoning, etc. Verbal Ability, plays an important role in the IPM Entrance Examination. In order to crack this section and secure a seat to one of the premier management institutes in India, one needs to have conceptual clarity and multiple rigorous practices as provided in this book.

This new edition offers the fully updated materials to summarize the recent changes followed in the question paper pattern. The concepts in verbal ability are thoroughly covered keeping in mind the vital aspects of the updated pattern along with sufficient practice tests which will equip the students to crack IPMEE and BBA entrance examinations conducted all over India. Adding to this, a CD has been provided which carries all the time based MOCK TESTS that will test the preparedness of the aspirants to get hold of the newly enhanced online examination pattern and user interface.

Why to Choose IPM?

It is a unique and creative programme meant to provide a head start to young students with managerial and leadership qualities. The course provides the perfect ecosystem for the young students to mould themselves into outstanding leaders through a world-class education.

The Integrated Programme in Management (IPM) was started by IIM Indore in the year 2011. Since then it has turned out to be a boon for students aspiring for a management degree from IIM, with key benefits such as:

- An opportunity to associate with one of the prestigious management institutions right from undergraduate level (UG).
- Exposure to some of the best management faculties from IIM, at an early age.
- A stronger peer group as a result of the five years (instead of two years) course period combined with world class infrastructure.

Why to Use This book?

The 3C's:

- *Concise*: We understand that the aspiring students are already occupied with their X+2 syllabus and examination. Hence, this book has been designed to provide 'to-the-point' concepts supported by a few but high quality questions, in the interest of better time management.

- *Coverage*: Continuous content evolution basis the patterns emerging out the last five years question papers along with strategic inputs from trainers across the country on current and future trends. Section Tests and Full Length Test Papers for thorough practice and self-assessment.
- *Clarity*: Lucid explanation of concepts with the help of clear illustrations and worked-out examples.

Time Management Techniques for Attempting IIM Indore IPM

Aptitude Test (AT) is not the test of IQ alone. It also tests your EQ (as well as Time Management). Ultimately, the selectors want people and upcoming managers who are intelligent, as well as who can manage their time to make it the most productive.

Step 1: In the first 10 minutes, go through all the Vocabulary/Fill in the blanks/Idioms based questions. Good point about a vocabulary based question is that it is not time consuming. You either know the answer or you do not know it. **Expected number of questions to be solved is 12–15.**

Step 2: In Quantitative Section, Invested time is 30–32 minutes. Rule should be simple in this round – (a) you are not going to even read a question which is 4–5 lines long, (b) attempt only those questions solutions for which are clear from end-to-end. *NO EMOTIONAL ATTACHMENT* with any question. **Expected number of questions to be solved is 13–15.**

Step 3: Verbal Section, Invested time is 35 minutes. Try the Reading Comprehension passages, Para Jumble, Spotting the Correct Sentence along with the remaining Vocabulary-based questions or Critical Reasoning questions, etc. **Expected number of questions to be solved is 16–18.**

Review: At the end of 75 minutes, you would have solved all the easy to moderate level questions. At the same time, you have gone through the entire question paper, so now you know where you can find some more ‘workable questions’. **Expected total number of questions to be solved is 41–48.**

Step 4: Review the entire question paper. Time left is 45 minutes. Distribute 12–15 minutes in verbal and 30–33 minutes in Quantitative Ability. You may choose the order of attempting the sections. The questions that you are going to get now will be slightly difficult and you will be required to struggle with those.

Choose from your areas of strength (such as Numbers or Algebra or Verbal or if there are questions from DI). **Expected number of questions to be solved is 20–22.**

Review: At the end of 120 minutes, the total number of questions solved is 61–70. Taking an average count, the total number of questions attempted is around 65 questions. At accuracy level of 85% plus, this is sufficient to get the call for Personal Interview.

Other Must-reads to Crack the Examination

- Crack the IIM-Indore IPM: Complete Manual
- Crack the IIM-Indore IPM: Full Length Test Series

Highlights

1. Prepared on the lines of 3C’s – Concise, Coverage and Conceptual-clarity
2. Includes sectional tests at the end of sections (for Complete Manual and Verbal Ability book)
3. Covers all relevant topics as per examination pattern.

4. Provides worked-out examples for explaining the concepts (for Complete Manual and Verbal Ability book)
5. Presents ample number of practice questions along with solutions after each chapter (for Complete Manual and Verbal Ability book)

Although utmost care has been taken while preparing this book, there might be a slight chance of some errors persisting in the book. Hence, we would be thankful if you may mail us your suggestions and candid feedback on: *reachus@pearson.com*

Happy Learning!

Nishit Sinha

(Alumnus, IIM Lucknow)

Founder Partner, dueNorth India Academics LLP

Connect with me:

- nsinha.alexander@gmail.com
- on quora.com (<https://www.quora.com/profile/Nishit-Sinha-3>)

About the Examination

The five-year integrated programme in management is aimed at students who have passed class XII/ Higher Secondary or equivalent from various schools in India. IIM Indore started a five year Integrated Programme in Management (IPM) in 2011. Classes for the 1st batch was started in October, 2011.

After three years of intensive study of foundational disciplines, IPM students are trained as managers along with the students who are pursuing their two year Post Graduate Programme in Management (PGP), undertaking the same course package in management studies in 4th and 5th year.

On successful completion of the five year rigorous academic experience, the participants would be awarded Integrated Diploma in Management by IIM Indore. A study centre and an examination centre of Indira Gandhi National Open University (IGNOU) have been opened at IIM Indore to facilitate the students to get a bachelor's degree awarded by IGNOU. After getting this degree, the students are eligible to appear at examinations that require a graduation degree as eligibility (for example, Civil Services Exam, etc.).

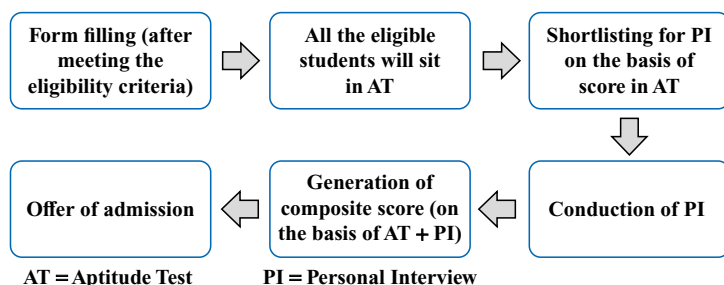
Eligibility Criteria

- 60% aggregate marks at Secondary/X Std/ Equivalent and at Higher Secondary/XII/+2 level/ Equivalent for General Candidates and NC-OBC category candidates.
- 55% aggregate marks at Secondary/X Std/ Equivalent and at Higher Secondary/XII/+2 level/ Equivalent for SC, ST and PWD/DA candidates.
- All candidates meeting the minimum eligibility mentioned above will be called for Aptitude Test.
- Government of India reservation norms would be followed while offering the admission.

Age Limit for 2017–2022 Programme

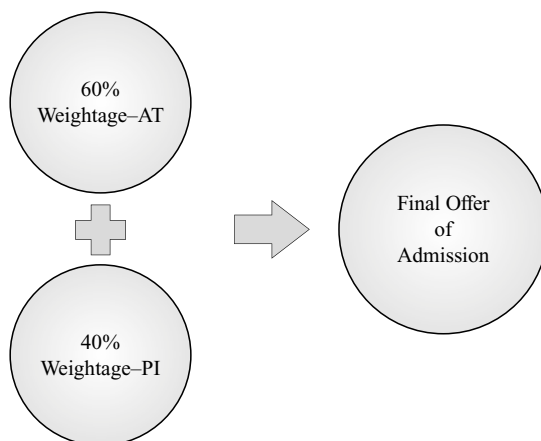
- Not more than 20 years as on July 31, 2016 for General /NC-OBC Candidates.
- Not more than 22 years as on July 31, 2016 for SC/ST/PWD/DA Candidates.

Selection Process



Candidates will be called in the ratio of 1:10 in each category, i.e., for every seat, 10 students will be called for PI. Total number of seats will be 120 (for the academic calendar 2016–2021).

Weightage for Final Offer of Admission



Selection Procedure

The candidates will be selected on the basis of overall performance in Aptitude Test and Personal Interview. Any candidate who fails to appear in either the Aptitude Test or Personal Interview or both shall not be considered further during the selection process.

The selection process is as follows:

- Stage 1:* The candidates satisfying the minimum eligibility criteria should submit their application online.
- Stage 2:* Based on the applications received, candidates satisfying minimum eligibility criteria will be called for the Aptitude Test (AT).

Number of Seats = 120

Fees and Accommodation

Tuition fees for the first three years would be about ₹4,00,000/- per annum and for the next two years it would be as per the prevailing PGP fees. Tuition fee does not include the boarding and lodging charges. Accommodation would be arranged on a sharing basis for the first three years. Single room accommodation would be made available for the 4th and 5th year of the Programme.

About IIM Indore IPM Aptitude Test

AT will be of objective-type nature. (i) The sample questions from previous year question paper will be uploaded on our website. (ii) There will be two sections in AT namely, Quantitative Ability and Verbal Ability. (iii) There will be 100 questions totally with a time duration of two hours. (iv) Each question will carry 4 marks. (v) There will be a negative marking of 1 mark for each wrong answer.

Calculation of Composite Score

Sufficient number of candidates for Personal Interview (PI) in each category (General, NC-OBC, SC, ST and PWD/DA) will be shortlisted from the eligible pool using the merit list generated based on the Aptitude Test Score (ATS). As per the pattern observed so far, candidates were called in the ratio of 1:10 in each category, i.e., for every seat, 10 students will be called for PI.

Calculation of Composite Score

Component	Score
Score in Quantitative Ability	$60 \times (\text{Candidate's Score} - \text{Min. Score}) / (\text{Max. Score} - \text{Min. Score})$
Score in Verbal Ability	$40 \times (\text{Candidate's Score} - \text{Min. Score}) / (\text{Max. Score} - \text{Min. Score})$
Aptitude Test Score (ATS)	Sum of above scores (max 100)

The candidates satisfying the requirements mentioned in the earlier stages will only be considered for the final selection. Category wise merit list will be generated based on the Composite Score (CS) and provisional admission offers will be made accordingly adhering to the reservation norms.

Weightage of AT = 60%

Weightage of PI = 40%

No intimation will be sent to candidates who are not selected for final offer.

Reservations

As per the reservation of Government of India, 15 per cent and 7.5 per cent of the total seats are reserved for scheduled caste (SC) and scheduled tribe (ST) candidates respectively, who are eligible under the IIM Indore's admission requirements; 27 per cent seats are reserved for non creamy layer – other backward classes (NC-OBC) candidates, who fulfil the admission requirements. In addition, 3 per cent seats are reserved for persons with disabilities (as per the provisions of Persons with Disabilities Act, 1995) meeting IIMI's admission requirements.

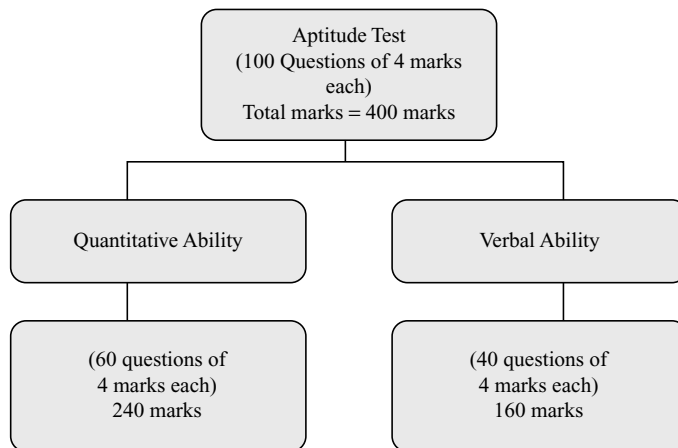
Boarding and lodging fees will be in addition to the above mentioned tuition fees.

Should you have any query, you can mail us at: reachus@pearson.com

Examination Pattern and Trends

Paper pattern of IIM IPMEE Aptitude Test (AT) has been fairly constant across the years so far—60 questions in Quantitative Ability (4 marks each totaling 240 marks) and 40 questions in Verbal Ability (4 marks each totaling 160 marks). There is 25% negative marking.

Snapshot of the Paper Pattern



Negative Marking—Yes (25% negative marking is there).

Quantitative Ability

Questions are asked from a range of topics like Percentages, Profit and Loss, SI and CI, Number System, Average, Alligation, Mixture and Solution, Ratio and Proportion, Time Speed and Distance, Time and Work, Progressions, Geometry and Mensuration, Inequalities, Logarithms and Graphs. AT 2016 had questions from Data Interpretation (DI) and Logical Reasoning (LR).

In AT 2016, for the first time, Quantitative Ability section had questions from Matrices, Determinants and basic questions from trigonometry.

Verbal Ability

This section consists of – Reading Comprehension (2–3 passages with 5 questions each), Vocabulary (Around 10–12 questions on Antonyms and Synonyms), Para Jumble, Logical Completion of paragraph, Best Summary questions, Word Usage, Fill in the Blanks (6–8 questions) and Proper Usage of words. The passages were asked from economy, culture and developmental issues.

Should you have any query, you can mail us at email id: *reachus@pearson.com*

1

Reading Comprehension

What is Reading Comprehension?

Reading comprehension section in the IIM Indore IPM AT is the advanced version of the reading comprehension asked back school. Historically, the passages in the IIM Indore IPM AT have ranged from 350–1300 words, followed by a set of few questions. The passages are drawn from areas like pure sciences, social sciences, medicine, art, literature, technology etc. A student is supposed to answer the questions in light of the information given in the passage within the stipulated time. The ability of the student to make sense of the information and ideas presented in the passage is put to test through questions with multiple choice answers. More specifically, a person's ability to understand standard written English, analyse complex ideas, and ability to draw inferences from the written material is put to test.

The significance of Reading Comprehension, commonly known as RC can be gauged from the fact that almost half the questions in the Verbal Section are based on Reading Comprehension. Many students find RC to be tough and challenging, but with consistent practice, and patience, the art of Reading Comprehension can be mastered.

Why is Reading Comprehension Asked?

RC is the most important and wide question type of the English section of the IIM Indore IPM AT and other B-School entrance test. RC section helps examiners in assessing the expertise of one in understanding the language. Besides, RC also checks how well a person understands

someone else's (the author's) view point his preferences and prejudices.

1. Reading Comprehension is integral to success in the IIM Indore IPM AT

Reading is important not only for RC, but also for English Usage area (especially in the Critical Reasoning or Sentence arrangement questions), and LR/DI section. Having a good reading habit will make more time available for solving the problem.

2. Reading is essential to do well in a B-school.

Life in a B-school demands extensive reading and research for case studies, presentations, and business projects. Today's global manager has to keep pace with the latest happenings in the corporate world, political changes in the country and the world, changing preferences of the customer. Therefore, newspapers, journals and business magazines form the staple diet of a wannabe professional.

3. Reading helps in getting ahead in career. Recent researchers have tried to analyse the reading habits of adults working in different organizations at different levels of management hierarchy. One such research finds that people at the higher levels have more positive attitudes toward reading and spend more time in reading. It gives us an idea that reading helps probably because a well read person will have viewpoints and knowledge about diversified fields in his/her occupation, that may lead to faster growth.

1.2 ■ Verbal Ability

Source: <http://www.eric.ed.gov> (sponsored by US Dept of Education)

Let us now go through a sample RC passage:

Breaking the Ice with RC and English Usage

Read the passage carefully and answer the questions on the basis of the information supplied by the passage.

With Barack Obama taking oath yesterday as America's 44th and first African-American president, the United States turned a page and closed a chapter. Obama's spectacular success story is packed with poignant, and powerful, symbolism. If he accepted the Democratic nomination last August on the anniversary of Martin Luther King Jr's 'I Have a Dream' speech, his inauguration follows the American holiday in memory of King. It is the culmination of an extraordinary story and a new beginning. Obama rode on a ticket for change. A country left bitter, fearful and divided by eight years of George W Bush's presidency, welcomed him with relief and expectation. The world, which had viewed America with growing alarm during these years, tuned in to Obama as well. He represented hope that America would manage its own house responsibly and favour consensus and cooperation while dealing with the world. But as enormous as his moment in history are the challenges Obama will face from day one.

Undoubtedly, the gloomy economy will consume much of the new president's energies and he has so far shown signs of clear thinking on how to get America up on its feet again. Equally tough are the assortment of challenges that will present themselves on Obama's foreign policy plate. One war needs to be wound down responsibly while America's attention has to shift to the real battleground in Afghanistan and Pakistan. Obama cannot afford to engage Pakistan only to tackle Al-Qaeda and the Taliban. To continue the world war against terror, he will have to pursue the other extremist outfits

like Lashkar-e-Taiba and its front organizations which export violence from that country. They have had a generally free run despite Pakistan's claims to the contrary. For the sake of the world's security, Obama must press Islamabad to clamp down on these groups and close down their bases, something that the Bush administration failed to do for most of its run. And then there is the Middle East mess. Trying to achieve a degree of resolution there will require fresh commitment and thinking from Washington. It is evident that Obama will have to hit the ground running. There are soaring expectations which cannot be all fulfilled. But he has a good base of credibility to start from. Opinion polls show he enjoys close to 80 per cent approval ratings as he picks up the keys to the White House and that the American people across political divides, are willing to give him a chance and their time. His commitment to consultative governance while being firmly in charge, and the A-list team he has picked, would hopefully serve America and the world well. Obama's inauguration party which has seen millions of Americans pour onto the streets to have a blast is a fine celebration of democratic ideals and values. Democracy's enabling promises are why Americans and those who share similar values elsewhere are raising a toast as they welcome President Barack Hussein Obama.

1. What does the author want to convey from the statement 'But as enormous as his moment in history are the challenges Obama will face from day one'?
- (a) His ascent heralds a significant change but it also poses many daunting tasks ahead.
- (b) The challenges in front of Obama are insignificant in comparison to his heroic stature.
- (c) This the biggest moment in the history of the US, but also marks the beginning of Osama's onerous journey.
- (d) Obama shall face the toughest challenges in the first phase of his presidency.

- (e) Obama's historical win guarantees that he will be able to sail through the tough times easily.
2. What can be inferred about the policies of Obama's predecessor?
- His policies had less room for consensus and cooperation in world affairs.
 - His policies lacked clear thinking on how to get America upon its feet.
 - Pakistan was not engaged to tackle Al-Qaeda and the Taliban.
 - He showed lack of commitment to tackle the Middle East crisis.
 - His policies were largely responsible for the looming financial crisis.
3. According to the passage, Obama is likely to face all the following major challenges except
- to wind up the unresolved war.
 - to improve the gloomy economic situation.
 - to find a solution to the Middle East crisis.
 - to put a curb on terrorism and terrorist organizations.
 - to get the complete support of the White House and the American people push his plans ahead.

Answers and Explanation

- The passage conveys that the change is remarkable but also throws new challenges ahead, hence, option (a). The other options talk about something which is nowhere given or indicated in the passage.
- It can be inferred from the second paragraph fourth line 'He represented hope that dealing with the world,' hence, option (a) is the answer.
- The passage talks about 80 per cent approval ratings as he picks up the keys to the White House and that the American people across political divides', therefore

'to get the support of people' is not a challenge for him, so, option (e) is the answer.

How to Acquire Mastery Over Reading Comprehension?

Knowing the weightage given to RC in the verbal section across the range of B school entrance tests, a student is hardly left with any choice but to attempt at least a few passages.

In order to master the RC section, there are facts that a test-taker needs to know, prior to taking a test. These include:

1. Does speed matter?

Looking at the pattern of last few IIM Indore IPM AT papers average length of a passage have hovered around 700–800 words per passage including questions. Assuming that a student solves all 3 passages in 25 minutes time, this leads to going through 2400 words (on an average) in 25 minutes $\Rightarrow$ 96 words per minute.

However, if a student goes through only two passages, then s/he will be going through only 1600 words in 25 minutes $\Rightarrow$ 64 words per minute. Solving 2 passages. This is sufficient to get a good score if you attempt similar number of questions in LR and other English Usage questions.

Having said this, I strongly suggest pushing the limits and increasing the comprehension speed as much as possible, however not at the cost of accuracy.

2. Its more about comprehension than reading:

There are two types of reading—reading with the eyes and reading with the brain.

Reading for RC is different from general reading where we read either to get some specific piece of information or we read at ease to relax or unwind ourselves after a long tiring day, and it may just be reading with the eyes But for the competitive exams we need to read with our brain because the purpose is different. And there comes the comprehension part. We read to

1.4 ■ Verbal Ability

find out the main idea of the passage and be accurate in answering the question, which even drains the physical energy. We read with sole objective to maximize our score, within a limited framework of time.

A practical suggestion can be given as to develop the habit of reading books of different genre, and developing a taste for intellectual debate and exploration. This can go a long way to develop the complete personality of the reader besides increasing the level of comfort in the RC section.

So, now what we focus upon is not reading speed but Comprehension speed.

3. Practice is the key:

Solving RC practice exercises regularly helps develop confidence and gives an exposure to the nuances of RC. An aspirant is suggested to find out the main-idea of the articles in the editorial section of the newspapers, so that identifying the main-idea comes naturally to a student as it is integral to answering questions in IIM Indore IPM AT especially inferential ones.

4. And finally, analyse the exercises done:

The work doesn't finish after solving the exercise. Analysing a test after solving is more important than students generally may think it to be. Analysis not only tells us where we went wrong and why we went wrong but also how those mistakes are to be avoided thence.

How to Increase Your Reading Speed?

We have already discussed that with a decent speed of 80–100 words per minute only, RC can be managed for IIM Indore IPM AT, although importance of improving the reading speed (or for that matter improving anything else too) cannot be denied.

Generally, we read slowly because we believe that if we read slowly we will understand the things better. On the other hand, reading slowly leads to loss of concentration as our mind gets easily distracted, which leads to loss

of interest, which further lowers down the reading speed.

It is important to understand how we read. Generally we read one to two words at a glance, pause for a fraction of a second and move to the other chunk of words. If we can train our eyes to read more number of words in a glance, our reading speed can increase manifold. With consistent practice, it may be possible to read the lines of a newspaper column in a single glance.

While reading a piece of text, we have tendency to move back, cross check and re-read the things which we have already read. Generally, this happens because of lack of interest, complex vocabulary, or poor retention of the reader. This is known as regression or skip back. The habit of regression has to be minimized if not eliminated. Pausing once in a while to figure out the contextual meaning of words, however, is not regression.

Regression is a big time killer. It breaks the flow of thought, and leads to poor concentration, which leads to more regressions, which further lowers down the reading speed. Thus regression makes reading a slow and tiresome process. The best way to eliminate regression is to move a pen or pencil smoothly under the text and make your eyes follow the text. This is a great way to train oneself to read faster.

Some of us move our lips while reading. We tend to mumble the words audibly or inaudibly. The habit of sounding out words while reading is known as *vocalization*. The habit has its roots in our childhood when we were asked by our teachers in school to read aloud. Even at our homes, our mother would ask us to read aloud, when she used to be busy with the house chores. You could focus on the text (as there was no choice!), but how much of that could you understand? The problem with vocalization is it limits our reading speed, although it may help the reader to fix his mind on the subject matter.

Please note that as you experiment with these speed enhancement techniques, your comprehension will dip initially. Your mind

may revolt, as many of us have been regressing and vocalizing throughout our school and college life. With a firm faith to improve reading effectiveness, coupled with consistent practice you can increase your reading speed manifold.

Instructions

Move your pen/pencil under the line of text uniformly and let your eyes follow the movement of the pacer (pen/pencil) and answer the following questions with Yes or No.

Is Muntazer al-Zaidi, the Iraqi who hurled his Number 10 footwear at George W Bush during a press conference in Baghdad, a hero or a heel, in more ways than one? Opinion is sharply divided on this. On the one hand or rather, foot there are those who feel that al-Zaidi's behaviour was totally unacceptable, breaching as it did the code of conduct for journalists who as opinion formers must stick to rules of parliamentary conduct in their professional lives. Conversely, the footloose, or shoe-loose, journo has been hailed as a champion by all those and there are many of them who feel that his was a robust and deserved retort-in-kind to Bush's jackbooted militarist policy in Afghanistan, Iraq itself, and elsewhere.

The Baghdad authorities have taken a dim view of the episode and al-Zaidi who has in a letter to the Iraqi prime minister pleading for clemency described his no-soles-barred attack as an "ugly act" could face two years imprisonment for his outburst. However, an enthralled Egyptian father has offered his daughter's hand in marriage to the feisty al-Zaidi, saying that he had nothing more valuable than his girl child to offer the barefoot guerrilla. Another admirer, a Saudi tycoon, had offered to buy the famous footwear for \$10 million. Unfortunately, the sale could not take place as an embarrassed Iraqi officialdom had consigned the items in question to an incinerator.

While the jury remains out on whether al-Zaidi should eventually end up in the hall of fame or that of infamy, protocol officers and event managers of politicians and other public

figures should put on their thinking caps to figure out ways and means to avoid or at least to minimize the impact of such incidents in future. All public rites and rituals marriages, funerals, birthday parties, press conferences are organized according to commonly accepted codes of behaviour. It is high time that the ritual of public protest so vital to democracy and the concept of a free society should have its own guide book of dos and don'ts; we need an etiquette of demonstrative dissent.

In this exercise, we might like to take a tip from the would-be novelist who, before a public reading of his latest work, went to the market and bought quantities of eggs and tomatoes which he distributed among the audience, explaining that if he were to be pelted for deficiencies in his prose he would prefer the missiles to be fresh and not old and foul-smelling. This would appear to be an eminently civilized way of ordering such encounters: the protester would have the satisfaction of lodging, or lobbying, his protest, and the protestee the person being protested against would have the option of choosing the ammunition of the protester. In this way, both parties could claim satisfaction.

In the al-Zaidi-Bush case, such mutual gratification cannot be ruled out. While in the Arab world, and indeed in the Indian subcontinent, footwear with its unclean, animal skin associations is considered a particularly offensive projectile to have hurled at oneself, in the rawhide Texan context of 10-gallon hats and cowboy boots that the exiting US president hails from, similar qualms of ritual pollution need not apply.

In Islamic and Indic traditions, footwear is removed before entering places of worship or even private houses. No such practice applies in the West, particularly in the fabled Wild West of which Dubya is in some ways an embodiment in which it was deemed an honour to have 'died with one's boots on'. Indeed, having ducked in time, the president didn't seem particularly fazed by being targeted by *joo-tis*, and later remarked that he must think up

1.6 ■ Verbal Ability

some good shoe jokes for future reference. Sound advice to all those who need to go public. Think of some good shoe jokes. Or good whatever-it-is-you-would-like-thrown-at-you jokes. And lay in stocks of your preferred tokens of protest to give to those who would protest against you. Eggs, tomatoes, chappals; the choice is yours.

1. Baghdad authorities have welcomed al-Zaidi's act. *Yes/No*
2. The shoe which was hurled was 9 in number. *Yes/No*
3. In Texas footwear is considered an offensive projectile. *Yes/No*
4. In Islamic tradition, footwear is removed before entering private houses. *Yes/No*
5. A Saudi tycoon bought the famous footwear for \$10 million. *Yes/No*

Answers and Explanation

1. No, The passage authorities have taken a dim view of the episode.
2. No, it was 10 in number.
3. No, the passage says that it's a part of the Texan culture where cowboys don leather apparel.
4. Yes, given in the second last paragraph.
5. No, Saudi tycoon had only offered to buy the famous footwear, and the sale did not take place.

Different Categories of RC Passages

The reading passages in IIM Indore IPM AT and other B school entrance tests are different subject areas like History, Philosophy, Literature, Economics etc. On the basis of the subject matter, viz., RCs can be broadly classified into different genre viz., Literature, Religion and Philosophy, Economics and business, Psychology, Life Sciences, Physical Sciences etc.

A passage from sociology, arts, or philosophy can discombobulate a student from science background, and disturb the momentum of the entire paper.

Although the average length of passages has gone down significantly over the years to as low as 500–600 words, the subject matter can be quite unfamiliar and unfriendly to an average test taker. The primary reason behind this discomfiture is that students are seldom comfortable with the vocabulary and concepts used in these subject areas.

Therefore a serious aspirant must thoroughly read newspapers editorials, magazine articles and books from different areas which offer new ideas and challenging vocabulary. Expose yourself to new concepts and ideas through online glossaries and encyclopedia.

The idea is to develop a basic framework of knowledge so that the reader becomes comfortable with different branches of knowledge. This can greatly reduce the shock factor one faces while confronting the abstract passages in the test paper.

Let's take a few sample passages from different disciplines. Be patient and keep your mind open to learning. Try to make sense of what the passage talks about, what the author is trying to convey.

Passage 1

Physical Science

A large part of the North Polar Region the Arctic, Alaska and Greenland has lost over two trillion tonnes of ice over the last five years, according to scientists interpreting new data obtained from a NASA satellite. What is alarming is that the melt figure refers to depletion of landlocked ice, and more than half the loss is in Greenland, contributing to half a millimeter of sea level rise annually. The total ice melt from the entire region has led to sea levels rising by one-fifth of an inch in five years. Add to this the Arctic Amplification Effect. The increase in the volume of Arctic waters absorbs

more heat in the absence of sunlight-reflecting white ice which warms the oceans even more in summer. In autumn, the heat is released into the air, leading to rise in air temperatures, up to 10 degrees warmer now than recorded in the 1980s.

The Inter-governmental Panel on Climate Change's fourth assessment report warned last year that if the current rate of emissions continues unabated, the world could reach a tipping point by 2050. Among other dire consequences, this would seriously impact the availability of drinking water, especially in Asia, Africa and Small Island Developing States.

James Hansen, director of NASA's Goddard Institute of Space Studies, says that the IPCC's estimates are conservative and the information outdated. New data reveal a situation that is far worse, calling for a 'Climate Code Red'. In other words, it's a planetary emergency. The December 2008 UN climate change conference in Poznan, Poland, did not reflect this urgency. Neither specifics nor time-lines for curbing emissions were agreed upon that would help formulate a global plan of action at the Copenhagen December 2009 summit to firefight climate change.

The year 2008 could be the tenth warmest year on record, according to the UN Meteorological Agency. Tackling the problem together ought to get top priority rather than assignment of blame, since emissions and their effects know no borders. The answer lies in sharing of clean technology and stepping up research and development efforts in alternative and renewable energy options despite cheaper oil. Industrialized countries should release the promised 2 per cent from carbon trade profits to the UN Adaptation Fund to help developing countries cope with the effects of climate change. India is among the hot spots identified by the UN for extreme weather events. Its National Action Plan on Climate Change shows India is taking the problem seriously. But this might be insufficient without a global plan.

Explanation

The passage begins with the alarming fact that the North Polar Region has lost over two trillion tonnes of ice over the last five years. The melting ice leads to rising sea levels. The increased water volumes absorb more heat and release it into the air, leading to rise in air temperature, which causes global warming. The recent IPCC report says that if the current rate of emissions goes unchecked the world could reach a tipping point by 2050.

James Hansen, director of NASA's Goddard Institute of Space Studies believes that the situation is even bleaker. The answer lies in sharing of clean technology and stepping up research and development efforts in alternative and renewable energy options. Industrialized countries should part with some of their carbon trade profits to help the developing countries cope with the effects of climate change.

Passage 2

Politics/Government

The closing decades of the last century saw substantial offloading of responsibilities by national governments to those below both in the US and Canada. It would appear there is, what Kincaid (2002) calls a "federalist ferment" across the world. The ferment notwithstanding, federalism is facing challenges from several directions. First of all, the intellectual case for decentralization and federalism has come under some critical reappraisal. Even some of the key assertions regarding the virtues of decentralization and the assumptions underlying them have been challenged. Attention has been drawn to the possibility of decentralization failures and the merits of strong nationhood as a check against centrifugal forces gaining ascendancy and subverting the integrity of nations.

What is more, the very forces that led to the fall of oppressive statism and provided the impetus for decentralization, viz., globalization

1.8 ■ Verbal Ability

and the demise of statism, are now posing a threat to the sovereignty of nation states—their life blood—and along with them that of their constituent units with implications that are yet to unfold. Despite the moves towards decentralization and more room for junior governments in established federations, viz., the US, Canada and Australia, the signals are mixed. Federal government still accounts for 60 per cent of government expenditure in the US. Things have not changed much in Canada either.

In Australia, the trend, if any, is towards even more centralization. Some of the decentralized federal countries like Brazil are “recentralizing”. Globalization has generated pressures for reform in the economic and political organisation and thereby intergovernmental relations of all developing countries. There are forces pulling in opposite directions, tending to centralize functions envisaged by second tier governments, like states in India, and decentralize some to tiers further down citing “subsidiarity”.

The choice of the federal form for the US constitution that presaged the emergence of the federal idea across the world was motivated largely by the anxiety to have a central government that can act decisively when required unlike in a confederation, but with effective checks and balances by dividing powers between the federal government and the states.

What accounts for the current federalist ferment despite warnings about its risks and inefficiencies are basically two fold. One is the economic benefits of efficiency in the organisation and functioning of the public sector from decentralization—now encapsulated by the principle of “subsidiarity” in the EU’s Maastricht treaty—combined with the gains from the operation of a large common market. The other is commitment to diversity rather than homogeneity. And this is particularly relevant for a diverse country like India. There is also the strength that comes from unity, the ability to face calamities like the tsunami and threats to security like external aggression or terrorism.

Explanation

Federalism faces difficult challenges in the era of globalization, since the latter has generated pressures for reform in economic and political organizations and thereby in inter-governmental relations of all developing countries as well. There are forces in inter-governmental relations pulling in opposite directions, some tending to centralize functions of second tier governments, such as of the states in India, and others moving to decentralise to tiers further down, citing “subsidiarity”.

Passage 3

Philosophy/Religion

When I was a fairly precocious young man, I became thoroughly impressed with the futility of the hopes and strivings that chase most men restlessly through life. Moreover, I soon discovered the cruelty of that chase, which in those years was much more carefully covered up by hypocrisy and glittering words than is the case today. By the mere existence of his stomach everyone was condemned to participate in that chase. The stomach might well be satisfied by such participation, but not man insofar as he is a thinking and feeling being.

As the first way out there was *religion*, which is implanted into every child by way of the traditional education-machine. Thus I came—though the child of entirely irreligious (Jewish) parents—to a deep religiousness, which, however, reached an abrupt end at the age of twelve. Through the reading of popular scientific books I soon reached the conviction that much in the stories of the Bible could not be true. The consequence was a positively fanatic orgy of freethinking coupled with the impression that youth is intentionally being deceived by the state through lies; it was a crushing impression. Mistrust of every kind of authority grew out of this experience, a skeptical attitude toward the convictions that were alive in any specific social environment—an attitude that has

never again left me, even though, later on, it has been tempered by a better insight into the causal connections.

It is quite clear to me that the religious paradise of youth, which was thus lost, was a first attempt to free myself from the chains of the “merely personal,” from an existence dominated by wishes, hopes, and primitive feelings. Out yonder there was this huge world, which exists independently of us human beings and which stands before us like a great, eternal riddle, at least partially accessible to our inspection and thinking. The contemplation of this world beckoned as a liberation, and I soon noticed that many a man whom I had learned to esteem and to admire had found inner freedom and security in its pursuit.

The mental grasp of this extra-personal world within the frame of our capabilities presented itself to my mind, half consciously, half unconsciously, as a supreme goal. Similarly motivated men of the present and of the past, as well as the insights they had achieved, were the friends who could not be lost. The road to this paradise was not as comfortable and alluring as the road to the religious paradise; but it has shown itself reliable, and I have never regretted having chosen it.

Explanation

This is a selection from an essay written by the great scientist Albert Einstein. The author says that most people chase material comforts throughout their lives, but it doesn't satisfy the thinking and feeling people like him. He believes that the traditional education ‘machine’ is rigid and mechanical. It dumbs down a person and limits one's freethinking.

The author wants to free himself from the chain of merely personal to something bigger and universal, something which can give inner freedom and security. He sums up his argument by saying that path of religion offers many shortcuts and comfortable solutions but the quest for truth is riddled with many challenges.

Passage 4

Economics

China's lunar New Year sees the world's largest migration, as tens of millions of workers flock home. Deserting for a few days the factories that make the goods that fill the world's shops, they surge back to their native villages. This week, however, as they feasted to the deafening rattle of the firecrackers lit to greet the Year of the Ox, their celebrations had an anxious tinge. Many will not have jobs to go back to.

China's breakneck growth has stalled. The rest of East Asia, too, which had hoped that it was somehow “decoupled” from the economic trauma of the West, has found itself hit as hard as anywhere in the world—and in some cases harder. The temptation is to see this as a plague visited on the region from outside, which its governments are powerless to resist or cure. In truth, their policy errors have played their part in the downturn, so the remedies are partly in their hands.

The scale and speed of that downturn is breathtaking and broader in scope than in the financial crisis of 1997–98. China's GDP, which expanded by 13 per cent in 2007, scarcely grew at all in the last quarter of 2008 on a seasonally adjusted basis. In the same quarter, Japan's GDP is estimated to have fallen at an annualized rate of 10 per cent, Singapore's at 17 per cent and South Korea's at 21 per cent. Industrial-production numbers have fallen even more dramatically, plummeting in Taiwan, for example, by 32 per cent in the year to December.

The immediate causes are plain enough: destocking on a huge scale and a collapse in exports. Even in China, exports are spluttering, down by 2.8 per cent in December compared with the previous year. That month Japan's fell by 35 per cent and Singapore's by 20 per cent. Falls in imports are often even starker: China's were down by 21 per cent in December; Vietnam's by 45 per cent in January. Some had suggested that soaring intra-regional trade would protect Asia against a downturn in the West. But that's not

1.10 ■ Verbal Ability

happening, because trade within Asia is part of a globalized supply chain which is ultimately linked to demand in the rich world.

Some Asians are blaming the West. The Western consensus in favour of globalization lured them, they say, into opening their economies and pursuing export-led growth to satisfy the bottomless pit of Western consumer demand. They have been betrayed. Western financial incompetence has trashed the value of their investments and consumer demand has dried up. This explanation, which absolves Asian governments of responsibility for economic suffering, has an obvious appeal across the region.

Awkwardly, however, it tells only one part of the story. Most of the slowdown in regional economic growth so far stems not from a fall in net exports but from weaker domestic demand. Even in China, the region's top exporter, imports are falling faster than exports.

Domestic demand has been weak not just because of the gloomy global outlook, but also because of government policies. After the crisis a decade ago, many countries fixed their broken financial systems, but left their economies skewed towards exports. Savings remained high and domestic consumption was suppressed. Partly out of fright at the balance-of-payments pressures faced then, countries have run large trade surpluses and built up huge foreign-exchange reserves. Thus the savings of poor Asian farmers have financed the habits of spendthrift Westerners.

That's not at all bad. One consequence is that Asian governments have plenty of scope for boosting domestic demand and thus spurring economic recovery. China, in particular, has the wherewithal to make good on its promises of massive economic stimulus. A big public-works programme is the way to go, because it needs the investment anyway. When Japan spent heavily on infrastructure to boost its economy in the early 1990s, much of the money was wasted, because it was not short of the stuff. China, by contrast, could still do with more and better bridges, roads and railways.

Yet, infrastructure spending alone is not a long-term solution. This sort of stimulus will sooner or later become unaffordable, and growth based on it will run out of steam. To get onto a sustainable long-term growth path—and to help pull the rest of the world out of recession—Asia's economies need to become less dependent on exports in other ways.

Asian governments must introduce structural reforms that encourage people to spend and reduce the need for them to save. In China, farmers must be given reliable title to their land so that they can borrow money against it or sell it. In many countries, including China, governments need to establish safety-nets that ease worries about the cost of children's education and of health care. And across Asia, economies need to shift away from increasingly capital-intensive manufacturing towards labour-intensive services, so that a bigger share of national income goes to households.

For Asian governments trying to fix their countries' problems, the temptation is to reach for familiar tools—mercantilist currency policies to boost exports. But the region's leaders seem to realise that a round of competitive devaluation will help no one. China has responded to American accusations of currency "manipulation" by denying it has any intention of devaluing the Yuan to boost exports. Structural reforms to boost demand would not only help cushion the blow to Asia's poor and thus help avert an explosion of social unrest that governments such as China's fear; they would also help counter the relentless rise in protectionist pressure in the West.

If emerging Asia needs a warning of the dangers of relying on exports, it need look no further than Japan. Japan's decade-long stagnation ended in 2002, thanks to a boom in exports, especially to China. Now, largely because of its failure to tackle the root causes of weak domestic demand, it is taking more of an economic hiding than any other rich country. Japan used to see itself as the lead goose in a regional flight

formation, showing the way to export-led prosperity. It is time for the other geese to break ranks.

Explanation

The article begins with a hint of irony that tens of millions of Chinese workers have been rendered jobless due to the economic recession amidst the backdrop of New Year celebrations. Many people believe that the economic crisis occurred because the Western countries lured the Asian countries into opening their economies and pursuing export-led growth. However, most of the slowdown in regional economic growth so far stems not from a fall in net exports but from weaker domestic demand. The domestic demand has been weak not just because of the gloomy global outlook, but also because of government policies, which left their economies skewed towards exports; The Savings remained high and domestic consumption was suppressed. But there is a silver lining too. There is a scope for boosting domestic demand and spend heavily on infrastructure. Asia's economies need to become less dependent on exports by introducing structural reforms that encourage people to spend and reduce the need for them to save. Moreover, the Asian economies need to shift away from increasingly capital-intensive manufacturing towards labour-intensive services.

Passage 5

Literature

He that hath wife and children hath given hostages to fortune; for they are impediments to great enterprises, either of virtue or mischief. Certainly the best works, and of greatest merit for the public, have proceeded from the unmarried or childless men; which both in affection and means, have married and endowed the public. Yet it were great reason that those that have children, should have greatest care of future times; unto which they know they must transmit

their dearest pledges. Some there are, who though they lead a single life, yet their thoughts do end with themselves, and account future times importunences.

Nay, there are some other, that account wife and children, but as bills of charges. Nay more, there are some foolish rich covetous men that take a pride, in having no children, because they may be thought so much the richer. For perhaps they have heard some talk, Such an one is a great rich man, and another except to it, Yea, but he hath a great charge of children; as if it were an abatement to his riches. But the most ordinary cause of a single life, is liberty, especially in certain self-pleasing and humorous minds, which are so sensible of every restraint, as they will go near to think their girdles and garters, to be bonds and shackles.

Unmarried men are best friends, best masters, best servants; but not always best subjects; for they are light to run away; and almost all fugitives, are of that condition. A single life doth well with churchmen; for charity will hardly water the ground, where it must first fill a pool. It is indifferent for judges and magistrates; for if they be facile and corrupt, you shall have a servant, five times worse than a wife. For soldiers, I find the generals commonly in their hortatives, put men in mind of their wives and children; and I think the despising of marriage amongst the Turks, maketh the vulgar soldier more base.

Certainly, wife and children are a kind of discipline of humanity; and single men, though they may be many times more charitable, because their means are less exhaust, yet, on the other side, they are more cruel and hardhearted (good to make severe inquisitors), because their tenderness is not so oft called upon. Grave natures, led by custom, and therefore constant, are commonly loving husbands, as was said of Ulysses, vetulam suam praetulit immortalitati.

Chaste women are often proud and forward, as presuming upon the merit of their chastity. It is one of the best bonds, both of chastity and obedience, in the wife, if she think her husband wise; which she will never do, if she find him

1.12 ■ Verbal Ability

jealous. Wives are young men's mistresses; companions for middle age; and old men's nurses. So as a man may have a quarrel to marry, when he will. But yet he was reputed one of the wise men, that made answer to the question, when a man should marry, —A young man not yet, an elder man not at all.

It is often seen that bad husbands, have very good wives; whether it be, that it raiseth the price of their husband's kindness, when it comes; or that the wives take a pride in their patience. But this never fails, if the bad husbands were of their own choosing, against their friends' consent; for then they will be sure to make good their own folly.

Explanation

This is one of the most famous essays written by Francis Bacon, noted English philosopher, statesman, scientist, lawyer, jurist, and author titled '*Marriage and Single Life*'. In this essay, he uses witty language to compare the merits and demerits of married life with that of single life. It begins on a cynical note that marrying is a hindrance to any great enterprise. The unmarried or childless people have done the greatest things. The essence of single life is liberty, especially for self-pleasing and humorous minds. Marriage makes a person more disciplined and humane. Although single men are quite charitable they are more cruel and hardhearted. It includes one of the most popular quotes of Bacon, 'Wives are young men's mistresses; companions for middle age; and old men's nurses.'

Understanding the Style and Tone of the Passage

Different writers adopt different ways to present their ideas, and even while using the similar writing techniques the author may reflect a different outlook, his way of looking at things. Therefore, to develop a better understanding of the text that is critical to answering questions in the IIM Indore IPM AT, it is important to understand the style and tone of the passage.

The style of the passage refers to how the ideas have been presented. It is the technique used by the author to convey his/her ideas. The style of writing depends on a variety of factors like the choice of words, clarity and accuracy of expression, sentence length, variety and structure, lucidity or complexity of language used.

Writing Styles

1. The author could use a *narrative style* in which things move like a story; with a definite beginning, middle and end. It is characterized by a personal touch to the description of events.
2. *Descriptive style* of writing reports the details of a person, place, thing or event. It is more like a news report you see in the front page of a daily newspaper. The writer begins in a general manner, and then offers a detailed description of the subject.
3. *Analytical style* of writing, as the name suggests, involves a detailed treatment of an issue or situation. The author dives deep and tries to follow the chain of reasoning and draw inferences. The author weighs the different points of view in favour of or against his argument before arriving at any conclusion.
4. When the author uses the *argumentative style* of writing, he analyses the topic after taking a stand. He tries to persuade the reader using a chain of reasoning, evidence or suggestions. It is a variant of the analytical style of writing.

Tone of Writing

The word tone generally refers to the quality of sound. But, when we refer to the tone of the passage, it refers to the predominant emotion or absence of it displayed by the author. The tone also reflects the attitude of the author towards a subject or character. Any predominant emotion may, thus become the author's tone.

Broadly, the tones can be classified as subjective or objective in nature. An objective tone is used when the author does not choose any side, and remains a neutral and detached observer. On the contrary a subjective tone reflects the emotion displayed by the author. Some of the common tones used by the authors are listed as follows:

Critical: Denotes negative or fault finding attitude of the author. Sometimes, the word critical is also used to denote deep analysis of the issue with a neutral outlook.

Laudatory/Eulogistic: To shower high praise on somebody or something.

Cynical: A higher degree of pessimism coupled with a sense of scepticism and helplessness.

Satirical: To use humour as a tool for healthy criticism.

Sarcastic: To use the words opposite to what you mean to taunt or make fun of somebody.

Didactic: When the author tries to teach or instruct through his writing.

Nostalgic: Conveys a sense of longing for the past.

Explanation

Identify the tone of the passages given below.

Passage 1

Plants are not the only organisms that can be cloned naturally. The unfertilized eggs of some animals (small invertebrates, worms, and some species of fish, lizards and frogs) can develop into full-grown adults under certain environmental conditions—usually a chemical stimulus of some kind. This process is called parthenogenesis, and the offspring are clones of the females that laid the eggs.

Another example of natural cloning is identical twins. Although they are genetically different from their parents, identical twins are naturally occurring clones of each other.

Scientists have experimented with animal cloning, but have never been able to stimulate a specialized (differentiated) cell to produce a new organism directly. Instead, they rely on transplanting the genetic information from a specialized cell into an unfertilized egg cell whose genetic information has been destroyed or physically removed.

In the 1970s, a scientist named John Gurdon successfully cloned tadpoles. He transplanted the nucleus from a specialized cell of one frog (B) into an unfertilized egg of another frog (A) in which the nucleus had been destroyed by ultraviolet light. The egg with the transplanted nucleus developed into a tadpole that was genetically identical to frog B.

While Gurdon's tadpoles did not survive to grow into adult frogs, his experiment showed that the process of specialization in animal cells was reversible, and his technique of nuclear transfer paved the way for later cloning successes.

Explanation

The passage describes the process of cloning in animals. He describes the early experiments of animal cloning objectively; without taking any stand or position. Therefore, the tone of the passage is *Objective* or *Scientific*.

Passage 2

Everyone agrees that President George Bush's lobotomy has been a tremendous success.

Dick Cheney, the vice-president, declared that he was fully satisfied with it from his point of view. "Without the lobotomy," Mr Cheney told the American Academy of Neurology, "it might have proved difficult to persuade the president to start wars all around the world without any good pretext. But the removal of those parts of the brain associated with understanding the outcome of one's actions has enabled the president to function fully and without hesitation. Even when it is clear that disaster is around the corner, as it is currently in Iraq, the chief executive is

1.14 ■ Verbal Ability

able to go on TV and announce that everything is on course and that he has no intention of changing tactics that have already proved disastrous.

“I would like to commend the surgeons, nurses and all involved with the operation,” said Mr Cheney. Similarly, Donald Rumsfeld regards the surgery as an unqualified success. He writes in this month’s American Medical Association Journal: “The president’s prefrontal leucotomy has successfully removed all neural reflexes resistant to war-profiteering. It is a tribute to the medical team who undertook this delicate operation that, no matter how close the connection between those instigating military action and the companies who benefit from it, the president is able to carry on as if he were morally in the right.”

Paul Wolfowitz, the deputy secretary of defence, is also delighted at the beneficial effect that medical intervention has had on the president. “Just imagine how the president might have responded to Ariel Sharon’s crazy schemes if we hadn’t had the foresight to take out the neural pathways normally connected with perception and understanding,” Mr Wolfowitz told a meeting of the Association of Muslim Neurosurgeons For An All-Jewish Israel. “The president is now capable of treating the man responsible for the massacres at Shatila and Sabra as a decent human being, whose advice on how to deal with the problems of Israel is worth not only listening to, but also taking.”

With all this acclaim for the US president’s lobotomy, it is scarcely surprising that Tony Blair, should have decided to follow suit and undergo similar psychosurgery.

Thanks to the inhibition of specific presynaptic terminals, Mr Blair now appears to feel totally comfortable giving his support to the US massacre in Falluja and to the activities of US snipers who have been so busy in that city shooting women, children and ambulance drivers in revenge for the murder of four mercenaries.

It is also believed that intervention in the motor speech area of his cortex now enables Mr Blair to describe Iraqis who respond negatively to having their houses blown up as “fanatics,

extremists and terrorists”. Similarly, ablation of the oculomotor nerve means that Mr Blair is now able to see Israeli plans to retain Jewish settlements in the West Bank as a big step forward in the Middle East peace process.

What has come as a complete surprise, however, is the recent revelation that Mr Blair’s brain surgery may even predate President Bush’s. For without the removal of large portions of his cerebellum, it is hard to understand how the British prime minister could have turned down Mr Bush’s no-strings offer to keep British troops out of combat in Iraq.

Political commentators are thus finding it impossible to say whether it is Mr Bush or Mr Blair who has pioneered the use of executive lobotomies in the war against terrorism.

Explanation

This article is a satire on the former president of the US George W Bush. Satire uses humour as a tool of healthy criticism, especially to point out flaws of the society or system at large. Don’t be bogged down by the medical jargon. Just amuse yourself and enjoy. The way the passage begins with ‘The president’s surgery has been a tremendous success’ and then ‘without the lobotomy.....it might have proved difficult to persuade the president to start wars all around the world without any good pretext’ has a touch of satire in it, as the author wants to criticize Bush’s decision to start the wars around the world, hence the tone of the passage is *satirical*.

Passage 3 (POEM)

I wandered lonely as a cloud
That floats on high o’er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line

Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

The waves beside them danced; but they
Out-did the sparkling waves in glee:
A poet could not but be gay,
In such a jocund company:
I gazed—and gazed—but little thought
What wealth the show to me had brought:

For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.

Explanation

This is a classic poem written by one of the greatest romantic poets William Wordsworth. The poem has a great lyrical element. It is apparent that the poet was not just elated by the sight of the daffodils, but he reached a different plane of ecstasy. The poet has used vivid imagery. Expressions like ‘sparkling wave of glee; A poet could not but be gay...in such a jocund company’ give us the impression that the tone of the passage is exalted or *laudatory*.

Logical Mapping of the Passage

The author uses the reading passage as a tool to describe something, present his point of view on a particular subject, or elaborate a concept or idea. The author uses a web of words to convey his ideas and opinion.

The fact is only few words and key ideas are critical to understand the passage quickly and accurately. Rest of the words which form a mass of the passage are nothing but extensions, examples, explanations and facts used by the author to elaborate the theme of passage. Some of the words may also be used to display skillful use of language (Rhetoric).

Like an architect who makes a blueprint of the building, visualizing how the construction

work will go in the future, an active reader makes a logical outline of ideas in his mind on the basis of how the author builds his ideas and what he wants to convey to the reader.

Underlining or making a mental note of the **key ideas** of each paragraph as they appear in the passage helps you to understand how the theme of the passage develops.

Since the passages are highly condensed, one is required to read between the lines too, to understand the important elements of the passage which are integral to answering the questions. Do not be misled by illustrations, examples or extensions given by the author but learn to sieve the important details.

Such focused reading also helps you to read faster as you save your time by not getting into extraneous details. It also increases the comprehension as one does not miss out on the main points.

Passage 4

Read the following passage carefully and underline the key points. Identify the logical flow of the passage.

Time Allowed: 8 minutes

Education is a mess because politicians refuse to discipline teachers who sabotage primary education. Surveys show that government teacher absenteeism ranges from 20 per cent to 57 per cent in different states, yet they earn thrice or more than private sector teachers. Some teachers run businesses (shops, transport services). Others skip school in the morning but give paid tuitions to richer students in the afternoon.

No wonder half of all students drop out by Class 7. Barely 30–50 per cent can read the alphabet in Class 1, and barely 40–50 per cent can read simply words in Class 2. Millions who complete school emerge functionally illiterate, unable to read simple paragraphs or do simple arithmetic. Yet no political party is willing to discipline teachers or demand performance.

An obvious reason is the power of teacher trade union. These often launch strikes just

1.16 ■ Verbal Ability

before school exams, impelling state governments to surrender rather than jeopardize the future of students. Hence teachers get ever-higher salaries while escaping accountability for performance. Teachers' salaries appropriate almost the whole educational budget, leaving hardly anything for other items such as teaching materials and textbooks. Between 1960 and 1980 in Uttar Pradesh, the share of non-salary pending in education fell from 12 per cent to 3 per cent in primary education, and from 28 per cent to 9 per cent in secondary education.

A seasoned politician gave me a big additional reason for teacher power. You see, he said, government teachers preside over polling booths at election time. So we must cosset them, not antagonize them. Otherwise teachers will help rival parties to rig elections, and we cannot afford that at any cost.

A recent book by Geeta Kingdon and Mohammed Muzammil (*The Political Economy of Education in India*) throws new light on teacher power in Uttar Pradesh. Teachers are politically strong because they themselves have become politicians in astonishingly large numbers. Masterji has become netaji.

The Constitution provides a quota for teachers in the Upper Houses of State Legislatures. Only large states have an Upper House, but the bulk of the population is in such states.

Second, while the law prohibits government servants from contesting elections, it makes an exception for teachers. Why should teachers be allowed to contest but not doctors, clerks, sanitary engineers or other officials? The only reason is teacher clout.

Third, teachers are often the best educated in rural areas, and so are natural leaders. Hence they are elected in large numbers to the lower houses of state legislatures too. Since they have so much spare time—they only teach in the mornings, if at all—many do political work. Some are really politicians pretending to be teachers in order to collect a regular salary and have an institutionalized position of power. Fourth, politicized teachers help provide the

troops needed for rallies and elections. Teachers help organize students in secondary schools to become political campaigners. This in turn produces a peculiar breed of “student leaders” who see a future in politics but none in education. They agitate for an automatic pass for all students, not high academic standards.

Kingdon and Muzammil give some stunning figures about the teacher-politician nexus in Uttar Pradesh. In the Upper House, 8.5 per cent of seats are reserved for teachers, yet the proportion actually elected to the Upper House varies from 13 per cent to 22 per cent. Clearly, the power of teachers far exceeds their Constitutional quota.

The Lower House has no teacher quota. Yet teachers accounted for 10.8 per cent of all elected MLAs in the 1993 election, and 8.7 per cent in the 1996 election, far above their 0.9 per cent share in the adult population.

Their share of Cabinet posts was even higher. This share has usually been in double digits since 1985, with a peak of 16.3 per cent in 1991–92. This high share persists regardless of which party is in power—Congress, BJP, Samajwadi, BSP. Mayawati, whose party is tipped to win the next election, is herself an ex-teacher.

This, then, explains why all state governments treat teachers with kid gloves, and in the bargain ignore the mess in education. One obvious way to improve education and teacher accountability is to empower panchayats and parents' associations to discipline absentee teachers. But despite the Constitutional amendment seeking to devolve primary education to panchayats, all efforts at actual devolution have been sabotaged. The Kalyan Singh government in 1992 tried to give managers of aided private schools greater powers over teachers, but this led to a mass strike, and the government backed down. In the late 1990s the UP government tried to devolve some educational powers to panchayats, but once again teachers went on the rampage and the government caved in.

This is why many state governments prefer to let panchayats hire para-teachers—local

people without proper teacher qualifications. These have helped improve basic literacy at a cost one-fifth that of regular teachers. That is a short-term gain, but para-teachers cannot provide quality education. Besides, in some states para-teachers are agitating to be recognized as regular teachers. What is the way out? Kingdon and Muzammil offer no panaceas. If villagers and panchayats get sufficiently angry with the mess in education, they could create a countervailing political force. That day still seems far off.

Explanation

The first paragraph highlights the main idea of the passage—the sorry state of education in India is primarily because of political unwillingness to reform primary education.

The second and the third paragraph bring facts to support that education is in a state of complete mess like: high drop out rates of students and high absenteeism among teachers because of their personal interests. The author then discusses the real reason behind the teacher power: powerful teacher unions and other political compulsions. The author presents facts from the book by Kingdon and Muzammil to support his main argument explaining the reasons behind teach power. The author presents some more facts and figures to explain the teacher-politician nexus. The last paragraph talks about one possible solution to this is to empower the local political bodies like village *panchayats* and parents' associations and the challenges in implementing it.

Different Types of RC Questions

RC is a tool which is used by the examiners to test a person's ability to understand and analyse text drawn from different areas. It also tests a person's ability to draw inferences, and if necessary to apply the inference in a new context or framework.

Reading passages do not directly test the general awareness or subject knowledge of any particular field, although a broad awareness of

different areas is helpful in increasing the comfort level, and consequently the confidence level with which a person handles the passages. RC questions may test you on either what is given in the passage or what can be deduced from the passage. The idea is to get as close as possible to the mind of the author—what he wants to convey through the framework of ideas interwoven in the passage. From the examination point of view, the RC questions can be broadly subdivided into six categories. A student should try to master different RC question types to exorcise the fear of RC from his mind forever.

1. Main Idea Question
2. Explicit Detail or Direct Question
3. Inference Question
4. Logical Structure Question
5. Tone or Attitude based Question
6. Extended Application Question

Main Idea Question

Main idea of a passage can be defined as the most succinct summary that encompasses the passage.

These questions are very important and test one's ability to understand the overall theme of the passage, mainly 'what the passage is precisely about'. One needs to have a fair understanding of what the passage talks about 'as a whole', and not be confused by the facts, explanations and examples given by the author to support the main idea. Main idea is generally indicated in the first part of the passage. Rarely, it could also come in the concluding part of the article.

Sometimes, the main idea question may be based on supplying a suitable title for the passage. A suitable title is one which captures the major elements of the passage in the shortest logical manner.

Explicit Detail or Direct Question

These questions use the phrases like 'According to the passage....', or 'The author/passage

1.18 ■ Verbal Ability

mentions the following except:’ These questions are easier to tackle as they test one’s ability to find specific information given in the passage. One has to locate the detail in the form of information, data or statistics as mentioned in the passage.

These questions provide direct clues like line references which make them easier to crack. Sometimes, these questions can also ask the contextual meaning of an underlined or italicized word as it has been used in the passage. This type of questions may not be frequently asked in the IIM Indore IPM AT now but appear in SNAP and FMS test.

Inference Question

To infer is to draw or deduce something on the basis of what is given in or implied by the passage. These questions are favorite of the IIM Indore IPM AT. The students find these questions challenging, as answering these questions requires a careful reading of the passage, which includes the ability to read between the lines, ability to interconnect the different logical elements given in the passage.

These questions typically use words like infer, imply, arrive at, deduce, surmise etc. To handle these questions one must refer back to that part of the passage from where the inference has been drawn, correlate the concepts if necessary, and narrow down the answer choices. Both the aspects are important: to read the context given in the passage, and to gradually eliminate the answer choices to arrive at the best solution.

Generally, the students get stuck up between the last two options. One must settle for the answer choice which is more clearly and specific on the basis of the main idea of the passage.

Logical Structure Question

These questions ask about why the author introduces a specific point, gives a particular example, or quotes somebody in the passage. Sometimes, these questions also ask about overall development of the passage about ‘WHY’

the author uses a particular example, anecdote, refutation, or counter argument to develop the passage.

These questions mainly focus on ‘WHY’ of the subject matter. Therefore, it becomes important to read the mind of the author. These questions generally give you a line reference from where the example or quote has been taken. If you carefully read two to three lines above or below the line from where the text has been taken and work with the options, you can hit the bull’s eye. Remember the answer can never be within the of line reference, as the question is ‘WHY’ that particular thing has been mentioned.

Tone/Attitude Based Question

These questions test your ability to find out the underlying emotion of a particular line, paragraph or passage as a whole. One has to judge the attitude of the author towards his subject. These questions are not common in the IIM Indore IPM AT and other B School entrance tests, however, a fair understanding of tone helps one to understand the passage better and faster. One must develop the ability to understand the different shades of mood displayed by the author. Vocabulary plays an important role in handling these questions as the words like eulogistic or satirical are not used commonly used in colloquial or written English.

Attempt these questions only if you have a fairly clear idea of the emotional underpinning of the sentence or paragraph in question.

Extended Application Question

Application based questions take the logic a step further to that involved in inference questions. They test the ability to apply what you have learnt from the passage into a new context or framework, sometimes even unrelated to the passage. These questions are a bit challenging to the students, as they test one’s ability to think creatively and see things in new light.

These questions generally look like: ‘The author would most likely/least likely agree

with....' 'Which of the following statements if true would most strongly strengthen/weaken the argument' 'the writer/target audience of the passage is most likely

To handle these questions one must meticulously narrow down the options keeping an eye on the main idea, scope and tone of the passage. These questions should be touched only when one has developed a clear understanding of the passage.

Another format of the application question is 'which of the following is likely to be the title of the forthcoming/next article written by the author.' These questions can be easily cracked if you carefully read the last paragraph and find out where the author leaves the passage, what are the unexplained issues or explanations which leave room for further discussion, analysis or elucidation.

.....Practice Exercises.....

Exercise 1

Direction for questions 1 to 3: Read the passage below and solve the questions based on it.

By many measures, the problem of poverty is no more severe anywhere else than it is in India, which still has the world's largest number of poor people in a single country. Thirty five per cent of its billion plus population lives on less than US \$ 1 per day and around 86 per cent of Indians, more than 900 million people, manage to survive on incomes of less than US \$ 2 a day. Although the much-heralded economic reforms of recent years have led to impressive levels of economic prosperity and the creation of a middle class, the distribution of wealth in India continues to be highly uneven. Furthermore, despite reductions in India's poverty level during the 1970s and 1980s, when farmers prospered, poverty reduction efforts stagnated during the 1990s, along with declines in agricultural growth, a slowing of growth in agricultural incomes and price rises of basic food staples.

The causes of these setbacks, according to the World Bank, lie in the nation's fiscal crisis, which reduced the ability of the government to underwrite technological change for agriculture and development of the non-farm economy, and in over-regulation of agriculture, forestry products, agro-industry, and the non-farm economy, which benefits neither farmers nor the poor.

Others point to high rates of illiteracy, enduring social exclusion, population growth rates that exceed economic growth, and protectionist policies that inhibited foreign investment.

Poverty reduction in India will clearly remain a very long-term goal. Yet India's poverty statistics reveal a paradox: its huge population, estimated at 1.05 billion in 2003, along with that of China, at 1.29 billion, means that when these two countries achieve reductions in poverty, which they have done since 1990, it seems that the global goal of halving poverty by 2015 from its 1990 levels, expressed in the internationally agreed and ambitious Millennium Development Goals (MDGs), may soon be reached. A relatively modest reduction in the proportion of poor people in these countries registers as a huge reduction globally. Consequently, the scale of poverty in India (and in China) makes it possible to use the numbers simultaneously to commend as well as criticize the progress that has been made. This also means that, although poverty levels have fallen, with growing income disparities that exist, many rural Indians feel they have become worse off. In fact, India's urban residents were twice as rich as their rural counterparts in the 1970s, but they are now eight times as rich, prompting one observer to note that poverty is now a case of relative deprivation.

1.20 ■ Verbal Ability

Additionally, pervasive as poverty is in India, it is becoming more concentrated in the country's lagging states, its rural areas and among its disadvantaged people. As of the time of the study, more than half of India's poor lived in four states of Bihar, Madhya Pradesh, Orissa and Uttar Pradesh, with more than two-thirds in rural areas, where the poverty incidence is highest amongst agricultural workers, many of them small-scale farmers or casual labourers. People of scheduled castes and scheduled tribes, who together make up around 24 per cent of the total population of India, or 252 million people, are far more likely to be poor than those of other social groups, because low status and gender barriers still operate as social obstacles that exclude them from opportunity.

Poverty is a multi-dimensional phenomenon. Income poverty is central but it is just one aspect. There are also other aspects such as powerlessness, lack of voice, vulnerability and fear (especially for women) as well as the deprivation of basic capabilities and the lack of access to education, health, natural resources, employment, land and credit, political participation, services and infrastructure. Solutions to these conditions imply a level of social restructuring that goes far beyond economic opportunities and increases in incomes.

Governments and international agencies seem to agree that poverty reduction and sustainable development require a wide range of mechanisms including: sound macroeconomic policies; open trade relations; increases in human and physical capital; good governance; sound legal, incentives and regulatory frameworks; an adequately regulated and supervised financial sector; health, education and social services that reach the poor, women and girls effectively; quality infrastructure and public services to promote rural development and liveable cities; and policies to promote environmental and human sustainability. India's progress in applying these processes to poverty problems during the last decade of the 20th century has been mixed, with sluggish rates of reduction

and patchy improvements across the nation. Relieving India's poverty requires substantial and sustained efforts in all these areas, as well as new approaches and novel techniques if gains are to be substantial and irreversible.

1. According to the passage, which of the following is not one of the reasons behind the problem of poverty in India?
 - (a) Technological change in the field of agriculture
 - (b) Fiscal crisis of the country
 - (c) Over-regulation of agriculture
 - (d) High rates of illiteracy
 - (e) Persisting social exclusion
2. Which of the following can best fit as a suitable title for the passage?
 - (a) Poverty in India: A study
 - (b) Poverty: A multi-dimensional phenomenon
 - (c) Poverty: A universal phenomenon
 - (d) Poverty Vs Economic growth
 - (e) Poverty and sustainable development
3. It can be inferred from the passage that the author would consider which of the following as the complete solution to poverty:
 - (a) Social restructuring that goes beyond economic opportunities to the impoverished.
 - (b) Removing status and gender barriers that still persist in the modern society.
 - (c) Improving the quality of human and physical capital.
 - (d) Removing the protectionist policies that inhibit foreign investment.
 - (e) Reducing unemployment of small scale farmers and casual labours.

Direction for questions 4 to 6: Read the passage below and solve the questions based on it.

Marco Polo was the first European who travelled to China and talked to his European compatriots about the marvels of another world. Today, business relationships between Europe

and China are closer than ever but the political relationship is lacking behind. India still holds a privileged relationship with the United Kingdom and maintains relations with the EU through a cooperation agreement from 1994.

The European Security Strategy (ESS) sets the aim to develop “strategic partnerships” (EC 2003) both with China and India. Although the term is ambivalent, and consciously so, in general understanding it means a long-term, broad based relationship to mutual benefit. Very obviously, the EU does not have a coherent China policy (EC 2003). Such deficiency should not come as a surprise. The Common Foreign and Security Policy, aimed at coordinating the foreign policy of the EU Member States, is a work in progress. It develops in stages and in concentric circles around the European territory. However, the EU would be well advised to adopt and implement a coherent China policy for a number of reasons. Right now, the EU’s major member states compete for economic influence with China without coordinating their trade and export initiatives as part of a common bilateral framework. History has repeatedly shown that major changes in the balance of power among nations and regions have rarely occurred peacefully. The global arena has yet to adjust to the shift in balance of power away from the West to the East with the growing emergence of Asian nations, primarily of China and India. As the unique and successful example of an integrated regional community and power, the EU has much wisdom to share with other members of the global community and much to contribute in the construction of a new world order.

China’s role in international organizations is growing and can only continue to grow as the world anticipates China to replace Japan as the world’s second largest economy. In the United Nations, it holds a permanent seat in the Security Council. In the WTO, China has developed into the most prominent player next to the EU and the US. China is an active member in the Association of Southeast Asian Nations (ASEAN + 3) and the Asia-Pacific Economic

Cooperation (APEC). China’s currency, the Yuan, plays a growing role in both Asia’s and the global currency system. The Chinese government can influence the system significantly by controlling exchange rates and by the mere fact that it holds a significant part of the US national debt. China’s active participation is also anticipated and needed in a number of significant international treaties as the Kyoto Protocol on climate change.

Given the importance of China’s potential impact in the global arena, it is in the EU’s interest to actively involve China as a responsible stakeholder. Both regionally and internationally, China has become an important partner to the European Union and others in resolving security, economic and governance crises. Ultimately, it is in the EU’s best interest as a global power to coordinate a cohesive EU-China policy in conjunction with its transatlantic policy and thereby contribute to the global balance of power. Both the EU and China have developed strategic partnerships with their common neighbour Russia. Both partnerships cover a broad array of security and economic interests. Most importantly, however, is Europe’s and China’s common interest in Russia’s oil and gas resources. Both China and the EU depend on energy imports from Russia. This dependency is projected to grow when other sources of oil and gas imports run dry and when all planned infrastructure projects with Russia are being implemented. On their summit meeting in September 2006, China and the EU signed a common declaration on energy security that mirrors the agreed principles of the G8 summit in St Petersburg. Both sides want to cooperate on new energy technologies, most notably renewable energies and CCS, as well as in the creation of common markets. Both partners also want to coordinate their actions as customers for energy imports towards third parties—again, most notably Russia.

The US has recently tried to balance China’s rising influence by shifting military and technological support to India. Europe’s

1.22 ■ Verbal Ability

approach should not be to rely on a system of “balance of power” but to offer its unique experience of cooperative problem solving in common institutions to this region that is even more fragmented politically than Europe was after the Second World War. Energy cooperation could lead the way in that regard, as it did in post war Europe when the European Community for Coal and Steel (ECCS) was constructed, the first predecessor of today’s European Union. The Northeast Asian region is beset with a growing number of challenges, including trans-national environmental issues, especially relating to air pollution, which need to be resolved by China and its neighbours. The East Asian economic alliance of ASEAN could be a crystallization point for such an effort. East Asian nations have already started to cooperate on cross border air pollution, an issue that is closely related to energy production. Those efforts are based on Europe’s agreements on trans-boundary air pollution that were negotiated under the auspices of UN-ECE in the last years of the Cold War.

4. Why does the author begin with the description of Marco Polo’s travel to China?
 - (a) To indicate that the relation between Europe and china has its roots in history.
 - (b) To refute the allegations of Europe’s hegemony over China.
 - (c) To prove that china was considered one of the wonders of the ancient world.
 - (d) To showcase the privileged relationship between India and the European Union.
 - (e) To illustrate the favourable perception of China in the eyes of the westerners.
5. Which of the following statements is not true regarding the role played by China in international organizations?
 - (a) China is expected to replace Japan as the 2nd largest economy of the world.

- (b) It has a significant part in the US national debt.
 - (c) China is the most prominent player of the WTO.
 - (d) The Chinese currency plays a vital role in the global currency system.
 - (e) Its participation is crucial in important international treaties.

6. What is the main idea of the passage?
 - (a) China’s growing influence and stature in the global arena.
 - (b) The European Security Strategy’s objective to develop strategic partnership with China and India.
 - (c) China’s growing international stature and its potential impact in the global arena.
 - (d) Europe and China’s common interest in Russian oil and gas reserves.
 - (e) The need for energy cooperation between the European Union and China.

Direction for questions 7 to 10: Read the passage below and solve the questions based on it.

Any serious educational theory must consist of two parts: a conception of the ends of life, and a science of psychological dynamics, i.e., of the laws of mental change. Two men who differ as to the ends of life cannot hope to agree about education. The educational machine, throughout Western civilization, is dominated by two ethical theories: that of Christianity, and that of nationalism. These two, when taken seriously, are incompatible, as is becoming evident in Germany. For my part, I hold that, where they differ, Christianity is preferable, but where they agree, both are mistaken. The conception which I should substitute as the purpose of education is civilization, a term which, as I mean it, has a definition which is partly individual, partly social. It consists, in the individual, of both intellectual and moral qualities: intellectually, a certain minimum of general knowledge,

technical skill in one's own profession, and a habit of forming opinions on evidence; morally, of impartiality, kindness, and a modicum of self-control. I should add a quality which is neither moral nor intellectual, but perhaps physiological: zest and joy of life. In communities, civilization demands respect for law, justice as between man and man, purposes not involving permanent injury to any section of the human race, and intelligent adaptation of means to ends. If these are to be the purpose of education, it is a question for the science of psychology to consider what can be done towards realizing them, and, in particular, what degree of freedom is likely to prove most effective.

On the question of freedom in education there are at present three main schools of thought, deriving partly from differences as to ends and partly from differences in psychological theory. There are those who say that children should be completely free, however bad they may be; there are those who say they should be completely subject to authority, however good they may be; and there are those who say they should be free, but in spite of freedom they should be always good. This last party is larger than it has any logical right to be; children, like adults, will not all be virtuous if they are all free. The belief that liberty will ensure moral perfection is a relic of Rousseauism, and would not survive a study of animals and babies. Those who hold this belief think that education should have no positive purpose, but should merely offer an environment suitable for spontaneous development. I cannot agree with this school, which seems to me too individualistic, and unduly indifferent to the importance of knowledge. We live in communities which require co-operation, and it would be utopian to expect all the necessary co-operation to result from spontaneous impulse. The existence of a large population on a limited area is only possible owing to science and technique; education must, therefore, hand on the necessary minimum of these. The educators who allow most freedom are men whose success depends upon a degree of benevolence,

self-control, and trained intelligence which can hardly be generated where every impulse is left unchecked; their merits, therefore, are not likely to be perpetuated if their methods are undiluted. Education, viewed from a social standpoint, must be something more positive than a mere opportunity for growth. It must, of course, provide this, but it must also provide a mental and moral equipment which children cannot acquire entirely for themselves.

The arguments in favour of a great degree of freedom in education are derived not from man's natural goodness, but from the effects of authority, both on those who suffer it and on those who exercise it. Those who are subject to authority become either submissive or rebellious, and each attitude has its drawbacks.

The submissive lose initiative, both in thought and action; moreover, the anger generated by the feeling of being thwarted tends to find an outlet in bullying those who are weaker. That is why tyrannical institutions are self-perpetuating: what a man has suffered from his father he inflicts upon his son, and the humiliations which he remembers having endured at his public school he passes on to "Onatives" when he becomes an empire-builder. Thus an unduly authoritative education turns the pupils into timid tyrants, incapable of either claiming or tolerating originality in word or deed. The effect upon the educators is even worse: they tend to become sadistic disciplinarians, glad to inspire terror, and content to inspire nothing else. As these men represent knowledge, the pupils acquire a horror of knowledge, which, among the English upper-class, is supposed to be part of human nature, but is really part of the well-grounded hatred of the authoritarian pedagogue.

7. Which of the following according to the author does not qualify as the purpose of education?
 - (a) A minimum level of general awareness.
 - (b) Technical proficiency of one's occupation.
 - (c) Intelligent adaptation of ends to means.

1.24 ■ Verbal Ability

- (d) Lively and positive outlook of life.
(e) None of these
8. What is the meaning of the italicized word 'utopian' as used in the second paragraph?
- (a) Ridiculous (b) Unrealistic
(c) Banal (d) Ignoramus
(e) Impeccable
9. What is the point which the author trying to make when he says 'the belief that liberty.....not survive a study of animals and babies?'
- (a) The belief that unchecked freedom will make the children virtuous is flawed.
(b) Education serves no positive purpose.
(c) Evolution does not support the moral perfection of animals and their young ones.
(d) To support the view that children should be left completely free, however bad they may be.
(e) To prove that education should be more positive than a mere opportunity for growth.
10. The author remarks 'What a man has suffered from father he inflicts upon his son.....' to convey the idea:
- (a) Humiliation suffered at school can have a lasting effect.
(b) An authoritative education can turn pupils into timid tyrants.
(c) Those who are thwarted lose the initiative, both of thought and action.
(d) Unbridled freedom makes the educator a sadistic disciplinarian.
(e) The deep rooted terror in the minds of the pupils leads to the well-grounded hatred for the authoritarian pedagogue.

Direction for questions 11 to 14: Read the passage below and solve the questions based on it.

Jawaharlal Nehru's foreign policy has been made subject to much controversy and debate,

like his economic policies. However, taken in the context of India's newly found status as a democratic republic, Nehru's foreign affairs policies seem to be extremely apt. Socialism can be said to be one of the greatest international influences on Nehru, but Gandhi's ideals of Satyagraha also influenced him to a great degree. But he committed himself to neither point of view in framing his foreign policy. Nehru's foreign policies were characterized by two major ideological aspects. First, he wanted India to have an identity that would be independent of any form of overt commitment to either power bloc, the USA or the Soviet. Secondly, he had an unshaken faith in goodwill and honesty in matters of international affairs. The first policy led ultimately to the founding of the Non-Alignment Movement (NAM). His second faith was terribly shaken by the Chinese attack of 1962, openly disobeying all the clauses of the Panchsheel or five-point agreement of 1954 between New Delhi and Peking. This breach of faith was a major psychological shock for Nehru, and was partially the reason for his death.

Nehru saw war and violent insurgency from very close quarters as a freedom fighter, and he believed in neither. In his foreign policies, Nehru tried to guide India in such a way, so as to steer clear from any form of violence and militarism. He rightly believed that a newly decolonized nation must invest all its economic and logistic resources towards development and not defense and armament. Just like his economic policies, which were non-committal towards any ideological position, Nehru wanted to bring in a healthy level of pragmatism in his dealings of India's foreign affairs as well. He understood that overt commitment to any of the two major power blocs to emerge in the aftermath of World War II, would not serve India's path. He therefore wanted to tread a third path, which was not necessarily the middle path.

It should be remembered that this dogged non-commitment of Nehru was not seen sympathetically by any of the super powers of either

East or West at its initial stage. It was frequently termed as a kind of international opportunism and was accused of ‘neutralism’ —a stance reckoned to be not only dangerous but also equally immoral in the world of International politics. However, the increasing popularity of NAM among various Asian and African countries and Nehru’s growing stature as a statesman situation changed their views. India too benefited from this position, as it managed to secure rebuilding grants from member countries of either bloc. After Nehru’s successful mediation in the Korean War and the Congo problem, putting an end to a long and violent struggle, his status as a commendable and efficient statesman reached new heights. Jawaharlal Nehru’s theory of ideological non-commitment in a world that was rendered dangerous by the Cold War was appreciated by one and all.

The greatest success of Jawaharlal Nehru’s non-committal international politics was the formation of the Non-Alignment Movement (NAM). Nehru found allies in Tito, Nasser, Soekarno, U Nu and Nkrumah at a later stage in his formation of this new alliance. An alliance of newly independent and long colonized nations was not taken seriously in the beginning, either by the Eastern or the Western bloc. However, the importance of the alliance was soon felt, and initially led to a great degree of international pressure from both parts of the globe. However, Nehru proceeded with his mission undaunted. It was great test for his courage and it was soon found out that the NAM was not merely a passive platform of neutral and inactive nations. It had clear objectives that included the gradual decolonization of the world, and a strong statement that the member countries were not party to the ever escalating tension of the Cold War. The favoured process of decolonization as adopted by the NAM member countries was one of discussion and peaceful agreement. On many occasions, NAM met with success, often under the leadership of Nehru. Whoever supported its cause was an ally and a friend. Nehru preached a policy of issue based alliance and not one based

on political and economic dogmas. He was proud of being an Asian, and wanted Asian nations to be the primary determinants of their political fate, not always guided by Western forces.

Nehru’s unshaken belief in the force of international brotherhood was attested with his decision to continue with India’s Commonwealth status. He was made subject to much criticism back home because of the support he extended towards the Commonwealth, particularly after the complication of the independence issue by the British government in the post World War II years, leading to the unwanted partition. However, Nehru, always the believer in peaceful alliances and solution of international affairs based on discussions, went on with his ideals.

11. According to the passage, how did Nehru display an element of pragmatism in his dealings of India’s foreign affairs?
 - (a) By securing grants from member countries of the either bloc.
 - (b) By his successful mediation in the Korean war and the Congo problem.
 - (c) By adopting the policy of ‘neutralism’ during the Cold war era.
 - (d) By forming an alliance of new independent and long colonized nations.
 - (e) By not showing explicit commitment to either of the two power blocs post World War II.
12. Which of the following can be a suitable title for the passage?
 - (a) Nehru’s foreign policy a resounding success.
 - (b) The pragmatism and idealism of Nehru’s foreign policy.
 - (c) Nehru: the father of Non Aligned Movement.
 - (d) Influence of Gandhi on Nehru’s foreign policy.
 - (e) India’s success as a democratic republic.
13. According to the passage what was the long term impact of Nehru’s decision to

1.26 ■ Verbal Ability

continue with India's membership of the commonwealth?

- (a) It was partly responsible for the unsavory partition of India.
 - (b) It led to the weakening of the British empire after World War II.
 - (c) It led to the British government's interference in India's political affairs.
 - (d) Nehru's status as an efficient statesman reached new heights.
 - (e) All of these
14. According to the passage, why did Nehru want to keep India away from war and violence?
- (a) He was a pacifist and adhered to the Gandhian principles of non violence.
 - (b) He had an unshaken faith in the goodwill and honesty in the matters of international affairs.
 - (c) He believed that developing should channelise all its resources towards development.
 - (d) The breach of faith by the Chinese after the signing of the Panchsheel agreement was a major shock for Nehru.
 - (e) Because he adhered to the policy of 'neutralism'.

Direction for questions 15 to 19: *Read the passage below and solve the questions based on it.*

At the Bretton Woods Conference in July 1944, international leaders sought to insure a stable post-war international economic environment by creating a fixed exchange rate system. The United States played a leading role in the new arrangement, with the value of other currencies fixed in relation to the dollar and the value of the dollar fixed in terms of gold—\$ 35 an ounce. Following the Bretton Woods agreement, the United States authorities took actions to hold down the growth of foreign central bank dollar reserves to reduce the pressure for conversion of official dollar holdings into gold.

During the mid-to late-1960s, the United States experienced a period of rising inflation. Because currencies could not fluctuate to reflect the shift in relative macroeconomic conditions between the United States and other nations, the system of fixed exchange rates came under pressure.

In 1973, the United States officially ended its adherence to the gold standard. Many other industrialized nations also switched from a system of fixed exchange rates to a system of floating rates. Since 1973, exchange rates for most industrialized countries have floated, or fluctuated, according to the supply of and demand for different currencies in international markets. An increase in the value of a currency is known as appreciation, and a decrease as depreciation. Some countries and some groups of countries, however, continue to use fixed exchange rates to help to achieve economic goals, such as price stability.

Under a fixed exchange rate system, only a decision by a country's government or monetary authority can alter the official value of the currency. Governments do, occasionally, take such measures, often in response to unusual market pressures. **Devaluation**, the deliberate downward adjustment in the official exchange rate, reduces the currency's value; in contrast, a **revaluation** is an upward change in the currency's value.

For example, suppose a government has set 10 units of its currency equal to one dollar. To devalue, it might announce that from now on 20 of its currency units will be equal to one dollar. This would make its currency half as expensive to Americans, and the US dollar twice as expensive in the devaluing country. To revalue, the government might change the rate from 10 units to one dollar to five units to one dollar; this would make the currency twice as expensive to Americans, and the dollar half as costly at home.

When a government devalues its currency, it is often because the interaction of market forces and policy decisions has made the

currency's fixed exchange rate untenable. In order to sustain a fixed exchange rate, a country must have sufficient foreign exchange reserves, often dollars, and be willing to spend them, to purchase all offers of its currency at the established exchange rate. When a country is unable or unwilling to do so, then it must devalue its currency to a level that it is able and willing to support with its foreign exchange reserves.

A key effect of devaluation is that it makes the domestic currency cheaper relative to other currencies. There are two implications of a devaluation. First, devaluation makes the country's exports relatively less expensive for foreigners. Second, the devaluation makes foreign products relatively more expensive for domestic consumers, thus discouraging imports. This may help to increase the country's exports and decrease imports, and may therefore help to reduce the current account deficit.

There are other policy issues that might lead a country to change its fixed exchange rate. For example, rather than implementing unpopular fiscal spending policies, a government might try to use devaluation to boost aggregate demand in the economy in an effort to fight unemployment. Revaluation, which makes a currency more expensive, might be undertaken in an effort to reduce a current account surplus, where exports exceed imports, or to attempt to contain inflationary pressures.

A significant danger is that by increasing the price of imports and stimulating greater demand for domestic products, devaluation can aggravate inflation. If this happens, the government may have to raise interest rates to control inflation, but at the cost of slower economic growth.

Another risk of devaluation is psychological. To the extent that devaluation is viewed as a sign of economic weakness, the creditworthiness of the nation may be jeopardized. Thus, devaluation may dampen investor confidence in the country's economy and hurt the country's ability to secure foreign investment.

Another possible consequence is a round of successive devaluations. For instance, trading

partners may become concerned that a devaluation might negatively affect their own export industries. Neighbouring countries might devalue their own currencies to offset the effects of their trading partner's devaluation. Such "beggar thy neighbor" policies tend to exacerbate economic difficulties by creating instability in broader financial markets.

Since the 1930s, various international organizations such as the International Monetary Fund (IMF) have been established to help nations coordinate their trade and foreign exchange policies and thereby avoid successive rounds of devaluation and retaliation. The 1976 revision of Article IV of the IMF charter encourages policymakers to avoid "manipulating exchange rates...to gain an unfair competitive advantage over other members." With this revision, the IMF also set forth each member nation's right to freely choose an exchange rate system.

15. Devaluation, sometimes seen as a nation's weakness leads to:
 - (a) Ultimate better credit worthiness for the nation.
 - (b) Higher and easier foreign investment.
 - (c) Psychological trauma for its citizens.
 - (d) Lower investor confidence.
 - (e) Lower export potential for the country.
16. The difference between fixed and floating exchange rate fixation is:
 - (a) Determined by USA since 1973.
 - (b) Determined by supply and demand for a currency in the international market.
 - (c) Determined by appreciation/depreciation in price of gold.
 - (d) Determined only by Governments.
 - (e) Used to achieve price stability in a nation.
17. The advantages/disadvantages of devaluation are:
 - (a) Makes domestic currency more expensive with respect to other countries.

1.28 ■ Verbal Ability

- (b) Encourages narrowing of negative import/export current deficit.
 - (c) A country needs more foreign exchange to sustain its currency value.
 - (d) Encourages flow of foreign goods into the country.
 - (e) Unfortunately increases unemployment.
18. Revaluation is a good idea when
- (a) a government wishes to fight unemployment.
 - (b) a government wishes to improve psychological prestige of the country.
 - (c) a government uses it as one of the tools to combat inflation.
 - (d) to increase current surplus of export over import.
 - (e) as a popular fiscal policy by a Government.
19. Under what circumstances does a nation's exchange rate become untenable:
- (a) When there is lack of sufficient foreign exchange reserves.
 - (b) When there is shortage of gold reserves to back its own currency printing.
 - (c) When it is willing to respond to all offers of purchase of its currency at the new rate.
 - (d) When exports are low and imports high.
 - (e) When market forces and its own policies render currency value unviable.

Direction for questions 20 to 24: Read the passage below and solve the questions based on it.

Cosmology in the 20th century was almost in its entirety the outgrowth of Einstein's foundational paper in 1915 on general relativity. Two years later he presented his first model of the universe based on general relativity together with Riemann's notion of the three-sphere.

Side-by-side with the theoretical advances, observational astronomy led to great leaps in

astrophysics, as the life cycles of stars were discovered and elaborated, the existence of other galaxies outside our own was confirmed, and the expansion of the universe was demonstrated to the satisfaction of nearly all. Einstein was able to use general relativity on the one hand to explain earlier observations, such as the amount of precession of the planet Mercury, and on the other hand to make new predictions for the observers to confirm or refute. The first and most widely heralded of those was the prediction of the bending of light as it passed close to a large mass such as the sun. Others, such as gravitational red-shift, gravitational lensing, and "frame-dragging" around a rotating body, were confirmed one by one over the course of the century. Still others, like the existence of gravity waves, remain a high priority for 21st century experimentalists.

The Nobel Prize-winning work of Russell Hulse and Joseph Taylor stemmed from their discovery in 1974 of a pulsar whose "pulses" varied in a regular fashion, leading them to conclude that it had an invisible companion, the pair forming a familiar binary system each one circling the other (or actually, their common center of gravity) in an approximately elliptical orbit. In this case, the pair consisted of two bodies each as massive as the sun, but compressed into a tight ball whose diameter was the size of a small town, and each completed its orbit around the other in about eight hours. Under such extreme conditions, the relativistic effects would be considerable. One of those effects would be the production of gravity waves, and Einstein's equations predicted that those waves would radiate energy in a way that cause the two bodies to gradually get closer, which would in turn speed up the rate that they completed each orbit by a very precise amount. After observing the variations in the pulse rate over a period of four years, Hulse and Taylor were able to show that the speed-up was indeed taking place at the rate predicted, to within less than one percent deviation. That provided the first experimental evidence for the existence of gravity waves.

That evidence, however, was indirect. In fact, the strength of the predicted waves in the case of the binary pulsars was far too weak for any hope of direct detection on earth. However, the same general principles would apply to a binary pair of black holes, and there the calculations indicated that the strength of the waves could be just within the limits of possible detectability with suitably crafted apparatus. Attempts to do so had already begun in the late 1950s with Joseph Weber. At that time, not only was the reality of gravity waves in doubt, but the existence of black holes was generally greeted with skepticism.

The idea of black holes (although not the name) arose very soon after Einstein formulated general relativity. Karl Schwarzschild, despite the fact that he was in the German army stationed in Russia, and that it was in the midst of World War I, read Einstein's paper, and almost immediately was able to solve Einstein's equations for the case of the gravitational field surrounding a (non-rotating) spherically symmetric body. A few weeks later he was able to solve the equations and describe the space-time curvature in the interior of the body. One of the consequences of the Schwarzschild solution seemed to be that a sufficiently massive body compressed within a sufficiently small radius (where "sufficiently" was made precise by the Schwarzschild equations) would have the property that no radiation or matter could ever escape. Oddly, a very similar conclusion was reached by purely Newtonian methods in 1783 by John Michell in England, and became widely known through Laplace's famous 5-volume *Le Système du Monde*. In both cases, however, the question remained whether it was possible for a real-world physical body to exist within those parameters. The first theoretical evidence was adduced in a 1939 paper by Robert Oppenheimer and Hartland Snyder, who calculated the spacetime geometry around an imploding massive star, under certain simplifying assumptions, and concluded that the star would eventually become invisible.

As for the reality of black holes, it was hard for the experts, much less the general public, to decide whether they represented science or science fiction. Many leaders in the field, from Einstein to John Wheeler had serious doubts. It was not until the advent of X-ray astronomy that the balance was tilted in favor of science. Since X-rays from outer space do not penetrate our protective atmosphere, this research developed hand-in-hand with rocket science. The big discovery was the existence of a powerful X-ray source in the constellation Cygnus, designated Cyg X-1. This discovery was made in a rocket flight in 1964. The first X-ray satellite, *Uhuru*, was launched in 1970, while its successor, *Einstein*, launched in 1978, was an X-ray telescope that was able to make X-ray images as sharp as an optical telescope. Gradually, the scientific community became convinced that Cyg X-1 was indeed a real-life black hole whose physical characteristics corresponded closely to those predicted by the theory. Evidence has accumulated for other X-ray sources arising from the vicinity of black holes, as well as black holes in the center of quasars and large galaxies, such as our own.

20. In cosmology, what remains a high priority in the 21st century?
 - (a) Gravity waves
 - (b) Black holes
 - (c) Bending of light around huge gravitational bodies
 - (d) Pulsars
 - (e) Gravitational Red Shift
21. What led scientists to experimentally confirm the existence of gravity waves?
 - (a) Discovery of the binary nature of pulsars.
 - (b) Signals from black holes.
 - (c) Advances in equipment in astrophysics.
 - (d) Einsteins relativity theory.
 - (e) Experimental verification of rate of increase of pulse rates emitted by binary pulsars as predicted by Einsteins calculations.

1.30 ■ Verbal Ability

22. How did scientists move from conjecture to fact where black holes were concerned?
- (a) Through Einsteinian equations solved by Schwarzschild.
 - (b) Through Powerful x ray telescopes mounted on space craft, which mapped CygnusX.
 - (c) Through Oppenheimers and Sneider's calculations on imploding stars.
 - (d) Through John Mitchells work in 1783.
 - (e) Via Mitchells work as shown in Laplace's 5 volume "Le Systems du Monde".
23. How was a black hole defined?
- (a) Vacuum in space.
 - (b) Dark areas in the cosmos.
 - (c) Stars which can be seen with an X ray telescope.
 - (d) A huge body compressed so tightly that neither light nor matter could escape rendering it invisible.
 - (e) Areas which give off gravitational waves.
24. What developments led to confirmation that the universe was expanding?
- (a) Einsteins paper on general relativity of 1915.
 - (b) Discovery of the bending of light as it passed the sun.
 - (c) Discovery of gravitational lensing.
 - (d) Observational astronomy, with developments in astrophysics.
 - (e) Reimans three sphere model of the universe.

Exercise 2

Direction for questions 1 to 5: Read the passage below and solve the questions based on it.

The most curious in all respects, and for our purposes the most instructive of the ancient Pagan religious frauds, are the Sibylline Oracles, which, extensively reinforced by Jewish and Christian forgeries, were perhaps the most potent and popular "proofs" of the early Church for the divinity of Jesus Christ and the truth of the Christian religion; thus they derive special notice here. All will remember, from their school histories of ancient Rome, the well-known legend of one of the Sibyls who came to King Tarquin the Second with nine volumes of Oracles, which she offered to sell to him for a very high price; being refused, she went away and burned three of the books, and returning offered the remaining six at the same price; again the King refused to buy, and she departed, burned three more of the books, and returned with the last three for which she demanded the original price. Astonished at this

conduct and greatly impressed, the King consulted his augurs and was advised to secure the remaining treasures of prophecy before it was too late; he did so, and immediately the Seeress disappeared and was never seen again. The precious tomes were deposited with great care and jealously guarded in the Temple of Jupiter Capitolinus; a college of priests was instituted to have charge of them; and the divine Oracles were consulted with great solemnity only in times of the greatest crises of the State. The books were finally destroyed when the Capitol was burned during the wars of Sylla, but many others continued in existence.

The oracles were composed in Alexandrine verse, and claimed to be the work of inspired Pagan prophetesses called Sibyls; they enjoyed the greatest vogue and were believed with the most implicit faith by Pagans and Christians alike. There were a number of these Sibyls, and the number of the volumes of oracles is differently estimated as a dozen or more; those with

which we are chiefly concerned are the Roman Cumaean and Greek Erythraean Sibyls and the Oracles going under their names. The inveterate bent of the priestly mind for forgery in furtherance of its holy mission of imposture, led to the prompt adoption and corruption of these Pagan frauds, for the propagation first of the Jewish, then of the Christian Faith. “Because of the vogue enjoyed by these heathen oracles,” says the Catholic Encyclopedia, “and because of the influence they had in, shaping the religious views of the period, the Hellenistic Jews in Alexandria, during the second century b.c, composed [i.e., forged] verses in the same form, and circulated them among the Pagans as a means of diffusing Judaistic doctrines and teaching. This custom was continued down into Christian times, and was borrowed by some Christians, so that in the second or third century, a new class of Oracles emanating from Christian sources came into being. Hence the Sibylline Oracles can be classed as Pagan, Jewish, or Christian. In many cases, however, the Christians merely revised or interpolated the Jewish documents, and thus we have two classes of Christian oracles, those adopted from Jewish sources and those entirely written by Christians. ...It seems clear, however, that the Christian Oracles and those revised from Jewish sources all emanated from the same circle and were intended to aid in the diffusion of Christianity.

Most notable of these forged Christian addenda to the Pagan-Jewish forged Oracles, ‘Is found in Book VIII, a lengthy composite of Jewish and Christian fraud, consisting of some 500 hexameter verses. The first 216 verses, says the CE., “are most likely the work of a second century Jew, while the latter part (verses 217–500), beginning with an acrostic on the symbolical Christian word Ichthus is undoubtedly Christian, and dates most probably from the third century.” Ichthus is the Greek word for fish, and the fish was the fitting and universal symbol of the early Christians as typical of the “catch” of the Apostolic fishers of men. This cabalistic word Ichthus, worked into the professedly

Pagan Oracle in the form of anacrostic, is composed of the initial letters of the popular name and title of the Son of the Christian God, in the Greek: “Iesous Christos Theou Uios Soter—Jesus Christ, Son of God, Saviour” This fish anagram was an ancient Pagan symbol of fecundity, of great vogue and veneration throughout Pagandom, and was adopted by Christendom for the double reason that the initials acrostically formed the name and title of its new deity, and that in the ancient science fish were supposed to be generated in the water without carnal copulation, and were thus peculiarly symbolic of the Virgin-born Christ. Says Tertullian: “We, little fishes, after the example of our Ichthus, are born in water.”

1. The Oracles:

- (a) Were totally destroyed in the wars of Sylla.
- (b) Can be neither classified as Pagan, Christian or Jewish.
- (c) Did not impress King Tarquin II.
- (d) Were religious fronts, which were used as proof of the truth of Christianity.
- (e) Were religious frauds rejected by Christian p

2. Which religion had faith in the Oracles:

- (a) Christians, Jews, and Pagans, alike.
- (b) Christians—indeed the Oracles were meant to disseminate Christianity.
- (c) Only Jews—they used to speak Judaism.
- (d) Pagans—the sibyls were after all the architects of Oracles.
- (e) Christians and Jews only.

3. Why was the term “Ichthus” considered appropriate for Christians:

- (a) The word meant fish—symbolic of Apostles being fishers of men.
- (b) It connected with the concept of the immaculate conception of Jesus.
- (c) It’s alphabets anacrostic into Jesus Christ, Son of God.

1.32 ■ Verbal Ability

- (d) All the above
 - (e) None of the above
4. Why did the Oracles become as popular as they did?
- (a) Because they claimed to be emanating from inspired prophetesses.
 - (b) Because kings like Tarquin II decreed them sacred.
 - (c) Because they were adopted to spread Christianity.
 - (d) Because the clergy had a strong affinity for forgery to further their holy mission of imposture.
 - (e) Because its contents were tailored to flatter Judaism and Christianity.
5. Which statement does not describe the Oracles?
- (a) They were compiled in Alexandrian verse.
 - (b) They were compiled in Hexameter verse.
 - (c) They were compiled in by Sibyls and Jews alike.
 - (d) They were compiled by Christians.
 - (e) They were basically religious and were not used in matters of State Governance.

Direction for questions 6 to 10: Read the passage below and solve the questions based on it.

Despite strong criticism from the opposition and even its own coalition partners, Chancellor Angela Merkel's government agreed Wednesday to give Germany's police forces greater powers to monitor homes, telephones and private computers, maintaining that an enhanced reach would protect citizens from terrorist attacks.

But opposition parties and some Social Democrats who share power with Merkel's conservative bloc criticized the measures in the draft legislation, saying they would further erode privacy rights that they contend have already been undermined, after revelations

of recent snooping operations conducted by Deutsche Telekom, one of the country's biggest companies.

Deutsche Telekom had for some time been monitoring calls of its employers, despite federal regulations on strict data protection.

The proposed legislation would for the first time give federal police officers the right to take preventive measures in cases of suspected terrorism.

The bill, for example, calls for video surveillance of private apartments, online computer searches and phone monitoring.

But the nature of the surveillance, which would require the approval of the Bundestag, the lower house of Parliament, has worried many Germans, with some commentators recalling the Nazi past and its vast machinery of spying. They also point to the more recent role of the Stasi, the hated secret police in the once Communist-ruled East Germany, which established a pervasive system of keeping tabs on almost everyone in the country.

The draft law was fashioned after months of intense debate led by Wolfgang Schäuble, the conservative interior minister, who has long wanted the security forces to be given more leeway for surveillance.

Schäuble said Wednesday that, if approved, the law would strengthen the means available to the Federal Crime Office, known as the BKA, to investigate terrorism suspects and fight international crime.

"The threat to our country has made it necessary to give the BKA such rights to counter threats," Schäuble said at a news conference while presenting the so-called BKA law. "It is an important building block for Germany's security architecture."

He also said the draft legislation was in line with the Constitution.

But Sebastian Edathy, a Social Democrat and chairman of the domestic affairs committee in Parliament, told the public broadcaster ZDF that the legislation was "uncharted territory in the law." He said sections of the legislation

related to online searches should be limited to four or five years to give lawmakers a chance for evaluation.

"We don't want a spy state," he said. "We want a state that works with tweezers instead of a sledgehammer in cases where we indeed have to protect the state's security concerns."

The opposition Greens party said Schäuble was trying to realize his own agenda by pushing through the tougher measures.

"All of Mr Schäuble's security fantasies have been pushed through," Claudia Roth, a Greens leader, said in an interview on the commercial television station N24. "We need resistance to that. I don't want us to be a state in which everyone is suspicious."

The pro-business Free Democrats said the security forces could become a "super spying agency." The party's interior affairs expert, Gisela Piltz, said Schäuble's plan would undermine a state that is based on strong constitutional rights and has transparent checks and balances.

Schäuble rejected assertions of excessive state interference.

"The constitutional state works," he said. "The protection of the personal private sphere," he said, "is no lower than in any other part of the world and it is higher than it has ever been at any other time in our history. I'm proud of that, and working for it with great determination."

But Peter Schaar, who heads the federal agency for data protection, challenged the legislation, saying he would lobby Parliament to improve the proposals so that citizens' privacy could be protected.

A poll by the independent Forsa Institute showed that 48 percent of Germans considered storage of citizens' data by the government a necessary means to fight crime, while 46 percent said it was a disproportionate and unnecessary assault on individual freedoms.

6. Why did the German Government give powers of spying to its security apparatus?

- (a) To enhance the powers of the police.
- (b) To deflect criticism from its opposition and condition partners.

- (c) To improve Germany's defence preparedness.
- (d) To enhance powers of the Home Ministry.
- (e) To protect its citizens from impending terrorist attacks.

7. What is the opposition's main concern about this legislation?

- (a) That it takes Germany back to the Nazi era with its vast spying network.
- (b) That it will become like Communist ruled East Germany where tabs were kept on every citizen.
- (c) That this legislation would go into uncharted territories of law.
- (d) That the legislation is too drastic for the problem it is supposed to solve.
- (e) That citizens' privacy rights, already under threat will be further eroded.

8. What is the main defense of the Government in favour of their legislation:

- (a) It was an important building block in Germany's Security infrastructure.
- (b) The legislation is well in line with the constitution.
- (d) That in spite of this legislation, citizen privacy is well protected in Germany.
- (c) That it gives the correct tools for its security apparatus to curb terrorism and fight international crime.
- (e) That there is an imminent threat to the country.

9. Which of the following comments best conveys the theme of this passage:

- (a) The German Govt. is worried about its security.
- (b) The German Opposition is worried that the law gives too much power to the Govt.
- (c) The German security apparatus welcomes this law as it gives it teeth to fight terrorism.
- (d) Quite a few German people are uneasy that in the name of security,

1.34 ■ Verbal Ability

their privacy is being increasingly invaded.

- (e) That given good checks and balances, it is necessary for the state to use all names at its disposal to protect its citizens.

10. If you were the German government, how would you justify this bill?

- (a) We are not really going backwards in time towards Nazism or East German Communism.
- (b) Extreme emerging problems like terrorism need drastic measures with checks and balances.
- (c) We will do our best not to interfere in citizens private lives.
- (d) This law will enhance Germany's prestige in the world as a terrorism fighter.
- (e) We will have adequate checks and balances to prevent misuse.

Direction for questions 11 to 15: *Read the passage below and solve the questions based on it.*

Sigmund Freud is the father of Psychoanalysis. He continued to modify his theory over a period of nearly half a century. Psychoanalysis focuses on the unconscious aspects of personality. According to Freud the human mind is like an iceberg. It is mostly hidden in the unconscious. He believed that the conscious level of the mind was similar to the tip of the iceberg which could be seen, but the unconscious was mysterious and was hidden. The unconscious also consists of aspects of personality of which a person is unaware. The conscious on the other hand is that which is within our awareness. The preconscious consists of that which is not in immediate awareness but is easily accessible.

In 1923, Freud described his constructs of the id, ego and the superego. The id is the most primitive part of our personality. It operates according to the pleasure principle and it simply seeks immediate gratification. Freud believed

that every human had a life and death instinct. The life instinct is called eros while the death instinct is called thanatos. Both are integral parts of the id. And the energy for this mechanism is libido, a flowing, dynamic force.

The ego is different from the id as it is extremely objective. It operates according to the "reality principle" and deals with the demands of the environment. It regulates the flow of libido and keeps the id in check, thus acting as a "control center" of the personality. It is the superego which represents the values and standards of an individual's personality. It acts as an internal judge, it punishes the ego with feelings of guilt or it rewards, which lead to feelings of pride and heightened self esteem. The superego is a characteristic of the personality which strives for perfection. According to Freud, the disparity and development of the id, ego and the superego, determines an individual's behaviour in a given situation, which in turn results in the development of the personality. Freud placed great importance on the early years of a child as he believed that what we are as adults is determined by childhood experiences. Freud called these early years of development the psychosexual years of development. These early years proceed through a number of stages. Each child undergoes the different stages. These stages are the oral stage (first year of life), the anal stage (second year), phallic stage (third through fifth year), a period of latency (from 6 to 12), and the genital stage (after puberty). Freud believed that as every child passes through these stages there might be a likely possibility that a child may spend more time in a particular stage than they ought to. This condition can lead to a fixation or an incomplete development of the personality. A critical event during the first five years of life is the experience of Oedipus and Electra conflicts. Freud believed that both sexes encounter and must deal with these turmoils, which result from boys developing sexual attraction toward their mothers, and girls developing sexual attraction towards their fathers. A boy may have feelings of jealousy towards his father as he is

an obstacle between him and his mother. And, they fear retaliation by their fathers if they are caught (fear of castration). Since the boy loves his father, these feelings are repressed and he begins to identify with the father, adopting his values. Similarly girls develop hostility towards their mothers, unconsciously blaming their mothers for not being equal with boys. They assume that something is missing and feels inadequate (penis envy).

Another major aspect of psychoanalysis is the development of defense mechanisms. According to the theory defense mechanisms are used by the ego to protect the person from anxiety. Repression is when information is pushed down into the unconscious. This information is either unpleasant or undesirable and may cause anxiety. Very often this information is pushed so deep down into the unconscious that is hard to retrieve. Reaction formation is when due to anxiety feelings are replaced by the extreme opposite. For instance, a person feeling hate will be replaced by love. Undoing is when the ego completely changes actions which lead to feelings of anxiety. In this mechanism the truth may be drastically distorted. Projection is when an individual tends to assign one's own shortcomings on to someone else. Rationalization is when an irrational act is made to appear rational. Denial occurs in cases where the ego is threatened and a person refuses to acknowledge the reality or seriousness of the situation. Identification involves empathizing with the qualities or characteristics of another favorable person. Fixation and Regression are related mechanisms which occur during psychosexual development.

Psychoanalysis is also a therapy. It is based on the observation that individuals are often unaware of many of the factors that determine their emotions and behaviour. Psychoanalytic treatment demonstrates how these unconscious factors affect current relationships and patterns of behaviour, traces them back to their historical origins, shows how they have changed, and helps individuals to deal better with the realities of adult life.

11. How many levels of consciousness did Freud believe existed?
 - (a) Two
 - (b) Three
 - (c) Four
 - (d) One
 - (e) None of the above
12. Which of these statements do not reflect Freudian thought?
 - (a) Id demands short term gratification.
 - (b) Ego caters to the demands of the environment.
 - (c) The ratio of ID, ego and super ego determines a human's personality.
 - (d) The unconscious stores personality aspects and thoughts of which a person is actually aware.
 - (e) Every child goes through psychosexual stages of development.
13. With Psychoanalysis, Freud basically:
 - (a) Explained the differences between life instinct (eros) and the death instinct (thanatos).
 - (b) Focussed largely on the unconscious aspects of a personality.
 - (c) Explained why different children behaved differently.
 - (d) Brought out anomalies in relationships between parents and children.
 - (e) Probed into the functioning of the human brain.
14. How does the ego protect a person from anxiety?
 - (a) Via Repression
 - (b) Via Denial
 - (c) Via Rationalization
 - (d) Via Identification
 - (e) By using and developing defence mechanisms which utilize all the above.
15. Identify the truest statement as per the passage:
 - (a) Psychoanalysis is the therapeutic since it assists in dealing with the realities of adult life.
 - (b) The id is stronger than the ego.

1.36 ■ Verbal Ability

- (c) Life and death instincts define our defence mechanisms.
- (d) Fixation and Regression are complexes.
- (e) The conscious level of the mind forms at least half of a humans personality.

Direction for questions 16 to 19: Read the passage below and solve the questions based on it.

The beginnings of Gnosticism have long been a matter of controversy and are still largely a subject of research. The more these origins are studied, the farther they seem to recede in the past.

Whereas formerly, Gnosticism was considered mostly a corruption of Christianity, it now seems clear that the first traces of Gnostic systems can be discerned some centuries before the Christian Era. Its Eastern origin was already maintained by Gieseler and Neander; F. Ch. Bauer (1831) and Lassen (1858) sought to prove its relation to the religions of India; Lipsius (1860) pointed to Syria and Phoenicia as its home, and Hilgenfeld (1884) thought it was connected with later Mazdeism. Joel (1880), Weingarten (1881), Koffmane (1881), Anrich (1894), and Wobbermin (1896) sought to account for the rise of Gnosticism by the influence of Greek Platonic philosophy and the Greek mysteries, while Harnack described it as “acute Hellenization of Christianity”.

In more recent years (1897) Wilhelm Anz pointed out the close similarity between Babylonian astrology and the Gnostic theories of the Hebdomad and Ogdoad. Though in many instances speculations on the Babylonian Astrallehre have gone beyond all sober scholarship, yet in this particular instance the inferences made by Anz seem sound and reliable. Researches in the same direction were continued and instituted on a wider scale by W. Bousset, in 1907, and led to carefully ascertained results. In 1898, the attempt was made by M. Friedländer to trace Gnosticism in pre-Christian Judaism. His opinion that the Rabbinic term *Minnim* designated not Christians, as was commonly

believed, but Antinomian Gnostics, has not found universal acceptance. In fact, E. Schürer brought sufficient proof to show that *Minnim* is the exact Armaean dialectic equivalent for *ethne*. Nevertheless Friedländer’s essay retains its value in tracing strong antinomian tendencies with Gnostic colouring on Jewish soil.

Although the origins of Gnosticism are still largely enveloped in obscurity, so much light has been shed on the problem by the combined labours of many scholars that it is possible to give the following tentative solution: Although Gnosticism may at first sight appear a mere thoughtless syncretism of well nigh all religious systems in antiquity, it has in reality one deep root-principle, which assimilated in every soil what is needed for its life and growth; this principle is philosophical and religious pessimism.

The Gnostics, it is true, borrowed their terminology almost entirely from existing religions, but they only used it to illustrate their great idea of the essential evil of this present existence and the duty to escape it by the help of magic spells and a superhuman Saviour. Whatever they borrowed, this pessimism they did not borrow—not from Greek thought, which was a joyous acknowledgment of and homage to the beautiful and noble in this world, with a studied disregard of the element of sorrow; not from Egyptian thought, which did not allow its elaborate speculations on retribution and judgment in the netherworld to cast a gloom on this present existence, but considered the universe created or evolved under the presiding wisdom of Thoth; not from Iranian thought, which held to the absolute supremacy of Ahura Mazda and only allowed Ahriman a subordinate share in the creation, or rather counter-creation, of the world; not from Indian Brahminic thought, which was Pantheism pure and simple, or God dwelling in, nay identified with, the universe, rather than the Universe existing as the contradictory of God; not, lastly, from Semitic thought, for Semitic religions were strangely reticent as to the fate of the soul after death, and saw all practical wisdom in the worship of Baal, or Marduk, or

Assur, or Hadad, that they might live long on this earth.

This utter pessimism, bemoaning the existence of the whole universe as a corruption and a calamity, with a feverish craving to be freed from the body of this death and a mad hope that, if we only knew, we could by some mystic words undo the cursed spell of this existence—this is the foundation of all Gnostic thought. It has the same parent-soil as Buddhism; but Buddhism is ethical, it endeavours to obtain its end by the extinction of all desire; Gnosticism is pseudo-intellectual, and trusts exclusively to magical knowledge. Moreover, Gnosticism, placed in other historical surroundings, developed from the first on other lines than Buddhism.

When Cyrus entered Babylon in 539 B.C., two great worlds of thought met, and syncretism in religion, as far as we know it, began. Iranian thought began to mix with the ancient civilization of Babylon. The idea of the great struggle between evil and good, ever continuing in this universe, is the parent idea of Mazdeism, or Iranian dualism. This, and the imagined existence of numberless intermediate spirits, angels and devas, are the conviction which overcame the contentedness of Semitism.

On the other hand, the unshakable trust in astrology, the persuasion that the planetary system had a fatalistic influence on this world's affairs, stood its ground on the soil of Chaldea. The greatness of the Seven—the Moon, Mercury, Venus, Mars, the Sun, Jupiter, and Saturn—the sacred Hebdomad, symbolized for millenniums by the staged towers of Babylonia, remained undiminished. They ceased, indeed, to be worshipped as deities, but they remained archontes and dynameis, rules and powers whose almost irresistible force was dreaded by man. Practically, they were changed from gods to devas, or evil spirits. The religions of the invaders and of the invaded effected a compromise: the astral faith of Babylon was true, but beyond the Hebdomad was the infinite light in the Ogdoad, and every human soul had to pass the adverse influence of the god or

gods of the Hebdomad before it could ascend to the only good God beyond. This ascent of the soul through the planetary spheres to the heaven beyond (an idea not unknown even to ancient Babylonian speculations) began to be conceived as a struggle with adverse powers, and became the first and predominant idea in Gnosticism.

The second great component of Gnostic thought is magic, properly so called, i.e., the power *ex opere operato* of weird names, sounds, gestures, and actions, as also the mixture of elements to produce effects totally disproportionate to the cause. These magic formulae, which caused laughter and disgust to outsiders, are not a later and accidental corruption, but an essential part of Gnosticism, for they are found in all forms of Christian Gnosticism and likewise in Mandaëism. No Gnosis was essentially complete without the knowledge of the formulae, which, once pronounced, were the undoing of the higher hostile powers. Magic is the original sin of Gnosticism, nor is it difficult to guess hence it is inherited. To a certain extent it formed part of every pagan religion, especially the ancient mysteries, yet the thousands of magic tablets unearthed in Assyria and Babylonia show us where the rankest growth of magic was to be found. Moreover, the terms and names of earliest of Gnosticism bear an unmistakable similarity to Semitic sounds and words.

16. Gnostics are:

- (a) Non believers in God or Supreme Being.
- (b) Believers that good things will happen to us in life.
- (c) Obscure and confused people.
- (d) Pessimistic in their religious and philosophical outlook.
- (e) Connected to early Babylonians.

17. What would a Gnostic seek from life?

- (a) Escape from life's evil and misery with God's help.
- (b) Ascent to God through planets.
- (c) Formulae and potions of magic.

1.38 ■ Verbal Ability

- (d) Connections with all known religious, present and past.
 - (e) Solution to conflict between Good and Evil.
18. The Gnostic approach is:
- (a) Very similar to Egyptian and Greek philosophy.
 - (b) Very similar to Christianity.
 - (c) Strongly condemnative of Buddhism.
 - (d) Not at all similar to the Greek outlook of life.
 - (e) Lost in obscurity and confusion.
19. What do Gnostics think of the planets?
- (a) They were evil influences who had to be struggled with before reaching God.
 - (b) Planet worship was Babylonian nothing to do with Gnostics.
 - (c) Planets had a Good influence on actions and helped in our passage to God.
 - (d) Planets were the ultimate good to be propitiated and worshipped.
 - (e) None of the above

Direction for questions 20 to 24: *Read the passage below and solve the questions based on it.*

The union government's present position vis-a-vis the upcoming United Nations conference on racial and related discrimination world-wide seems to be the following: discuss race please, not caste; caste is our very own and not at all as bad as you think. The gross hypocrisy of that position has been lucidly underscored by Kancha Ilaiah. Explicitly, the world community is to be cheated out of considering the matter on the technicality that caste is not, as a concept, tantamount to a racial category. Internally, however, allowing the issue to be put on agenda at the said conference would, we are patriotically admonished, damage the country's image. Somehow, India's virtual beliefs elbow out concrete actualities. Inverted representations, as we know, have often been deployed in human histories as balm for the forsaken—religion

being the most persistent of such inversions. Yet, we would humbly submit that if globalizing our markets are thought good for the 'national' pocket, globalizing our social inequities might not be so bad for the mass of our people. After all, racism was as uniquely institutionalized in South Africa as caste discrimination has been within our society; why then can't we permit the world community to express itself on the latter with a fraction of the zeal with which, through the years, we pronounced on the former?

As to the technicality about whether or not caste is admissible into an agenda about race (that the conference is also about 'related discriminations' tends to be forgotten), a reputed sociologist has recently argued that where race is a 'biological' category caste is a 'social' one. Having earlier fiercely opposed implementation of the Mandal Commission Report, the said sociologist is at least to be complemented now for admitting, however tangentially, that caste discrimination is a reality, although, in his view, incompatible with racial discrimination. One would like quickly to offer the hypothesis that biology, in important ways that affect the lives of many millions, is in itself perhaps a social construction. But let us look at the matter in another way.

If it is agreed—as per the position today at which anthropological and allied scientific determinations rest—that the entire race of homo sapiens derived from an originary black African female (called 'Eve') then one is hard put to understand how, on some subsequent ground, ontological distinctions are to be drawn either between races or castes. Let us also underline the distinction between the supposition that we are all God's children and the rather more substantiated argument about our descent from 'Eve', lest both positions are thought to be equally diversionary. It then stands to reason that all subsequent distinctions are, in modern parlance, 'constructed' ones, and, like all ideological constructions, attributable to changing equations between knowledge and power among human communities through contested histories here, there, and elsewhere.

This line of thought receives, thankfully, extremely consequential buttress from the findings of the Human Genome project. Contrary to earlier (chiefly 19th century colonial) persuasions on the subject of race, as well as, one might add, the somewhat infamous Jensen offerings in the 20th century from America, those findings deny genetic difference between ‘races’. If anything, they suggest that environmental factors impinge on gene-function, as dialectic seems to unfold between nature and culture. It would thus seem that ‘biology’ as the constitution of pigmentation enters the picture first only as a part of that dialectic. Taken together, the originary mother stipulation and the Genome findings ought indeed to furnish ground for human equality across the board, as well as yield policy initiatives towards equitable material dispensations aimed at building a global order where, in Hegel’s stirring formulation, only the rational constitutes the right. Such, sadly, is not the case as everyday fresh arbitrary grounds for discrimination are constructed in the interests of sectional dominance.

20. When the author writes “globalizing our social inequities”, the reference is to:
- Going beyond an internal deliberation on social inequity.
 - Dealing with internal poverty through the economic benefits of globalization.
 - Going beyond an internal delimitation of social inequity.
 - Achieving disadvantaged people’s empowerment, globally.
 - None of these
21. According to the author, ‘inverted representations as balm for the forsaken’:
- Is good for the forsaken and often deployed in human histories.
 - Is good for the forsaken, but not often deployed historically for the oppressed.
 - Occurs often as a means of keeping people oppressed.
 - Occurs often to invert the status quo.
 - None of these
22. Based on the passage, which broad areas unambiguously fall under the purview of the UN conference being discussed?
- Racial prejudice
 - Racial pride
 - Discrimination, racial or otherwise
 - Caste-related discrimination
 - Race-related discrimination
- A, E
 - C, E
 - A, C, E
 - B, C, D
 - A only
23. According to the author, the sociologist who argued that race is a ‘biological’ category and caste is a ‘social’ one:
- Generally shares the same orientation as the author’s on many of the central issues discussed.
 - Tangentially admits to the existence of “Caste” as a category.
 - Admits the incompatibility between the people of different race and caste.
 - Admits indirectly that both caste-based prejudice and racial discrimination exist.
 - None of these
24. An important message in the passage, if one accepts a dialectic between nature and culture, is that:
- The results of the Human Genome Project reinforces racial differences.
 - Race is at least partially a social construct.
 - Discrimination is at least partially a social construct.
 - Caste is at least partially a social construct.
 - None of these

Exercise 3

Direction for questions 1 to 24: *Each of the three passages given below is followed by questions. Choose the best answer for each question.*

Passage 1

The current debate on Intellectual Property Rights (IPRs) raises a number of important issues concerning the strategy and policies for building a more dynamic national agricultural research system, the relative roles of public and private sectors, and the role of agribusiness Multi-national Corporations (MNCs). This debate has been stimulated by the international agreement on Trade Related Intellectual Property Rights (TRIPs), negotiated as part of the Uruguay Round. TRIPs, for the first time, seeks to bring innovations in agricultural technology under a new worldwide IPR regime. The agribusiness MNCs (along with pharmaceutical companies) played a leading part in lobbying for such a regime during the Uruguay Round negotiations. The argument was that incentives are necessary to stimulate innovations, and that this calls for a system of patents which gives innovators the sole right to use (or sell/lease the right to use) their innovations for a specified period and protects them against unauthorized copying or use. With strong support of their national governments, they were influential in shaping the agreement on TRIPs, which eventually emerged from the Uruguay Round.

The current debate on TRIPs in India—as indeed elsewhere—echoes wider concerns about ‘privatization’ of research and allowing a free field for MNCs in the sphere of biotechnology and agriculture. The agribusiness corporations, and those with unbounded faith in the power of science to overcome all likely problems, point to the vast potential that new technology holds for solving the problems of hunger, malnutrition and poverty in the world. The exploitation of this potential should be encouraged and this

is best done by the private sector for which patents are essential. Some, who do not necessarily accept this optimism, argue that fears of MNC domination are exaggerated and that farmers will accept their products only if they decisively outperform the available alternatives. Those who argue against agreeing to introduce an IPR regime in agriculture and encouraging private sector research are apprehensive that this will work to the disadvantage of farmers by making them more and more dependent on monopolistic MNCs. A different, though related apprehension is that extensive use of hybrids and genetically engineered new varieties might increase the vulnerability of agriculture to outbreaks of pests and diseases. The larger, longer-term consequences of reduced biodiversity that may follow from the use of specially bred varieties are also another cause for concern. Moreover, corporations, driven by the profit motive, will necessarily tend to underplay, if not ignore, potential adverse consequences, especially those which are unknown and which may manifest themselves only over a relatively long period. On the other hand, high-pressure advertising and aggressive sales campaigns by private companies can seduce farmers into accepting varieties without being aware of potential adverse effects and the possibility of disastrous consequences for their livelihood if these varieties happen to fail. There is no provision under the laws, as they now exist, for compensating users against such eventualities.

Excessive preoccupation with seeds and seed material has obscured other important issues involved in reviewing the research policy. We need to remind ourselves that improved varieties by themselves are not sufficient for sustained growth of yields. In our own experience, some of the early High Yielding Varieties (HYVs) of rice and wheat were found susceptible to widespread pest attacks; and some had problems of grain quality. Further research was necessary to solve these problems. This largely

successful research was almost entirely done in public research institutions. Of course, it could in principle have been done by private companies, but whether they choose to do so depends crucially on the extent of the loss in market for their original introductions on account of the above factors and whether the companies are financially strong enough to absorb the 'losses', invest in research to correct the deficiencies and recover the lost market. Public research, which is not driven by profit, is better placed to take corrective action. Research for improving common pool resource management, maintaining ecological health and ensuring sustainability is both critical and also demanding in terms of technological challenge and resource requirements. As such research is crucial to the impact of new varieties, chemicals and equipment in the farmer's field, private companies should be interested in such research. But their primary interest is in the sale of seed material, chemicals, equipment and other inputs produced by them. Knowledge and techniques for resource management are not 'marketable' in the same way as those inputs. Their application to land, water and forests has a long gestation and their efficacy depends on resolving difficult problems-such as designing institutions for proper and equitable management of common pool resources. Public or quasi-public research institutions informed by broader, long-term concerns can only do such work.

The public sector must therefore continue to play a major role in the national research system. It is both wrong and misleading to pose the problem in terms of public sector versus private sector or of privatization of research. We need to address problems likely to arise on account of the public-private sector complementarity, and ensure that the public research system performs efficiently. Complementarity between various elements of research raises several issues in implementing an IPR regime. Private companies do not produce new varieties and inputs entirely as a result of their own research. Almost all technological improvement

is based on knowledge and experience accumulated from the past, and the results of basic and applied research in public and quasi-public institutions (universities, research organizations). Moreover, as is increasingly recognized, accumulated stock of knowledge does not reside only in the scientific community and its academic publications, but is also widely diffused in traditions and folk knowledge of local communities all over.

The deciphering of the structure and functioning of DNA forms the basis of much of modern biotechnology. But this fundamental breakthrough is a 'public good' freely accessible in the public domain and usable free of any charge. Varieties/techniques developed using that knowledge can however be, and are, patented for private profit. Similarly, private corporations draw extensively, and without any charge, on germ plasm available in varieties of plants species (neem and turmeric are by now famous examples). Publicly funded gene banks as well as new varieties bred by public sector research stations can also be used freely by private enterprises for developing their own varieties and seek patent protection for them. Should private breeders be allowed free use of basic scientific discoveries? Should the repositories of traditional knowledge and germ plasm be collected which are maintained and improved by publicly funded institutions? Or should users be made to pay for such use? If they are to pay, what should be the basis of compensation? Should the compensation be for individuals or for communities/institutions to which they belong? Should individuals/institutions be given the right of patenting their innovations? These are some of the important issues that deserve more attention than they now get and need serious detailed study to evolve reasonably satisfactory, fair and workable solutions. Finally, the tendency to equate the public sector with the government is wrong. The public space is much wider than government departments and includes co-operatives, universities, public trusts and a variety of Non-Governmental Organizations (NGOs).

1.42 ■ Verbal Ability

Giving greater autonomy to research organizations from government control and giving non-government public institutions the space and resources to play a larger, more effective role in research, is therefore an issue of direct relevance in restructuring the public research system.

1. Which 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 issues in the TRIPs agreement.
 - (b) Nationalize MNCs engaged in private research in biotechnology.
 - (c) Encourage domestic firms to patent their innovations.
 - (d) Make provisions 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 technologies in agriculture?
 - (a) Development of newer and newer varieties will lead to increase in biodiversity.
 - (b) MNCs may underplay the negative consequences of the power technology on environment.
 - (c) Newer varieties of seeds may increase vulnerability of crops to pests 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 incentives to innovators by 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 reasons?
- Public research is not driven by profit motive.
 - Private companies may not be able to absorb losses arising out of the negative effects of the new technologies.
 - Unlike new technology products, knowledge and techniques for resource management are not amenable to simple market transactions.
 - 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?
- Public and quasi-public institutions are not interested in making profits.
 - Public and quasi-public institutions have a broader and long-term outlook than private companies.
 - Private companies are incapable of building products based on traditional and folk knowledge.
 - Traditional and folk knowledge cannot be protected by patents.

Passage 2

One of the criteria by which we judge the vitality of a style of painting is its ability to renew itself—its responsiveness to the changing nature and quality of experience, the degree of conceptual and formal innovation that it exhibits. By this criterion, it would appear that the practice of abstractionism has failed to engage creatively with the radical change in human experience in recent decades. It has, seemingly,

been unwilling to re-invent itself in relation to the systems of artistic expression and viewers' expectations that have developed under the impact of the mass media.

The judgement that abstractionism has slipped into 'inertia gear' is gaining endorsement, not only among discerning viewers and practitioners of other art forms, but also among abstract painters themselves. Like their companions elsewhere in the world, abstractionists in India are asking themselves an overwhelming question today: Does abstractionism have a future? The major crisis that abstractionists face is that of revitalizing their picture surface; few have improvised any solutions beyond the ones that were exhausted by the 1970s. Like all revolutions, whether in politics or in art, abstractionism must now confront its moment of truth: having begun life as a new and radical pictorial approach to experience, it has become an entrenched orthodoxy itself. Indeed, when viewed against a historical situation in which a variety of subversive, interactive and richly hybrid forms are available to the art practitioner, abstractionism assumes the remote and defiant air of an aristocracy that has outlived its age; trammelled by formulaic conventions yet buttressed by a rhetoric of sacred mystery, it seems condemned to being the last citadel of the self-regarding 'fine art' tradition, the last hurrah of painting for painting's sake.

The situation is further complicated in India by the circumstances in which an indigenous abstractionism came into prominence here during the 1960s. From the beginning it was propelled by the dialectic between two motives, one revolutionary and the other conservative—it was inaugurated as an act of emancipation from the dogmas or the nascent Indian nation state, when art was officially viewed as an indulgence at worst, and at best, as an instrument for the celebration of the republic's hopes and aspirations. Having rejected these dogmas, the pioneering abstractionists also went on to reject the various figurative styles associated with the Santiniketan circle and others. In such

a situation, abstractionism was a revolutionary move. It led art towards the exploration of the subconscious mind, the spiritual quest and the possible expansion of consciousness. Indian painting entered into a phase of self-inquiry, a meditative inner space where cosmic symbols and non-representational images ruled. Often, the transition from figurative idioms to abstractionist ones took place within the same artist.

At the same time, Indian abstractionists have rarely committed themselves wholeheartedly to a non-representational idiom. They have been preoccupied with the fundamentally metaphysical project of aspiring to the mystical-holy without altogether renouncing the symbolic. This has been sustained by a hereditary reluctance to give up the murti, the inviolable iconic form, which explains why abstractionism is marked by the conservative tendency to operate with images from the sacred repertoire of the past. Abstractionism thus entered India as a double-edged device in a complex cultural transaction. Ideologically, it served as an internationalist legitimization of the emerging revolutionary local trends. However, on entry, it was conscripted to serve local artistic preoccupations—a survey of indigenous abstractionism will show that its most obvious points of affinity with European and American abstract art were with the more mystically oriented of the major sources of abstractionist philosophy and practice, for instance the Kandinsky-Klee school. There have been no takers for Malevich's Suprematism, which militantly rejected both the artistic forms of the past and the world of appearances, privileging the new-minted geometric symbol as an autonomous sign of the desire for infinity.

Against this backdrop, we can identify three major abstractionist idioms in Indian art. The first develops from a love of the earth, and assumes the form of a celebration of the self's dissolution in the cosmic panorama; the landscape is no longer a realistic transcription of the scene, but is transformed into a visionary occasion for contemplating the cycles of decay

and regeneration. The second idiom phrases its departures from symbolic and archetypal devices as invitations to heightened planes of awareness. Abstractionism begins with the establishment or dissolution of the motif, which can be drawn from diverse sources, including the hieroglyphic tablet, the Sufi meditation dance or the Tantric diagram. The third idiom is based on the lyric play of forms guided by gesture or allied with formal improvisations like the assemblage. Here, sometimes, the line dividing abstract image from patterned design or quasi-random expressive marking may blur. The flux of forms can also be regimented through the poetics of pure colour arrangements, vector-diagrammatic spaces and gestural design.

In this genealogy, some pure lines of descent follow their logic to the inevitable point of extinction, others engage in cross-fertilization, and yet others undergo mutation to maintain their energy. However, this genealogical survey demonstrates the wave at its crest." those points where the metaphysical and the painterly have been fused in images of abiding potency, ideas sensuously ordained rather than fabricated programmatically to a concept. It is equally possible to enumerate the troughs where the two principles do not come together, thus arriving at a very different account. Uncharitable as it may sound, the history of Indian abstractionism records a series of attempts to avoid the risks of abstraction by resorting to an overt and near-generic symbolism, which many Indian abstractionists embrace when they find themselves bereft of the imaginative energy to negotiate the union of metaphysics and painterliness.

Such symbolism falls into a dual trap: it succumbs to the pompous vacuity of pure metaphysics when the burden of intention is passed off as justification; or then it is desiccated by the arid formalism of pure painterliness, with delight in the measure of chance or pattern guiding the execution of a painting. The ensuing connict of purpose stalls the progress of abstractionism in an impasse. The remarkable Indian abstractionists are precisely those who have overcome

this and addressed themselves to the basic elements of their art with a decisive sense of independence from prior models. In their recent work, we see the logic of Indian abstractionism pushed almost to the furthest it can be taken. Beyond such artists stands a lost generation of abstractionists whose work invokes a wistful, delicate beauty but stops there.

Abstractionism is not a universal language; it is an art that points up the loss of a shared language of signs in society. And yet, it affirms the possibility of its recovery through the effort of awareness. While its rhetoric has always emphasised a call for new forms of attention, abstractionist practice has tended to fall into a complacent pride in its own incomprehensibility; a complacency fatal in an ethos where vibrant new idioms compete for the viewers' attention. Indian abstractionists ought to really return to basics, to reformulate and replenish their understanding of the nature of the relationship between the painted image and the world around it. But will they abandon their favourite conceptual habits and formal conventions, if this becomes necessary?

9. Which of the following is not stated by the author as a reason for abstractionism losing its vitality?

- (a) Abstractionism has failed to reorient itself in the context of changing human experience.
- (b) Abstractionism has not considered the developments in artistic expression that have taken place in recent times.
- (c) Abstractionism has not followed the path taken by all revolutions, whether in politics or art.
- (d) The impact of mass media on viewers' expectations has not been assessed, and responded to, by abstractionism.

10. Which of the following, according to the author, is the role that abstractionism plays in a society?

- (a) It provides an idiom that can be understood by most members in a society.
- (b) It highlights the absence of a shared language of meaningful symbols which can be recreated through greater awareness.
- (c) It highlights the contradictory artistic trends of revolution and conservatism that any society needs to move forward.
- (d) It helps abstractionists invoke the wistful, delicate beauty that may exist in society.

11. According to the author, which one of the following characterizes the crisis faced by abstractionism?

- (a) Abstractionists appear to be unable to transcend the solutions tried out earlier.
- (b) Abstractionism has allowed itself to be confined by set forms and practices.
- (c) Abstractionists have been unable to use the multiplicity of forms now becoming available to an artist.
- (d) All of the above

12. According to the author, the introduction of abstractionism was revolutionary because it:

- (a) celebrated the hopes and aspirations of a newly independent nation.
- (b) provided a new direction to Indian art, towards self-inquiry and non-representational images.
- (c) managed to obtain internationalist support for the abstractionist agenda.
- (d) was an emancipation from the dogmas of the nascent nation state.

13. Which one of the following is not part of the author's characterization of the conservative trend in India abstractionism?

- (a) An exploration of the subconscious mind.
- (b) A lack of full commitment to non-representational symbols.

- (c) An adherence to the symbolic while aspiring to the mystical.
 - (d) Usage of the images of gods or similar symbols.
14. Given the author's delineation of the three abstractionist idioms in Indian art, the third idioms can be best distinguished from the other two idioms through its
- (a) depiction of nature's cyclical renewal.
 - (b) use of non-representational images.
 - (c) emphasis on arrangement of forms.
 - (d) limited reliance on original models.
15. According to the author, the attraction of the Kandinsky-Klee school for Indian abstractionists can be explained by which one of the following?
- (a) The conservative tendency to aspire to the mystical without a complete renunciation of the symbolic.
 - (b) The discomfort of Indian abstractionists with Malevich's Suprematism.
 - (c) The easy identification of obvious points of affinity with European and American abstract art, of which the Kandinsky-Klee school is an example.
 - (d) The double-edged nature of abstractionism which enabled identification with mystically-oriented schools.
16. Which one of the following, according to the author, is the most important reason for the stalling of abstractionizms progress in an impasse?
- (a) Some artists have followed their abstractionist logic to the point of extinction.
 - (b) Some artists have allowed chance or pattern to dominate the execution of their paintings.
 - (c) Many artists have avoided the trap of a near-generic and an open symbolism.
 - (d) Many artists have found it difficult to fuse the twin principles of the meta-physical and the painterly.

Passage 3

In a modern computer, electronic and magnetic storage technologies play complementary roles. Electronic memory chips are fast but volatile (their contents are lost when the computer is unplugged). Magnetic tapes and hard disks are slower, but have the advantage that they are non-volatile, so that they can be used to store software and documents even when the power is off.

In laboratories around the world, however, researchers are hoping to achieve the best of both worlds. They are trying to build magnetic memory chips that could be used in place of today's electronic ones. These magnetic memories would be non-volatile; but they would also be faster, would consume less power, and would be able to stand up to hazardous environments more easily. Such chips would have obvious applications in storage cards for digital cameras and music-players; they would enable handheld and laptop computers to boot up more quickly and to operate for longer; they would allow desktop computers to run faster; they would doubtless have military and space-faring advantages too. But although the theory behind them looks solid, there are tricky practical problems and need to be overcome.

Two different approaches, based on different magnetic phenomena, are being pursued. The first, being investigated by Gary Prinz and his colleagues at the Naval Research Laboratory (NRL) in Washington, D.C., exploits the fact that the electrical resistance of some materials changes in the presence of a magnetic field—a phenomenon known as magneto-resistance. For some multi-layered materials this effect is particularly powerful and is, accordingly, called “Giant” Magneto-Resistance (GMR). Since 1997, the exploitation of GMR has made cheap multi-gigabyte hard disks commonplace. The magnetic orientations of the magnetized spots on the surface of a spinning disk are detected by measuring the changes they induce in the resistance of a tiny sensor. This technique is so

sensitive that it means the spot..” 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 magnetisable material. A matrix of wires passing above and below the elements allows each to be magnetised, 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 commercialize 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 roll 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 chip makers such as IBM, Motorola, Siemens and Hewlett-Packard. IBM’s research team, led by Stuart Parkin, has already created a SOD-element working prototype that operates at 20 times the speed of conventional memory chips and consumes 1 per cent of the power. Each element consists of a sandwich of

two layers of magnetisable material separated by a barrier of aluminium oxide just four or five atoms thick. The polarization of lower magnetisable 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 tunnelling. It turns out that such tunnelling 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 neighbouring 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 Weiland of Cambridge University outlined

1.48 ■ Verbal Ability

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 logical step. Dr Prinz says that once magnetic memory is sorted out “the target is to go after the logic circuits.” Whether all-magnetic computers will ever be able to compete with other contenders that are jostling to knock electronics off its perch—such as optical, biological and quantum computing—remains to be seen. Dr Cowburn suggests that the future lies with hybrid machines that use different technologies. But computing with magnetism evidently has an attraction all its own.

17. In developing magnetic memory chips to replace the electronic ones, two alternative research paths are being pursued. These are approaches based on
- (a) volatile and non-volatile memories.
 - (b) magneto-resistance and magnetic tunnel-junctions
 - (c) radiation-disruption and radiation-neutral effects.

- (d) orientation of magnetized spots on the surface of a spinning disk and alignment of magnetic dots on the surface of a conventional memory chip.

18. A binary digit or bit is represented in the magneto-resistance based magnetic chip using
- (a) a layer of aluminum oxide.
 - (b) a capacitor.
 - (c) a vertical pillar of magnetized material.
 - (d) a matrix of wires.
19. In the magnetic tunnel-junctions (MTJs) tunnelling is easier when
- (a) two magnetic layers are polarized in the same direction.
 - (b) two magnetic layers are polarized in the opposite directions.
 - (c) two aluminium-oxide barriers are polarized in the same direction.
 - (d) two aluminium-oxide barriers are polarized in opposite directions.
20. A major barrier on the way to build a full-scale memory chip based on MTJs is
- (a) the low sensitivity of the magnetic memory elements.
 - (b) the thickness of aluminium oxide barriers.
 - (c) the need to develop more reliable and far smaller magnetic memory chips.
 - (d) all of the above.
21. In the MTJs approach, it is possible to identify whether the topmost layer of the magnetised memory element is storing a zero or one by
- (a) measuring an element's resistance and thus determining its magnetic orientation.
 - (b) measuring the degree of disruption caused by radiation in the elements of the magnetic memory.
 - (c) magnetising the elements either clockwise or anti-clockwise.

- (d) measuring the current that flows through the sandwich.
22. A line of research which is trying to build magnetic chip that can both store and manipulate information, is being pursued by
- Paul Freitas
 - Stuart Parkin
 - Gary Prinz
 - None of the above
23. Experimental research currently underway, using rows of magnetic dots, each of which could be polarized in one of the two directions, has led to the demonstration of
- working of a microprocessor.
 - working of a logic gate.
 - working of a magneto-resistance based chip.
 - working of a magneto tunnelling-junction (MTJ) based chip.
24. From the passage, which of the following cannot be inferred?
- Electronic memory chips are faster and non-volatile.
 - Electronic and magnetic storage technologies play a complementary role.
 - MTJs are the more promising idea, compared to the magneto-resistance approach.
 - Non-volatile Electronics is the company set up to commercialize the GMR chips.

Exercise 4

Direction for questions 1 to 21: *Each of the four passages given below is followed by questions. Choose the best answer for each question.*

Passage 1

The story begins as the European pioneers crossed the Alleghenies and started to settle in the Midwest. The land they found was covered with forests. With incredible effort they felled the trees, pulled the stumps and planted their crops in the rich, loamy soil. When they finally reached the western edge of the place we now call Indiana, the forest stopped and ahead lay a thousand miles of the great grass prairie. The Europeans were puzzled by this new environment. Some even called it the “Great Desert”. It seemed untillable. The earth was often very wet and it was covered with centuries of tangled and matted grasses. With their cast iron plows, the settlers found that the prairie sod could not be cut and the wet earth stuck to their plowshares. Even a team of the best oxen bogged down after a few years of tugging. The iron plow was a

useless tool to farm the prairie soil. The pioneers were stymied for nearly two decades. Their western march was halted and they tilled in the eastern regions of the Midwest.

In 1837, a blacksmith in the town, of Grand Detour, Illinois, invented a new tool. His name was John Deere and the tool was a plow made of steel. It was sharp enough to cut through matted grasses and smooth enough to cast off the mud. It was a simple tool, the “sod buster” that opened the great prairies to agricultural development.

Sauk County, Wisconsin is the part of that prairie where I have a home. It is named after the Sauk Indians. In 1673, Father Marquette was the first European to lay his eyes upon their land. He found a village laid out in regular patterns on a plain beside the Wisconsin River. He called the place Prairie du Sac. The village was surrounded by fields that had provided maize, beans and squash for the Sauk people for generations reaching back into the unrecorded time.

When the European settlers arrived at the Sauk prairie in 1837, the government forced the native Sauk people west of the Mississippi

1.50 ■ Verbal Ability

River. The settlers came with John Deere's new invention and used the tool to open the area to a new kind of agriculture. They ignored the traditional ways of the Sauk Indians and used their sod-busting tool for planting wheat. Initially, the soil was generous and the farmers thrived. However, each year the soil lost more of its nurturing power. It was only thirty years after the Europeans arrived with their new technology that the land was depleted. Wheat farming became uneconomic and tens of thousands of farmers left Wisconsin seeking new land with sod to bust.

It took the Europeans and their new technology just one generation to make their homeland into a desert. The Sauk Indians who knew how to sustain themselves on the Sauk prairie land were banished to another kind of desert called a reservation. And they even forgot about the techniques and tools that had sustained them on the prairie for generations unrecorded. And that is how it was that three deserts were created-Wisconsin, the reservation and the memories of a people. A century later, the land of the Sauks is now populated by the children of a second wave of European farmers who learned to replenish the soil through the regenerative powers of dairying, ground cover crops and animal manures. These third and fourth generation farmers and townspeople do not realise, however, that a new settler is coming soon with an invention as powerful as John Deere's plow.

The new technology is called 'bereavement counselling'. It is a tool forged at the great state university, an innovative technique to meet the needs of those experiencing the death of a loved one, a tool that can "process" the grief of the people who now live on the Prairie of the Sauk. As one can imagine the final days of the village of the Sauk Indians before the arrival of the settlers with John Deere's plow, one can also imagine these final days before the arrival of the first bereavement counsellor at Prairie du Sac. In these final days, the farmers and the town speople mourn at the death of a mother, brother, son or friend. The bereaved is joined

by neighbours and kin. They meet grief together in lamentation, prayer and song. They call upon the words of the clergy and surround themselves in community.

It is in these ways that they grieve and then go on with life. Through their mourning they are assured of the bonds between them and renewed in the knowledge that this death is a part of the Prairie of the Sauk. Their grief is common property, an anguish from which the community draws strength and gives the bereaved the courage to move ahead.

It is into this prairie community that the bereavement counsellor arrives with the new grief technology. The counsellor calls the invention a service and assures the prairie folk of its effectiveness and superiority by invoking the name of the great university while displaying a diploma and certificate. At first, we can imagine that the local people will be puzzled by the bereavement counsellor's claim. However, the counsellor will tell a few of them that the new technique is merely to assist the bereaved's community at the time of death. To some other prairie flock who are isolated or forgotten, the counsellor will approach the County Board and advocate the right to treatment for these unfortunate souls. This right will be guaranteed by the Board's decision to reimburse those too poor to pay for counselling services. There will be others, schooled to believe in the innovative new tools certified by universities and medical centres, who will seek out the bereavement counsellor by force of habit. And one of these people will tell a bereaved neighbour who is unschooled that unless his grief is processed by a counsellor, he will probably have major psychological problems in later life. Several people will begin to use the bereavement counsellor because, since tile County Board now taxes them to insure access to the technology, they will feel that to fail to be counselled is to waste their money, and to be denied a benefit, or even a right.

Finally, one day, the aged father of a Sauk woman will die. And the next door neighbour will not drop by because he doesn't want to

interrupt the bereavement counsellor. The woman's kin will stay home because they will have learned that only the bereavement counsellor knows how to process grief the proper way. The local clergy will seek technical assistance from the bereavement counsellor to learn the correct form of service to deal with guilt and grief. And the grieving daughter will know that it is the bereavement counsellor who really cares for her because only the bereavement counsellor comes when death visits this family on the Prairie of the Sauk.

It will be only one generation between the bereavement counsellor arrives and the community of mourners disappears. The counsellor's new tool will cut through the social fabric, throwing aside kinship, care, neighbourly obligations and community ways of coming together and going on. Like John Deere's plow, the tools of bereavement counselling will create a desert where a community once flourished. And finally, even the bereavement counsellor will see the impossibility of restoring hope in clients once they are genuinely alone with nothing but a service for consolation. In the inevitable failure of the service, the bereavement counsellor will find the deserts even in herself.

1. Which of the following best describes the approach of the author?

- (a) Comparing experiences with two innovations tried, in order to illustrate the failure of both.
- (b) Presenting community perspectives on two technologies which have had negative effects on people.
- (c) Using the negative outcomes of one innovation to illustrate the likely outcomes of another innovation.
- (d) Contrasting two contexts separated in time, to illustrate how 'deserts' have arisen.

2. According to the passage, bereavement handling traditionally involves

- (a) the community bereavement counsellors working with the bereaved to help him/her overcome grief.

- (b) the neighbours and kin joining the bereaved and meeting grief together in mourning and prayer.
- (c) using techniques developed systematically in formal institutions of learning, a trained counsellor helping the bereaved cope with grief.
- (d) the Sauk Indian Chief leading the community with rituals and rites to help lessen the grief of the bereaved.

3. Due to which of the following reasons, according to the author, will the bereavement counsellor find the deserts even in herself?

- (a) Over a period of time, working with Sauk Indians who have lost their kinship and relationships, she becomes one of them.
- (b) She is working in an environment where the disappearance of community mourners makes her work place a social desert.
- (c) Her efforts at grief processing with the bereaved will fail as no amount of professional service can make up for the loss due to the disappearance of community mourners.
- (d) She has been working with people who have settled for a long time in the Great Desert.

4. According to the author, the bereavement counsellor is

- (a) a friend of the bereaved helping him or her handle grief.
- (b) an advocate of the right to treatment for the community.
- (c) a kin of the bereaved helping him/her handle grief.
- (d) a formally trained person helping the bereaved handle grief.

5. The Prairie was a great puzzlement for the European pioneers because

- (a) it was covered with thick, untillable layers of grass over a vast stretch.

1.52 ■ Verbal Ability

- (b) it was a large desert immediately next to lush forests.
 - (c) it was rich cultivable land left fallow for centuries.
 - (d) it could be easily tilled with iron plows.
6. Which of the following does the 'desert' in the passage refer to?
- (a) Prairie soil depleted by cultivation of wheat.
 - (b) Reservations in which native Indians were resettled.
 - (c) Absence of, and emptiness in, community kinship and relationships.
 - (d) All of the above
7. According to the author, people will begin to utilize the service of the bereavement counsellor because
- (a) new County regulations will make them feel it is a right, and if they don't use it, it would be a loss.
 - (b) the bereaved in the community would find her a helpful friend.
 - (c) she will fight for subsistence allowance from the County Board for the poor among the bereaved.
 - (d) grief processing needs tools certified by universities and medical centres.
8. Which one of the following parallels between the plow and bereavement counselling is not claimed by the author?
- (a) Both are innovative technologies.
 - (b) Both result in migration of the communities into which the innovations are introduced.
 - (c) Both lead to 'deserts' in the space of only one generation.
 - (d) Both are tools introduced by outsiders entering existing communities.

Passage 2

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 practise 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 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 had mastered Kathak dance, tala and North Indian classical music, and who used to narrate to me, occasionally, compositions meant for dance that were grand and intricate in their verbal prosody, architecture and rhythmic complexity—was near illiterate and had barely learnt to write his name in large and clumsy letters.

Of course, attempts have been made, throughout the 20th century, to formally codify and even notate this music, and institutions set up and degrees created, specifically to educate students in this “scientific” and codified manner. Paradoxically, however, this style of teaching has produced no noteworthy student or performer; the most creative musicians still emerge from the guru-shishya relationship, their understanding of music developed by oral communication.

The fact that North Indian classical music emanates from, and has evolved through, oral culture, means that this music has a significantly different aesthetic, and that this aesthetic has a different politics, from that of Western classical music. A piece of music in the Western tradition, at least in its most characteristic and popular conception, originates in its composer,

and the connection between the two, between composer and the piece of music, is relatively unambiguous precisely because the composer writes down, in notation, his composition, as a poet might write down and publish his poem. However far the printed sheet of notated music might travel thus from the composer, it still remains his property; and the notion of property remains at the heart of the Western conception of “genius”, which derives from the Latin *gignere* or ‘to beget’.

The genius in Western classical music is, then, the originator, begetter and owner of his work—the printed, notated sheet testifying to his authority over his product and his power, not only of expression or imagination, but of origination. The conductor is a custodian and guardian of this property. Is it an accident that Mandelstam, in his notebooks, compares—celebratorily—the conductor’s baton to a policeman’s, saying all the music of the orchestra lies mute within it, waiting for its first movement to release it into the auditorium?

The raga transmitted through oral means is, in a sense, no one’s property; it is not easy to pin down its source, or to know exactly where its provenance or origin lies. Unlike the Western classical tradition, where the composer begets his piece, notates it and stamps it with his ownership and remains, in effect, larger than, or the father of, his work, in the North Indian classical tradition, the raga unconfined to a single incarnation, composer or performer remains necessarily greater than the artiste who invokes it.

This leads to a very different politics of interpretation and valuation, to an aesthetic that privileges the evanescent moment of performance and invocation over the controlling authority of genius and the permanent record. It is a tradition, thus, that would appear to value the performer, as medium, more highly than the composer who presumes to originate what, effectively, cannot be originated in a single person because the raga is the inheritance of a culture.

1.54 ■ Verbal Ability

9. The author's contention that the notion of property lies at the heart of the Western conception of genius is best indicated by which one of the following?
- (a) The creative output of a genius is invariably written down and recorded.
 - (b) The link between the creator and his output is unambiguous.
 - (c) The word "genius" is derived from a Latin word which means "to beget."
 - (d) The music composer notates his music and thus becomes the "father" of a particular piece of music.
10. Saussure's conception of language as a communication between addresser and addressee, according to the author, is exemplified by the
- (a) teaching of North Indian classical music by word of mouth and direct demonstration.
 - (b) use of the recorded cassette as a transmission medium between the music teacher and the trainee.
 - (c) written down notation sheets of musical compositions.
 - (d) conductor's baton and the orchestra.
11. The author holds that the "rather ugly but beneficial rectangle of plastic" has proved to be a "handy technological slave" in
- (a) storing the *talas* played upon the *tabla*, at various tempos.
 - (b) ensuring the continuance of an ancient tradition.
 - (c) transporting North Indian classical music across geographical borders.
 - (d) capturing the transient moment of oral transmission.
12. The oral transmission of North Indian classical music is an almost unique testament of the
- (a) efficacy of the *guru-shishya* tradition.
 - (b) learning impact of direct demonstration.
 - (c) brain's ability to reproduce complex structures without the help of written marks.
 - (d) the ability of an illiterate person to narrate grand and intricate musical compositions.
13. According to the passage, in the North Indian classical tradition, the raga remains greater than the artiste who invokes it. This implies an aesthetic which
- (a) emphasises performance and invocation over the authority of genius and permanent record.
 - (b) makes the music no one's property.
 - (c) values the composer more highly than the performer.
 - (d) supports oral transmission of traditional music.
14. From the author's explanation of the notion that in the Western tradition, music originates in its composer, which one of the following cannot be inferred?
- (a) It is easy to transfer a piece of Western classical music to a distant place.
 - (b) The conductor in the Western tradition, as a custodian, can modify the music, since it 'lies mute' in his baton.
 - (c) The authority of the Western classical music composer over his music product is unambiguous.
 - (d) The power of the Western classical music composer extends to the expression of his music.
15. According to the author, the inadequacy of teaching North Indian classical music through a codified, notation based system is best illustrated by
- (a) a loss of the structural beauty of the ragas.
 - (b) a fusion of two opposing approaches creating mundane music.
 - (c) the conversion of free-flowing ragas into stilted set pieces.
 - (d) its failure to produce any noteworthy student or performer.
16. Which of the following statements best conveys the overall idea of the passage?

- (a) North Indian and Western classical music are structurally different.
- (b) Western music is the intellectual property of the genius while the North Indian raga is the inheritance of a culture.
- (c) Creation as well as performance are important in the North Indian classical tradition.
- (d) North Indian classical music is orally transmitted while Western classical music depends on written down notations.

Passage 3

Since the time of the ancient Greeks, sound had been an object of observation and speculation, and at least since early modernity sound has been explored experimentally: acoustical research investigated the motions of vibrating bodies and the supporting medium of sound. But neither acoustical nor music theory prior to the nineteenth-century conceived of sound as material. Instead music was thought to consist of “tonally moving forms” (Hanslick 1854) and the field of physical acoustics sought a formal description of sound waves. The theories of sound and music did not address what the ear discriminates as a matter of course: a note of the same pitch and volume played on a flute does not sound like that of an oboe. Developments in nineteenth-century physiology contributed to an increasingly material conception of sound. With this an interdisciplinary form of research came into being that involved physics and instrument making, musicology, phonetics or ethnology. The functioning of the ear was recreated in laboratories: sounds were synthesized and new sound sources invented; music and its instruments were investigated to lay bare the implicit knowledge that was assumed to be hidden in compositions, theories of harmony or in musical instruments. This research was accompanied by a constant adjustment of a material culture of experiment to what could be heard

as the materiality of sound. This includes the experiments and the standardization of instruments and measuring devices; it concerns the exchange between scientists and musicians, laboratories and workshops for musical and scientific instruments; it also comprises the invention of new sounds in music and the advent of electricity in the lab. All of this caused sound to be heard in new ways.

The first part of the workshop will discuss how sound that was heard became a new scientific object. How did sound become material? What was the role of physiological experiments in this development? How do new sound objects emerge and how do sound objects take part in the emergence of new concepts in experimental research? What paths did this materiality of sound take through the various disciplines and research domains? And what transformations occurred in the knowledge of sound? How do the histories of phonetics and musical instruments contribute to a history of sound?

Concepts of sound, as they were understood in older music theory of acoustics, were independent of time. Time remained in a way external: Fourier-Analysis presupposes infinite waves, and the theories of harmony erected timeless architectures of sound relationships. In the 19th century, however, physiology and psychology shifted focus to the temporal nature of sound. Hearing was resolved into a series of processes of registration, transmission and transformation, which were then emulated and reenacted experimentally. Technical devices that could perform these functions served as a model in these processes, and at the same time new technologies of recording, broadcasting and reproduction of sound found their model in the ear. In the experiments, these technical devices filled the functions of hearing, while the physiology of the senses guided the construction of speaking machines and sound recording apparatus. The ephemeral sound was molded into a scientific object by the interplay of experimental science and media technologies. The “*méthode graphique*” or the “*phonograph*” allowed

1.56 ■ Verbal Ability

repeated access to their recordings of fleeting sound events. Ensembles of sirens, resonators, the harmonium and tuning forks enabled the arbitrary production of well-defined sound. With the use of the phonograph and gramophone, sound became independent of its original context. The media technologies of recording transmission and transformation made a new phenomenality of sound audible. In sound there were tones and clangs, signals and noise, information and distortion, and the vibration of a sounding body was only one form of energy among others.

The second part of the workshop will ask how the technologies and procedures of recording, transmission, and transformation of sound are brought into action in the laboratory. What is the role of symbolic code of music in this? And how did the new devices of sound registration and recording change the role of the symbolic code in music? To what extent did telecommunications engineering take the knowledge of hearing into account, for example, in the construction of hearing aids or loudspeakers? In what way do concepts of hearing take part in the development of new media technologies? How did laboratory experiments advance the emergence of techniques for the registration, transmission and reproduction of sound? And just how far does the mutual metaphorization of sense perception and media technology extend?

Nineteenth-century physiology appropriated the history of music as a kind of prehistory of the physiological theory of hearing. Experimenters believed that the Western tonal system reflected the ear's ability to analyze sound, that music theory and composition were both grounded in calculable processes of hearing, and that the history of music mirrored the physical laws of hearing. Some fundamental notions of musical aesthetics—consonance and dissonance, scales, triads and modes—apparently could be confirmed experimentally, and yet the postulated systematic connection between physiology and musical aesthetics did not hold. The experiments did not reveal a natural order

in the system of music, but instead deciphered an arbitrary ordering in it. Nineteenth-century research on hearing could not provide a physiological foundation for musical aesthetics. Musical aesthetics did, however, heavily inform research on hearing. This can be seen in the choice of sound sources which were brought into action in the laboratory, it can be followed in the experimental set-ups that produced beats and combination tones, and finally in the wordings and choices of hypotheses that were tested experimentally.

The third part of the workshop will investigate exchanges between music and the laboratory. How did experiments on hearing affect the teaching of music? In what sense did orchestral music experiment with sounds? What is the connection between the debate on tuning systems and temperaments and the beginnings of so called “authentic” performance? In this context, the importance of 19th-century experimental culture for a modern aesthetics of music will be considered: How did a new ideal of tone emerge from the attempt to produce a sound which does not belong to any aesthetic order, out of presumably ‘pure’ sinusoidal waves? Or, how could a single instrument, the siren, whose infinitely variable tone was supposed to demonstrate the validity of the tonal system, eventually abolish this very system?

17. What was the basic principle guiding the technologies and devices dealing with the propagation, registration and transmission of sound?
 - (a) New concepts which postulated that sound was time dependent.
 - (b) Principles of working of the human ear and the senses.
 - (c) Sound was studied as part of music.
 - (d) Experiments using devices that duplicated nature.
18. What was lacking in ancient studies of sound?
 - (a) They refused to believe sound was a material phenomenon.

- (b) They could not distinguish between volume and pitch.
 - (c) They didn't have electricity hence couldn't video sound.
 - (d) They couldn't reproduce random sound events for study.
19. What caused sound to be "heard in new ways" after the 19th century?
- (a) Sound was no longer considered ephemeral but temporal.
 - (b) Sound was not merely confined to music.
 - (c) Sound research became interdisciplinary.
 - (d) Standardisation of instruments and measuring devices.
20. As per nineteenth century wisdom, which of the following best describes the relationship between sound and music.
- (a) There was no real connection between sound and music.
 - (b) Sound is random—music is structured.
 - (c) Music is aesthetic unlike new sound.
 - (d) The history of music was a prelude to the physiology of hearing and sound.
21. What finally triggered scientists to conclude that sound was a scientific and not an ephemeral phenomenon?
- (a) An interplay of experimental science and media technology development.
 - (b) The fact that sound was connected to physiology of the ear.
 - (c) Development of electricity.
 - (d) Realization that music was not tonally moving forms.

Exercise 5

Direction for questions 1 to 6: Read the passage below and solve the questions based on it.

There is absolutely no point in complaining that over the years, there has been pressure for increased productivity and higher earnings for workers in industry. There are several ways for increasing employees' earnings. Employee earnings can be increased by raising the selling price of the firm's products and services, reducing profits or costs of raw materials, or augmenting labour productivity. However, increasing employee earning by means other than increased labour productivity jeopardises the firm's competitive strength in the market. Higher prices usually means fewer customers, reduced profit means less capital investment, and low-cost materials mean poor product quality. But increasing labour productivity by enhancing skills and motivation creates an almost unlimited resource. The development of economic reassures, human as well as non-human, is the product of human effort, and the

quality of human effort in large part depends on human motivation.

Enthusiasing employees with workaholic spirit through traditional authority and financial incentives has become increasingly difficult as employees become economically secure and their dependency on any one particular organization decreases. According to expectancy theorists, the motivation to work increases when an employee feels his performance is an instrument for obtaining desired rewards; Nevertheless, in many organisations today employees are entitled to organizational rewards just by being employed. Unions, governmental regulations, and the nature of the job itself in some cases prevent management from relating financial rewards to performance. People may be attracted to join and remain in organizations to receive organizational rewards, but being motivated to join an organization is not the same as being motivated to exert effort in an organization. The challenge to management is to find and

1.58 ■ Verbal Ability

administer alternative form of incentives which will induce employees to improve work performance. Such alternative forms of reinforcement will require increased understanding of motivational theories and programmes.

1. Which of the following statements is true in the context of the passage?
 - (a) Development of economic resources is primarily the product of market conditions.
 - (b) Earnings can be increased by lowering the selling price of products.
 - (c) Employees can be best motivated by providing financial incentives.
 - (d) All employees should be entitled to organizational rewards just by being employed.
 - (e) None of these
2. Organizations can derive maximum advantages by
 - (a) providing financial incentives to employees regardless of performance.
 - (b) enhancing labour productivity by increasing skills and motivation.
 - (c) encourage employees to expend greater physical energy.
 - (d) inducing employees to improve work performance and control their demands.
 - (e) strictly adhering to governmental regulations.
3. According to the passage, all of the following contribute to and increase in employee earnings except
 - (a) increasing the selling price of the company's products.
 - (b) reducing profits in favour of employees.
 - (c) providing incentives and fringe benefits to employees.
 - (d) enhancing labour productivity.
 - (e) increasing capital investment.
4. Choose the word which is most similar in meaning to the word 'Induce' as used in the passage.

- (a) Appreciate
- (b) Stimulate
- (c) Exhibit
- (d) Inflate
- (e) Threaten

5. In the context of the passage, a company's competitive strength in the market is affected mainly because of
 - A. a slump in the international market.
 - B. poor inter-departmental coordination.
 - C. decreased labour productivity.
 - (a) Only (A)
 - (b) Only (B)
 - (c) Only (C)
 - (d) Both (B) and (C)
 - (e) None of these
6. Which of the following words is most opposite in meaning to the word 'jeopardizes' as used in the passage?
 - (a) safeguards
 - (b) endangers
 - (c) projects
 - (d) devalues
 - (e) decrease

Direction for questions 7 to 12: Read the passage below and solve the questions based on it.

Hiero, King of Syracus, had commissioned from a goldsmith of the town a crown of pure gold, but having taken delivery of the finished article, he was suspicious. There was reason to believe that the craftsman had mixed with the gold a certain amount of other metal of inferior value. But how to find out? There was no direct evidence, and it was therefore obviously a case for the learned men of the city. And who more learned than Archimedes?

The mathematician was therefore charged with the task which would now a day be considered a simple one, but was then a matter for serious thought. Nothing known to science could be brought forward to prove fraud or otherwise on the part of the goldsmith.

It is more than probable that the human side of the problem interested Archimedes not at all, but the scientific puzzle worried him intensely. This worry pursued him everywhere he went for days, and persisted through the routine acts of his daily round.

In the normal course of that routine, he went to the public baths. We can imagine him standing at the edge of bath tub as he prepares to enter, it, absently allowing the water to flow until he cannot help noticing it. Suddenly, he splashed out of his tub, shouting at the top of his voice: “Eureka! Eureka! (I have found it! I have found it!) Without waiting, or even thinking of such a detail as clothes, he tore out of the building and rushed through the streets of Syracuse, still shouting: “Eureka! Eureka!”

Arrived at his house, the mathematician put his newly found discovery to a practical test, and found indeed that a body plunged in a fluid loses an amount of its weight which is equal to the weight of the fluid displaced by it. With this as a starting point—as it was to prove the starting point of many subsequent discoveries of importance—Archimedes was able to tell his king how much pure gold was in his crown. Thus was the first fundamental law in hydrostatics enunciated.

7. Why could the king not punish the fraudulent goldsmith?
 - (a) By the time Archimedes had not discovered the law of hydrostatics.
 - (b) The king did not have concrete evidence to prove the fraud.
 - (c) The finishing of the crown perfect but deceptive.
 - (d) The king had lot of faith in the goldsmith.
 - (e) None of these
8. What was the king’s suspicion?
 - (a) The goldsmith had made a crown with some inferior metal instead of gold.
 - (b) The craftsman had replaced gold with a cheaper metal.
 - (c) The goldsmith had mixed a cheaper metal with gold in the crown.
 - (d) The finishing of the crown was not upto the mark
 - (e) None of these
9. Which of the following statements is definitely true in the context of the passage?
 - (a) Archimedes’ action of running nude through public places was not taken lightly by the onlookers.
 - (b) Archimedes’ eccentric actions used to create anguish among the public.
 - (c) The goldsmith has mixed inferior quality metal in the crown.
 - (d) Archimedes could prove that there was no impurity in the gold used by the goldsmith in the crown.
 - (e) Archimedes was not a mathematician.
10. “Eureka! Eureka!” as spelt out by Archimedes was
 - (a) an outburst of unreasonable pride of inventing a novel principle.
 - (b) a spontaneous reaction of excitement due to a discovery.
 - (c) an immature expression of a half-baked idea.
 - (d) an exhibition of encouragement for a useful discovery.
 - (e) None of these
11. What was the impact of Archimedes’ tremendous mental involvement in solving the king’s riddle?
 - (a) He was worried but able to take care of his daily routine.
 - (b) The involvement ultimately led to a failure in completing the assignment.
 - (c) He was not able to think of the details of the problem entrusted to him.
 - (d) Because of his involvement he forgot to put the discovery to a practical test.
 - (e) None of these
12. Which of the following is false in the context of the passage?
 - A. Archimedes’ father was not an astronomer.
 - B. Before Archimedes’ discovery, science and limitation to detect the goldsmith’s fraud.

C. Archimedes discovered his principle while he was in the tub for bath.

- (a) A and B (b) B and C
- (c) A and C (d) A only
- (e) B only

Direction for questions 13 to 18: *Read the passage below and solve the questions based on it.*

It is said that there is a dismal fall of standards everywhere. The leaders who are not equal to the task misguide their followers. The remedy of the malady that affects our political economic and social practices lies in the human individual. What is needed is a change in his nature. For that we should read great classics. Literature brings that change for the better. It improves the quality of human beings. Great books give great thoughts, broaden our outlook and awaken our souls. They also provide a moral base as the lack of discipline and Ideals in inimical to civilized value.

There are various kinds of books. Some arouse or instruct while others elevate our nature. The first kind of books destroys our ego and gives us joy. Now joy is different from pleasure. The books which give joy contain emotions and thoughts recollected in tranquility. Only a seer can produce such books. They deserve not only to read but also to be digested. Through them we establish contract with the mastermind of the past. They had on to us our tradition. But maintaining a tradition does not mean peaking or doing as our forefathers did following a tradition blindly will render it dead and useless. We must make adaptations and bring modifications. However, the individual contribution is largely determined by the pressure brought to bear up on him by the new problems of the new age.

There are three clearly marked features of the age in which we live. They are the scientific and technological revolution, the liberation of dependent countries in Asia and Africa and the growing unity of the world. We should read books which trace the history of the above

mentioned three moments. The intellectual wealth of all mankind is at our disposal, we should break the barriers of language. Books build bridge between cultures, that is, they bring them together. They promote understanding and love and remove suspicion, fear and hatred.

Great books to our help when our values are at the discount, many of us are mere shadows of human beings. We are the victims of contradictory impulses; we are a bundle of fear, suspicion, greed, jealousy as well as kindness and goodwill. For creating a normal harmonious human society the former instincts should be curbed and the latter kindled, we must guard against corrupting the minds of our people with trivialities. A general spiritual awakening is essential.

13. What are three chief features of our age according to the passage?

- (a) It is age of scientific and technological revolution.
- (b) Many countries in Asia and Africa have not freedom from dependence.
- (c) A sense of unity is growing among the different countries of the world.
- (d) All of these
- (e) None of these

14. What is the main argument of the passage?

- (a) We should think in terms of the welfare of humanity as a whole.
- (b) One should read good books and do the works relevant to one's own welfare.
- (c) We should use scientific and technological know how in terms of our welfare.
- (d) All of these
- (e) None of these

15. What distinction does the author make between joy and pleasure?

- (a) Pleasure is a spiritual state whereas joy is physical and intellectual.
- (b) Joy is a spiritual state whereas pleasure is physical and intellectual.

- (c) Pleasure is a sign of maturity and lasts longer than joy.
 - (d) Pleasure sustains even in pain, but joy is thing only felt in pleasant situation.
 - (e) None of these
16. How can the nature of the individual be changed according to the passage?
- (a) If he reads great books, his outlook will be broad, his psychological health will improve and he will have moral contentment and spiritual joy.
 - (b) If he reads great books only his psychological health will improve.
 - (c) If he reads great books, he will have only moral contentment and spiritual joy.
 - (d) Not given in the passage
 - (e) None of these
17. What are the qualities of great classics, according to the passage?
- A. They are impersonal and a source of joy.
 - B. They contain emotions and thoughts recollected in tranquility.
 - C. They are written by prophets and are best interpreters of our past.
- (a) only (A) and (B)
 - (b) only (B) and (C)
 - (c) only (A) and (C)
 - (d) only (A)
 - (e) all (A), (B) and (C)
18. What does the author consider essential for creating a normal harmonious human society?
- A. We should control our emotions of fear, greed, suspicion and jealousy.
 - B. We should encourage kindness.
 - C. We should not engage our mind in petty and mean things.
 - D. There should be a general spiritual awakening among us.
- (a) only (A) and (B)
 - (b) only (A), (B) and (C)
 - (c) only (B) and (D)

- (d) only (B), (C) and (D)
- (e) all (A), (B), (C) and (D)

Direction for questions 19 to 23: Read the passage below and solve the questions based on it.

We are well into the 21st century yet half the world's population live in squatter settlement and work in shadow economies, which generate more than one-third of the developing world's GDP. Slums are not caused by the poor but by government denying people the right to own and exchange property. When people own their own property they have incentives to invest time, money and energy to improve it because they know that they will be able to benefit from any such improvements, i.e., the ability to obtain mortgage etc. In short, property rights begets capital, which begets innovation, which begets wealth. Sadly, the poor typically don't have secure title to their land as there are bureaucratic restrictions on transferring title or there is not clear system for titling. Without legal deeds they live in constant fear of being evicted by landlords or municipal officials. Illiteracy is a major reason poor people often choose not to seek the protection of local courts since in so many countries laws established under colonial rule have never been translated into local languages. When entrepreneurs to do set out to legally register business they are discouraged by red tape and costly fees. In Egypt, starting a bakery takes 500 days, compliance with 315 laws and 27 times the monthly minimum wage. The proprietors of such business cannot get loans, enforce contracts or expand a personal network of familiar customers and partners. As a result the poor have no choice but to accept insecurity and instability as a way of life.

In India, there are severe restrictions on free transfer of property. In most rural areas inhibit investment and encourage urban flight. Planning policies however discourage building homes for these migrants as numerous homes are destroyed if they do not comply with planning rules, essentially forcing people to live in

1.62 ■ Verbal Ability

slums and perversely blaming it on population growth. UN Habitat, the UN agency for housing the poor, has implemented more plans to stabilize the unplanned aspects of urban growth but grandiose plans like UN Schemes and government housing projects simply ignore or worsen the underlying problems. It is when governments grant people legal means to control their assets that they empower them to invest and plan ahead. In Buenos Aires, economists studied the experience of two Argentine communities. One had received legal title to its land in the 1980s and surpassed i.e., other group which had not, in a range of social indicators including quality of house construction and education levels. The Commission on Legal Empowerment of the Poor—a UN affiliated initiative made up of two dozen leaders—is exploring ways to extend enforceable legal rights to impoverished members of society and is seeking to bring about a consensus on incentives for national and local leaders. As the growth of illegal settlement amply demonstrates, the poor are not helpless; all they need is government to grant them fundamental human rights of freedom and responsibility.

19. What did the Argentina study indicate?

- A. Argentina's economy is booming and the percentage of poor has fallen.
 - B. When the government gives people the legal means to control their assets they plan for the future.
 - C. Government succeeded in widening the gap between the rich and the poor.
- (a) only A
 - (b) both A and B
 - (c) only B
 - (d) A, B and C
 - (e) None of these

20. According to the author, which of the following factors is responsible for the creation of a slum?

- (a) Migration of landless labourers to cities.

- (b) Municipal authorities building low-housing for the poor.
- (c) Unchecked population growth.
- (d) Government failure to secure property rights for citizens.
- (e) Exorbitant cost of living in cities.

21. The author's main objectives in writing passage is to

- (a) exhort the UN to play a greater role in rehabilitating slum-dwellers.
- (b) praise government initiatives for migrant slum-dwellers.
- (c) convince governments to empower the poor.
- (d) enlist the aid of developed countries to tackle the issue of slums.
- (e) chastise slum-dwellers for illegal activities that they engage in.

22. What benefit does the author see in providing land ownership rights to the poor?

- (a) Steady increase in GDP
- (b) Gaining independence from colonial rulers.
- (c) Municipal services afforded to the poor will improve.
- (d) It will be an inheritance for future generations.
- (e) None of these

23. Which of the following is TRUE in the context of the passage?

- (a) Additional UN projects will exacerbate the plight of slum-dwellers.
- (b) Although the government allocates land for them the poor choose not to invest in building houses.
- (c) With the spread of slums populations are drifting back to rural area.
- (d) In order to accumulate profit slum-dwellers avoid legally registering their business.
- (e) UN has declared the right to housing as a fundamental right.

Exercise 6

Passage 1

A mysterious phenomenon is the ability of over-water migrants to travel on course, birds, bees and other species can keep track of time without any sensory cues from the outside world and such biological clocks clearly contribute to their compass sense. For instance, this phenomenon can be related to their sensory perceptions like the position of the Sun or stars, along with the time of day, to find the direction of north. But the compass sense alone cannot explain how birds navigate the ocean, after a flock traveling east is blown far south by a storm, it will assume the proper north-easterly course to compensate. Perhaps, some scientists thought, migrants determine their geographic position on earth by celestial navigation, almost which is as similar to that of the human navigators as they use stars and planets, but this is admirable for the animals to have such an extraordinary inborn map sense. Researchers now know that some species have a unique magnetic sense, which might allow the migrants to determine their geographic location by detecting variations in the strength of the earth's magnetic field.

1. The main idea of the passage is that:
 - (a) Migration over land requires a simpler explanation than migration over water does.
 - (b) The means by which animals migrate over water are complex and only partly understood.
 - (c) The ability of migrant animals to keep track of time is related to their magnetic sense.
 - (d) Knowledge of geographic location is essential to migrants with little or no compass sense.
2. It can be inferred from the passage that if the flock of birds were navigating by compass sense alone, they would, after the storm, fly.

- | | |
|-----------|---------------|
| (a) East | (b) North |
| (c) South | (d) Southeast |

3. In maintaining that migrating animals would need 'a fantastic map sense' to determine their geographic position by celestial navigation, the author intends to express
 - (a) Admiration for the ability of the migrants.
 - (b) Scepticism about celestial navigation as an explanation.
 - (c) Certainty that the phenomenon of migrants will remain mysterious.
 - (d) Interest in a new method of accounting for over-water migration.

Passage 2

A 'scientific' view of language was dominant among philosophers and linguists who affected to develop a scientific analysis of human thought and behaviour in the early part of this century. Under the force of this view, it was perhaps inevitable that the art of rhetoric should pass from the status of being regarded as of questionable worth (because although it might be both a source of pleasure and a means to urge people to right action, it might also be a means to distort truth and a source of misguided action) to the status of being wholly condemned. If people are regarded only as machines guided by logic, as they were by these scientific thinkers, rhetoric is likely to be held in low regard; for the most obvious truth about rhetoric is that it speaks to the whole person. It presents its arguments first to the person as a rational being, because persuasive discourse, if honestly conceived, always has a basis in reasoning. Logical argument is the plot, as it were, of any speech or essay that is respectfully intended to persuade people. Yet it is a characterising feature of rhetoric that it goes beyond this and appeals to the parts of our nature that are involved in feeling,

desiring, acting and suffering. It recalls relevant instances of the emotional reactions of people to circumstances, real or fictional that is similar to our own circumstances. Such is the purpose of both historical accounts and fables in persuasive discourse, they indicate literally or symbolically how people may react emotionally, with hope or fear, to particular circumstances. A speech attempting to persuade people can achieve little unless it takes into account the aspect of their being related to such hopes and fears.

Rhetoric, then, is addressed to human beings living at particular times and in particular places. From the point of view of rhetoric, we are not merely logical thinking machines, creatures abstracted from time and space. The study of rhetoric should therefore be considered the most humanistic of the humanities, since rhetoric is not directed only to our rational selves. It takes into account what the scientific view leaves out. It is a weakness to harbour feelings and then rhetoric may be thought of as dealing in weakness. But those who reject the idea of rhetoric because they believe it deals in lies and who at the same time hope to move people to action, must either be liars themselves or be very naïve; pure logic has never been a motivating force unless it has been subordinated to human purposes, feelings and desires and thereby ceased to be pure logic.

4. According to the passage, to reject rhetoric and still hope to persuade people is:
 - (a) An aim of most speakers and writers.
 - (b) An indication either of dishonesty or of credulity.
 - (c) A way of displaying distrust of the audience's motives.
 - (d) A characteristic of most humanistic discourse.
5. It can be inferred from the passage that in the late nineteenth century rhetoric was regarded as:
 - (a) The only necessary element of persuasive discourse.
 - (b) A dubious art in at least two ways.
 - (c) An outmoded and tedious amplification of logic.
 - (d) An open offense to the rational mind.
6. It can be inferred from the passage that in the late nineteenth century rhetoric was regarded as:
 - (a) Reaction against science.
 - (b) Lack of training in logic.
 - (c) View of human motivation.
 - (d) Misunderstanding of the use of the term 'scientific'
7. The passage suggests that a speech that attempts to persuade people to act is likely to fail if it does NOT:
 - (a) Distort the truth a little to make it more acceptable to the audience.
 - (b) Appeal to the self-interest as well as the humanitarianism of the audience.
 - (c) Address listeners' emotions as well as their intellects.
 - (d) Concede the logic of other points of view.
8. The passage suggests that to consider people as 'thinking machines' is to consider them as:
 - (a) Beings separated from a historical context.
 - (b) Replaceable parts of a larger social machine.
 - (c) More complex than other animals.
 - (d) Liars rather than honest people.
9. Which of the following persuasive devices is NOT used in the passage?
 - (a) A sample of an actual speech delivered by an orator.
 - (b) The contrast of different points of view.
 - (c) The repetition of key ideas and expressions.
 - (d) An analogy that seeks to explain logical argument.
10. Which of the following best states the author's main point about logical argument?

- (a) It is a sterile, abstract discipline, of little use in real life.
- (b) It is an essential element of persuasive discourse, but only one such element.
- (c) It is an important means of persuading people to act against their desires.
- (d) It is the lowest order of discourse because it is the least imaginative.

Passage 3

Since the Hawaiian Islands have never been connected to other land masses, the great variety of plants in Hawaii must be a result of the long-distance dispersal of seeds, a process that requires both a method of transport and on equivalence between the ecology of the source area and that of the recipient area.

There is some dispute about the method of transport involved. Some biologists argue that ocean and air currents are responsible for the transport of plant seeds to Hawaii. Yet the results of flotation experiments and the low temperatures of air currents cast doubt on these hypotheses. More probable is bird transport, either externally, by accidently the attachment of the seeds to feathers or internally, by the swallowing of fruit and subsequent excretion of the seeds. While it is likely that fewer varieties of plant seeds have reached Hawaii externally than internally, more vacancies are known to be adapted to external than to internal transport.

11. The author of the passage is primarily concerned with:
- (a) Discussing different approaches biologists have taken to testing theories about the distribution of plants in Hawaii.
 - (b) Discussing different theories about the transport of plant seeds to Hawaii.
 - (c) Discussing the extent to which air currents are responsible for the dispersal of plant seeds to Hawaii.
 - (d) Resolving a dispute about the adaptability of plant seeds to bird transport.

12. Author mentions the results of flotation experiments on plant seeds (lines 8-10) most probably in order to:
- (a) Support the claim that the distribution of plants in Hawaii is the result of the long-distance dispersal of seeds.
 - (b) Lend credibility to the thesis that air currents provide a method of transport for plant seeds to Hawaii.
 - (c) Suggest that the long-distance dispersal of seeds is a process that requires long periods of time.
 - (d) Challenge the claim that ocean currents are responsible for the transport of plant seeds to Hawaii.
13. It can be inferred from the information in the passage that the existence in alpine regions of Hawaii of a plant species that also grows in the south-western United States would justify which of the following conclusions.
- (a) The ecology of the south-western United States is similar in important aspects to the ecology of alpine regions of Hawaii.
 - (b) There are ocean currents that flow from the south-western United States to Hawaii.
 - (c) The plant species discovered in Hawaii must have travelled from the south-western United States only very recently.
 - (d) The plant species discovered in Hawaii reached there by attaching to the feathers of birds migrating from the south-western United States.
14. The passage supplies information for answering which of the following questions?
- (a) Why does successful long-distance dispersal of plant seeds require an equivalence between the ecology of the source area and that of the recipient area?

- (b) Why are more varieties of plant seeds adapted to external rather than to internal bird transport?
- (c) What varieties of plant seeds are birds that fly long distances most likely to swallow?
- (d) What is a reason for accepting the long-distance dispersal of plant seeds as an explanation for the origin of Hawaiian flora?

Passage 4

A long-held view of the history of the English colonies that became the United States has been that England's policy toward these colonies before 1763 was dictated by commercial interests and that a change to a more imperial policy, dominated by expansionist militarist objectives, generated the tensions that ultimately led to the American Revolution. In a recent study, Stephen Saunders Webb has presented a formidable challenge to this view. According to Webb, the England already had a military imperial policy for more than a century before the American Revolution. He sees Charles II, the English monarch between 1660 and 1685, as the proper successor of the Tudor monarchs of the sixteenth century and of Oliver Cromwell, all of whom were bent on extending centralised executive power over England's possessions through the use of what Webb calls 'garrison government'. Garrison government allowed the colonists a legislative assembly but real authority, in Webb's view, belonged to the colonial governor, who was appointed by the king and supported by the garrison, that is, by the local contingent of English troops under the colonial governor's command.

According to Webb, the purpose of garrison government was to provide military support for a royal policy designed to limit the power of the upper classes in the American colonies. Webb argues that the colonial legislative assemblies represented the interests not of the common people but of the colonial upper

classes, a coalition of merchants and nobility who favoured self-rule and sought to elevate the legislative authority at the expense of the executive. It was, according to Webb, the colonial governors who favoured the small farmer, opposed the plantation system and tried through taxation to break up large holdings of land. Backed by the military presence of the garrison, these governors tried to prevent the gentry and merchants, allied in the colonial assemblies, from transforming colonial America into a capitalistic oligarchy. Webb's study illuminates the political alignments that existed in the colonies in the century prior to the American Revolution, but his view of the crown's use of the military as an instrument of colonial policy is not entirely convincing. England during the seventeenth century was not noted for its military achievements. Cromwell did mount England's most ambitious overseas military expedition in more than a century, but it proved to be an utter failure. Under Charles II, the English army was too small to be a major instrument of government. Not until the war held at France in 1697 did William III persuade Parliament to create a professional standing army and the Parliaments price for doing so was to keep the army under tight legislative control. While it may be true that the crown attempted to curtail the power of the colonial upper classes, it is hard to imagine how the English army during the seventeenth century could have provided significant military support for such a policy.

- 15. The passage can best be described as a
 - (a) Survey of the inadequacies of a conventional viewpoint.
 - (b) Reconciliation of the opposing points of view.
 - (c) Summary and evaluation of a recent study.
 - (d) Defence of a new thesis from anticipated objections.
- 16. The passage suggests that the long-standing view referred to in the first paragraph argued that

- (a) The colonial governors were sympathetic to the demands of the common people.
 - (b) Charles II was a pivotal figure in the shift of English monarchs toward a more imperial policy in their governorship of the American colonies.
 - (c) The American Revolution was generated largely out of a conflict between the colonial upper classes and an alliance of merchants and small farmers.
 - (d) The military did not play a major role as an instrument of colonial policy until 1763.
17. It can be inferred from the passage that Webb would be most likely to agree with which of the following statements regarding the garrison government?
- (a) Garrison government gave legislative assemblies in the colonies relatively little authority, compared to the authority that it gave the colonial governors.
 - (b) Garrison government proved relatively ineffective until it was used by Charles II to curb the power of colonial legislatures.
 - (c) Garrison government became a less viable colonial policy as the English Parliament began to exert tighter legislative control over the English Military.
 - (d) Oliver Cromwell was the first English ruler to make use of the garrison government on a large scale.
18. According to the passage, Webb views Charles II as the ‘proper successor’ (in the first paragraph) of the Tudor monarchs and Cromwell because Charles II
- (a) used colonial tax revenues to fund overseas military expeditions.
 - (b) used the military to extend executive power over the English colonies.
 - (c) wished to transform the American colonies into capitalistic oligarchies.
 - (d) resisted the English Parliament’s efforts to exert control over the military.
19. According to Webb’s view of colonial history, which of the following was (were) true of the merchants and nobility mentioned in the second paragraph?
- I. They were opposed to the policies formulated by Charles II that would have transformed the colonies into capitalistic oligarchies.
 - II. They were opposed to attempts by the English crown to limit the power of the legislative assemblies.
 - III. They were united with small farmers in their opposition to the stationing of English troops in the colonies.
- (a) I only
 - (b) II only
 - (c) I and II only
 - (d) I, II and III
20. The author suggests that if William III had wanted to make use of the standing army (mentioned in the last paragraph) to administrate the garrison government in the American colonies, he would have had to
- (a) make peace with France.
 - (b) abolish the colonial legislative assemblies.
 - (c) seek approval from the English Parliament.
 - (d) appoint colonial governors who were more sympathetic to royal policy.

Exercise 7

Directions: *Each passage is followed by questions based on its content. After reading passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.*

Passage 1

The belief that art originates in intuitive rather than rational faculties was worked out historically and philosophically in somewhat wearisome volumes of Benedetto Croce, who is usually considered the originator of the new aesthetic. Croce was, in fact, expressing a very old idea. Long before the Romantics stressed intuition and self-expression, the frenzy of inspiration was regarded as fundamental to art, but philosophers had always assumed it must be controlled by law and by the intellectual power of putting things into harmonious order. This general philosophic concept of art was supported by technical necessities. It was necessary to master certain laws and to use intellect in order to build Gothic cathedrals or set up the stained glass windows of Chartres. When this bracing element of craftsmanship ceased to dominate artists' outlook, new technical elements had to be adopted to maintain the intellectual element in art. Such were the linear perspective and anatomy.

1. The passage suggests that which of the following would most likely have occurred if linear perspective and anatomy had not come to influence the artistic endeavour?
 - (a) The craftsmanship that shaped Gothic architecture would have continued to dominate artists' outlooks.
 - (b) Some other technical elements would have been adopted to discipline artistic inspiration.
 - (c) Intellectual control over artistic inspiration would not have influenced the painting as it did for architecture.
 - (d) The role of intuitive inspiration would not have remained fundamental to theories of artistic creation.
2. Which of the following questions can be answered by the information supplied in the passage?
 - (a) Does Romantic art exhibit the triumph of intuition over intellect?
 - (b) Did an emphasis on linear perspective and anatomy dominate romantic art?
 - (c) Are the intellectual and intuitive faculties harmoniously balanced in post-romantic art?
 - (d) Are the effects of the rational control of artistic inspiration evident in the great works of pre-romantic eras?
3. The passage implies that which of the following was a traditional assumption of aesthetic philosophers?
 - (a) Intellectual elements in art exert a necessary control over artistic inspiration.
 - (b) Architecture has never again reached the artistic greatness of the Gothic cathedrals.
 - (c) Aesthetic philosophy is determined by the technical necessities of art.
 - (d) Artistic craftsmanship is more important in architectural art than in pictorial art.
4. The author mentions 'linear perspective and anatomy' in the last sentence in order to do which of the following?
 - (a) Expand his argument to include painting as well as architecture.

- (b) Indicate his disagreement with Croce's theory of the origins of art.
- (c) Support his point that rational order of some kind has often seemed to discipline artistic inspiration.
- (d) Explain the rational elements in Gothic painting that corresponded to craftsmanship in Gothic architecture.

Passage 2

Computer programmers often remark that computing machines, with a perfect lack of discrimination, will do any foolish thing they are told to do. The reason for this lies, of course, in the narrow fixation of the computing machine's 'intelligence' on the details of its own perceptions, its inability to be guided by any large context. In a psychological description of the computer intelligence, three related adjectives come to mind and those are single-minded, literal-minded and simple-minded. Recognising this, we should at the same time recognise that this single-mindedness, literal-mindedness and simple-mindedness also characterises theoretical mathematics, though to a lesser extent.

Since science tries to deal with reality, even the most precise sciences normally work with more or less imperfectly understood approximations toward which scientists must maintain an appropriate scepticism. Thus, for instance, it may come as a shock to mathematicians to learn that the Schrodinger equation for the hydrogen atom is not literally a correct description of this atom, but only an approximation to a somewhat more correct equation taking account of spin, magnetic dipole and relativistic effects and that this corrected equation is itself only an imperfect approximation to an infinite set of quantum field-theoretical equations. Physicists, looking at the original Schrodinger equation, learn to sense in it the presence of many invisible terms in addition to the differential terms visible and this sense inspires an entirely appropriate disregard for the purely technical features of the

equation. This very healthy scepticism is foreign to the mathematical approach.

Mathematics must deal with well-defined situations. Thus, mathematicians depend on an intellectual effort outside of mathematics for the crucial specification of the approximation that mathematics is to take literally. Give mathematicians a situation that is the least bit ill-defined and they will make it well defined, perhaps appropriately, but perhaps inappropriately. In some cases, the mathematicians' literal-mindedness may have unfortunate consequences. The mathematicians turn the scientist's theoretical assumptions, that is, their convenient points of analytical emphasis, into axioms, and then take these axioms literally. This brings the danger that they may also persuade the scientists to take these axioms literally. The question, which is central to the scientific investigation but intensely disturbing in the mathematical context, is what happens if the axioms are relaxed? is thereby ignored.

The physicist rightly dreads precise argument, since an argument that is convincing only if it is precise loses all its force if the assumptions on which it is based are slightly changed, whereas an argument that is convincing though imprecise may well be stable under small perturbations of its underlying assumptions.

5. The author discusses computing machines in the first paragraph primarily in order to do which of the following?
 - (a) Indicate the dangers inherent in relying to a great extent on machines.
 - (b) Illustrate his views about the approach of mathematicians to problem solving.
 - (c) Compare the work of mathematicians with that of computer programmers.
 - (d) Provide one definition of intelligence.
6. According to the passage, scientists are sceptical toward their equations because scientists

1.70 ■ Verbal Ability

- (a) Work to explain real, rather than theoretical or simplified situations.
 - (b) Know that well-defined problems are often the most difficult to solve.
 - (c) Are unable to express their data in terms of multiple variables.
 - (d) Are unwilling to relax the axioms they have developed.
7. It can be inferred from the passage that scientists make which of the following assumptions about scientific arguments?
- (a) The literal truth of the arguments can be made clear only in a mathematical context.
 - (b) The arguments necessarily ignore the central question of scientific investigation.
 - (c) The arguments probably will be convincing only to the other scientists.
 - (d) The premises on which the arguments are based may change.
8. According to the passage, the mathematicians may pose a threat to the scientists for which of the following reasons?
- (a) Mathematicians may provide theories that are incompatible with those already developed by the scientists.
 - (b) Mathematicians may define situation in a way that is incomprehensible to the scientists.
 - (c) Mathematicians may convince scientists that theoretical assumptions are facts.
 - (d) The scientists may come to believe that axiomatic statements are untrue.
9. The author suggests that the approach of physicists in solving scientific problems is which of the following?
- (a) Practical for scientific purposes.
 - (b) Detrimental to scientific progress.
 - (c) Unimportant in most situations.
 - (d) Effective, but rarely recognised as such.
10. The author suggests that a mathematician asked to solve a problem in an ill-defined situation would first attempt to do which of the following?
- (a) Identify an analogous situation.
 - (b) Simplify and define the situation.
 - (c) Vary the underlying assumptions of a description of the situation.
 - (d) Determine what use would be made of the solution provided.
11. The author implies that scientists develop a healthy scepticism because they are aware that
- (a) Mathematicians are better able to solve problems than the scientists.
 - (b) Changes in axiomatic propositions will inevitably undermine the scientific arguments.
 - (c) Some factors in many crucial circumstances must remain unknown.
 - (d) Mathematical solutions can rarely be applied to real problems.

Passage 3

In 18th Century France and England, the reformers rallied around egalitarian ideals, but few reformers advocated higher education for women. Although the public decried the women's lack of education, it did not encourage learning for its own sake for women. In spite of the general prejudice against learned women, there was one place where women could exhibit their erudition, the literary salon. Many writers have defined the woman's role in the salon as that of an intelligent hostess, but the salon had more than a social function for women. It was an informal university, too, where women exchanged ideas with educated persons, read their own works and heard those of others, and received and gave criticism.

In the 1750's, when salons were firmly established in France, some English women, who called themselves as 'Bluestockings' followed the example of the *salonnières* (French

salon hostesses) and formed their own salons. Most Bluestockings did not wish to mirror the *salonnières*; they simply desired to adapt a proven formula to their own purpose, the elevation of women's status through moral and intellectual training. Differences in social orientation and the background can account perhaps for differences in the nature of French and English salons. The French salon incorporated aristocratic attitudes that exalted courtly pleasure and emphasised artistic accomplishments. The English Bluestockings, originating from a more modest background, emphasised learning and work over pleasure. Accustomed to the regimented life of court circles, *salonnières* tended toward formality in their salons. The English women, though somewhat puritanical, were more casual in their approach.

At first, the Bluestockings did imitate the *salonnières* by including men in their circles. However, as they gained cohesion, the Bluestockings came to regard themselves as a women's group and to possess a sense of female solidarity lacking in the *salonnières*, who remained isolated from one another by the primacy each held in her own salon. In an atmosphere of mutual support, the Bluestockings went beyond the salon experience. They travelled, studied, worked, wrote for publication and by their activities challenged the stereotype of the passive woman. Although the *salonnières* were aware of sexual inequality, the narrow boundaries of their world kept their intellectual pursuits within conventional limits. Many *salonnières*, in fact, camouflaged their non-traditional activities behind the role of hostess and deferred to men in public.

Though the Bluestockings were trailblazers when compared with the *salonnières*, they were not feminists. They were too traditional, too hemmed by their generation to demand social and political rights. Nonetheless, in their desire for education, their willingness to go beyond the confines of the salon in pursuing their interests and their championing of unity

among women, the Bluestockings began the process of questioning women's role in society.

12. Which of the following best states the central idea of the passage?
 - (a) The establishment of literary salons was a response to reformers' demands for social rights for women.
 - (b) For women, who did not have access to higher education as men did, literary salons provided an alternate route to learning and a challenge to some of society's basic assumptions about women.
 - (c) The literary salons provided a sounding board for French and English women who called for access to all the educational institutions in their societies on an equal basis with men.
 - (d) In England, as in France, the general prejudice against higher education for women limited women's function in literary salons to a primarily social one.
13. According to the passage, a significant distinction between the *salonnières* and Bluestockings was in the way each group regarded which of the following?
 - (a) The value of acquiring knowledge.
 - (b) The role of pleasure in the activities of the literary salon.
 - (c) The desirability of a complete break with societal traditions.
 - (d) The inclusion of women of different backgrounds in the salons.
14. The author refers to differences in social background between *salonnières* and Bluestockings in order to do which of the following?
 - (a) Criticise the view that their choices of activities were significantly influenced by male salon members.
 - (b) Discuss the reasons why literary salons in France were established before those in England.

1.72 ■ Verbal Ability

- (c) Question the importance of the Bluestockings in shaping public attitudes toward educated women.
 - (d) Explain the differences in atmosphere and style in their salons.
15. Which of the following statements is most compatible with the principles of the *salonnières* as described in the passage?
- (a) Women should aspire to be not only educated but also independent as well.
 - (b) The duty of the educated women is to provide an active political model for less educated women.
 - (c) Devotion to pleasure and art is justified in itself.
 - (d) Substance, rather than form is the most important consideration in holding a literary salon.
16. The passage suggests that the Bluestockings might have had a more significant impact on society if it had not been for which of the following?
- (a) Their unwillingness to defy aggressively the conventions of their age.
 - (b) Competitiveness among their salons.
 - (c) Their emphasis on individualism.
 - (d) The limited scope of their activities.
17. Which of the following could best be considered a 20th Century counterpart of an 18th Century literary salon as it is described in the passage?
- (a) A social sorority
 - (b) A community centre
 - (c) A lecture course on art
 - (d) A humanities study group
18. To an assertion that Bluestockings were feminists, the author would most probably respond in which of the following way?
- (a) Admitted uncertainty
 - (b) Qualified disagreement
 - (c) Complete indifference
 - (d) Strong disparagement

19. Which of the following titles best describes the content of the passage?
- (a) 18th Century Egalitarianism
 - (b) Feminists of the 18th Century
 - (c) 18th Century Precursors of Feminism
 - (d) Intellectual Life in the 18th Century

Passage 4

When same parameters and quantitative theory are used to analyse both termite colonies and troops of rhesus macaques, we will have a unified science of socio-biology. Can this ever really happen? As my own studies have advanced, I have been increasingly impressed with the functional similarities between insect and vertebrate societies and less so with the structural differences that seem, at first glance, to constitute such an immense gulf between them. Consider for a moment termites and macaques. Both form cooperative groups that occupy territories. In both kinds of society there is a well-marked division of labour. Members of both groups communicate to each other hunger, alarm, hostility, caste status or rank and reproductive status. From the specialist's point of view, this comparison may at first seem facile or worse. But it is out of such deliberate oversimplification that the beginnings of a general theory are made.

20. Which of the following best summarises the author's main point?
- (a) Oversimplified comparisons of animal societies could diminish the likelihood of developing a unified science of socio-biology.
 - (b) Understanding the ways in which animals as different as termites and rhesus macaques resemble each other requires training in both biology and sociology.
 - (c) A study of the similarities between insect and vertebrate societies could provide the basis for a unified science of socio-biology.

- (d) Animals as different as termites and rhesus macaques follow certain similar and predictable patterns of behaviour.
21. The author's attitude toward the possibility of a unified theory in socio-biology is best described as which of the following?
- Guarded optimism
 - Unqualified enthusiasm
 - Objective indifference
 - Dissatisfaction
22. In discussing insect and vertebrate societies, the author suggests which of the following?
- A distinguishing characteristic of most insect and vertebrate societies is a well-marked division of labour.
 - The caste structure of insect societies is similar to that of vertebrate societies.
 - Most insect and vertebrate societies form cooperative groups in order to occupy territory.
 - There are significant structural differences between insect and vertebrate societies.

..... Answer Keys

Exercise 1

1. (b)	2. (a)	3. (a)	4. (b)	5. (c)	6. (e)	7. (c)	8. (b)
9. (a)	10. (b)	11. (e)	12. (b)	13. (a)	14. (c)	15. (d)	16. (b)
17. (c)	18. (c)	19. (e)	20. (a)	21. (e)	22. (b)	23. (c)	24. (c)

Exercise 2

1. (a)	2. (a)	3. (d)	4. (d)	5. (e)	6. (e)	7. (e)	8. (d)
9. (d)	10. (b)	11. (b)	12. (d)	13. (b)	14. (e)	15. (a)	16. (d)
17. (a)	18. (d)	19. (a)	20. (a)	21. (c)	22. (a)	23. (d)	24. (b)

Exercise 3

1. (b)	2. (a)	3. (c)	4. (d)	5. (a)	6. (c)	7. (d)	8. (b)
9. (c)	10. (b)	11. (d)	12. (b)	13. (a)	14. (c)	15. (a)	16. (d)
17. (b)	18. (c)	19. (a)	20. (c)	21. (d)	22. (d)	23. (b)	24. (a)

1.74 ■ Verbal Ability

Exercise 4

1. (c)	2. (b)	3. (c)	4. (d)	5. (a)	6. (d)	7. (a)	8. (b)
9. (c)	10. (a)	11. (d)	12. (c)	13. (a)	14. (b)	15. (d)	16. (b)
17. (b)	18. (c)	19. (c)	20. (d)	21. (a)			

Exercise 5

1. (e)	2. (b)	3. (e)	4. (b)	5. (c)	6. (a)	7. (b)	8. (c)
9. (d)	10. (b)	11. (e)	12. (d)	13. (d)	14. (a)	15. (b)	16. (a)
17. (e)	18. (e)	19. (c)	20. (d)	21. (c)	22. (e)	23. (b)	

Exercise 6

1. (b)	2. (a)	3. (b)	4. (b)	5. (b)	6. (c)	7. (c)	8. (a)
9. (a)	10. (b)	11. (b)	12. (d)	13. (a)	14. (d)	15. (c)	16. (d)
17. (a)	18. (b)	19. (b)	20. (c)				

Exercise 7

1. (b)	2. (d)	3. (a)	4. (c)	5. (b)	6. (a)	7. (d)	8. (c)
9. (a)	10. (b)	11. (c)	12. (b)	13. (b)	14. (d)	15. (c)	16. (a)
17. (d)	18. (b)	19. (c)	20. (c)	21. (a)	22. (d)		

..... **Selective Hints**

Exercise 1

1. It is not the tech change but the inability of the government to underwrite tech change which is the reason behind poverty, therefore, option (b) is the answer.

2. Options (d) and (e) are too general, option (b) and (c) talk about only a particular aspect of the passage. The passage mainly talks about the problem of pov-
- erty in India and how to address it, hence, option (a) is the answer.

3. Option (a) is the answer. The inference can be drawn from the last line of the fifth paragraph.

4. Option (a) is the answer. The passage mainly talks about the need for a greater

relationship between the European Union and China; the description of Marco Polo's travel to China drives home the point that the relation between Europe and China has its roots in history.

5. It has been clearly indicated in the third paragraph that China is the most prominent player next to the EU and the US, therefore, option (c) is correct.
6. The last two paragraphs and more specifically the last paragraph talks about the need for energy cooperation between the EU and China. The first choice talks only about a particular aspect of the passage. The second choice is general and therefore less preferable than the last option. The fourth one is just a fact given in the passage. Therefore, option (e) is the answer.
7. In the last part of the first paragraph, the author talks about intelligent adaptation of means to ends and not vice versa, so, option (c) is the answer.
8. The context gives us the idea that it would be impractical to expect all necessary cooperation to result from spontaneous impulses, so unrealistic, option (b) is the answer.
9. The answer has been indicated in the third sentence of the second paragraph. The second option is not the author's point of view. The third one has not been mentioned; the last two choices are off the mark, therefore, option (a) is the answer.

10. In the last paragraph the author talks about the chain reaction which follows as a result of subjection to authority, therefore, option (b) is the answer. The first choice is not indicated in the passage. The last three are not directly related to the point made by the author.
11. The last two lines of the third paragraph indicate how Nehru did not show any overt commitment to any of the two major power blocs in the larger interest of India, therefore, option (e) is the answer.
12. The passage talks about some failures of Nehru's foreign policy like the Chinese attack on India, so the first choice is not correct. The passage talks about the practical side of the non commitment policy of Nehruvian foreign policy and also his ideological focus on goodwill and honesty in international affairs, therefore, option (b) is the answer.
13. The last paragraph clearly indicates that the Nehru's decision to continue with India's membership of the commonwealth was indirectly responsible for partition. The second and the third options are mentioned in the passage. The fourth choice is unrelated, so, option (a) is the answer.
14. The answer has been directly given in the third line of the third paragraph. The options (c) is the right answer.

Exercise 5

4. The meaning of the word Induce (Verb) as used in the passage is : to persuade or influence somebody to do something.
6. The meaning of the word Jeopardise (Verb) as used in the passage is: to risk harming or destroying something/somebody; endanger

Look at the sentences:

The new card will safeguard the company against fraud. The leaflet explains how to safeguard against dangers in the home. Hence, the words jeopardises and safeguards are antonymous.

Exercise 6

1. The answer is option (b), clearly given in the first line of the passage **that a mysterious phenomenon is the ability of over-water migrants to travel**, which is complex and partly understood. Option (a) is an explanation of the theme. Option (c) is the way through which migrant animals keep track of time and not the main theme. Similarly option (d) is not the main idea. Hence the answer is option (b).
2. The answer is option (a), as flock of birds navigating by compass sense alone, they would, after the storm, fly east as given in the passage. The answer to this question is direct and hence we are not even needed to consider other options. Hence the answer is option (a).
3. In option (b), scepticism means unempirical knowledge or opinions/beliefs stated as facts, or doubt as this context is clearly mentioned in the passage, **some scientists thought, migrants determine their geographic position on earth by celestial navigation, almost as human navigators use stars and planets, but this would demand of the animals a fantastic map sense**. Options (a), (c), and (d) are not related to what the question is asking. Hence the answer is option (b).
4. Answer is option (b) because it is clearly mentioned in the last two lines of 2nd paragraph about the hope and dishonesty (liars). Option (a) talks about the aim of writers and speakers which the author does not indicate, options (c) and (d) also does not match with the authors perspective in the passage. Hence the answer is option B.
6. In the late nineteenth century rhetoric was regarded as the view of human motivation, as given in the passage that pure logic has never been a motivating force unless it has been subordinated to human purposes, feelings and desires and thereby ceased to be pure logic. Other options do not match with this perspective. Hence the answer is option (c).
7. The answer is option (c) because the author addresses the listener's emotions as well as their intellects that appeals to the parts of our nature that are involved in feeling, desiring, acting and suffering. Option (a), (b) and (d) will not fail to persuade people as per the author's view. Hence the answer is option (c).
9. Passage talks about a sample of an actual speech delivered by an actor which is not mentioned by the author in the passage as a persuasive device. Options (b), (c) and (d) are considered to be persuasive devices found in the passage. Hence the answer is option (a).
10. The answer is option (b) because it is stated in the passage that logical argument is an essential element of persuasive discourse. Whereas option A indicates the sterile, discipline which the author does not indicate. Options (c) and (d) does not match what the author is talking about. Hence the answer is option (b).
11. The author of the passage is primarily concerned with discussing different theories about the transport of plant seeds to Hawaii as it is clearly mentioned in the passage. Option (a) is incorrect as it is not given only about the biologists in the passage. Similarly, options (c) and (d) are incorrect, as they are subparts in the passage. Hence the answer is option (b).
12. As given in the passage that some biologists argue that the ocean and air currents are responsible for the temperature of plant seeds to Hawaii. Yet the results of flotation

experiments and the low temperatures of air currents cast doubt on these hypotheses. So, the answer is option (d). Other options are not true as per the content given in the passage. Hence the answer is option (d).

13. The existence in alpine regions of Hawaii of a plant species that also grows in the south-western United States would justify the ecology of the south-western United States is similar in important aspects with respect to the ecology of alpine regions of Hawaii, which is option (a). Option (b) is not true according to the passage, also options (c) and (d) are not true as they are not related to alpine regions. Hence the answer is option A.
14. Answer is option (d), which can be used as a question as per the content given in the passage. Whereas, option (a) is incorrect as it is not an accurate question according to the passage. Similarly, options (b) and (c) are incorrect according to the passage. Hence the answer is option (d).
15. The answer is option (c) which can be best described as a summary and evaluation of recent study. Option (a) is incorrect because the original did not appear survey are described by Webb's point of view to the old view is incorrect and secondly, this article mainly talks about new ideas, rather than the old view of the comment. Option (d) is also not true as the original structure of the old view puts forward new ideas and thus new ideas prove the new ideas shortcomings, there is no defence. Hence the answer is option (c).
16. The first paragraph of the passage clearly states that the military did not play a

major role as an instrument of colonial policy until 1763 as a long-held view, that is option (d). Option (c) cannot be true as the sentence is talking about merchants and farmers which is not mentioned in the passage. Similarly, options (a) and (b) are not true as they are not related to the passage. Hence the answer is option (d).

17. As it is given that the garrison government allowed the colonists a legislative assembly but real authority, in Webb's view, belonged to the colonial governor, who was appointed by the king and supported by the garrison, that is, by the local contingent of English troops under the colonial governor's command so, option A is true. Options (b), (c) and (d) are not true as these are not supported by the passage. Hence the answer is option (a).
18. Webb views Charles II as the 'proper successor' of the Tudor monarchs and Cromwell because Charles II used the military to extend executive power over the English colonies, which is option B. Option (a) is not true, as it is not related to the passage and condition given. Similarly, options (c) and (d) are not true. Hence the answer is option (b).
19. Information II is true as per the passage given whereas information I and III are not related to passage. Also it is mentioned in the second paragraph. Hence the answer is option (b).
20. Answer is option (c), as it is related to the passage above. Other options are not related to the passage. Hence the answer is option (c).

Exercise 7

1. The answer is option b, as it is clearly mentioned in the last line of the passage that it was necessary to master certain laws and to use intellect in order to build Gothic cathedrals or set up the stained glass windows of Chartres. When this bracing element of craftsmanship ceased to dominate artists' outlook, new technical elements had to be adopted to maintain the intellectual element in art. Whereas, option a is not true as it is not related to the passage. Similarly, options (c) and (d), are incorrect. Hence the answer is option (b).
2. It is given in the passage about the traditional romantics stressed intuition and self-expression, the frenzy of inspiration was regarded as fundamental to the art. Questions given in the other options cannot be answered as the information given in the passage is insufficient. Hence the answer is option (d).
3. It is mentioned in the passage that, 'Long before the Romantics stressed intuition and self-expression, the frenzy of inspiration was regarded as fundamental to the art, but philosophers had always assumed it must be controlled by the law and by the intellectual power of putting things into harmonious order'. This is mentioned in option (a). Other options are not related to traditional assumptions of aesthetic philosophers. Hence the answer is option (a).
4. The author mentions 'linear perspective and anatomy' in the last sentence in order to support his point that rational order of some kind has often seemed to discipline artistic inspiration, which is mentioned in option (c). Other options are not correct according to the passage. Hence the answer is option (c).
5. The author discusses computing machines in the first paragraph primarily in order to illustrate his views about the approach of mathematicians to problem solving, which is option (b). Option a is incorrect as it is giving a negative tone which is not needed. Option (c) is incorrect as the passage is not doing any comparison. Option (d) is incorrect as it is not related to the paragraph mentioned. Hence the answer is option (b).
6. It is given in the passage that, since science tries to deal with reality, even the most precise sciences normally work with more or less imperfectly understood approximations towards which the scientists must maintain an appropriate scepticism which means **doubtful**. Author talks about equation as an example, therefore, option (a) is correct answer. Hence the answer is option (a).
7. The answer is option d, as it is best suited for the assumption to be made by scientists about scientific arguments, as mentioned in the last paragraph of the passage. Hence the answer is option (d).
8. It is mentioned in the passage that, in some cases, the mathematicians' literal-mindedness may have unfortunate consequences. The mathematicians turn the scientist's theoretical assumptions, that is, their convenient points of analytical emphasis, into axioms and then take these axioms literally. This brings the danger that they may also persuade the scientists to take these axioms literally. Hence the answer is option (c).
9. The approach of physicists to solve the scientific problems is practical for scientific purposes, which is mentioned in option (a). (As it is given in the passage

that Physicists, looking at the original Schrodinger equation, learn to sense in it the presence of many invisible terms in addition to the differential terms visible and this sense inspires an entirely appropriate disregard for the purely technical features of the equation). Option (b) is incorrect as it talks about the danger which the physicist is not concerned. Similarly, options (c) and (d) are incorrect. Hence the answer is option (a).

10. Option (b) is the answer.
11. The author implies that scientists develop a healthy scepticism because they are aware that some factors in most situations must remain unknown (as mentioned in 2nd paragraph) and hence the answer is option (c).
12. Passage states that for women, who did not have access to higher education as men did, the literary salons provided an alternate route to learning and a challenge to some of society's basic assumptions about women, which is mentioned in option (b).
13. A significant distinction between the *salonnières* and Bluestockings was the role of pleasure in the activities of the literary salon, which is option (b). All other options are not suited for a significant distinction between the *salonnières* and Bluestockings. Hence the answer is option (b).
14. It is mentioned in the passage that in an atmosphere of mutual support, the Bluestockings went beyond the salon experience. They travelled, studied, worked, wrote for publication and by their activities challenged the stereotype of the passive woman, therefore, option d is the answer.
15. Option (c) is the answer as it is most compatible with the principles of the *salonnières* as described in the passage. Whereas, option a is incorrect as it not related to the principles. Similarly, options (b) and (d) are incorrect. Hence the answer is option (c).
16. The answer is option a, as it is satisfying with the question. Other options are not related to the question. Hence the answer is option (a).
17. Answer is option d, because it is considered as a 20th Century counterpart of an 18th Century literary salon as described in the passage. Other options are not related to the counterpart and therefore, not correct. Hence the answer is option (d).
18. It is mentioned in the last passage that women's are not feminists and as per the question, to an assertion that Bluestockings were feminists, the author would most probably respond in a qualified disagreement way. Hence the answer is option (b).
19. The title that best describes the content of the passage is option (c), which is 18th Century Precursors of Feminism. Option a is not correct as it is generalised, therefore it cannot be the answer. Option (c) cannot be true as given in the last paragraph it is mentioned that women's are not feminists. Option (d) is again too generalised. Hence the answer is option (c).
20. The author is trying to study the similarities between insect and vertebrate societies which could provide the basis for a unified science of socio-biology, which is option (c). Besides in the whole passage comparison is being done between insect and vertebrate societies. Option (a) cannot be the answer as it giving a negative sign.

1.80 ■ Verbal Ability

Similarly, options (a), (b) and (d) are incorrect, as they are not related to the passage. Hence the answer is option (c).

21. The answer is option a, which is guarded optimism. As in the beginning of the passage the author wonders if unified science of socio-biology can ever really happen which shows a slight doubt on his part, but expresses optimism towards the similarities between insects and vertebrates by saying that it is out of such deliberate oversimplification that the

beginnings of a general theory are made (this shows optimism). Other options are not related to optimism. Hence the answer is option (a).

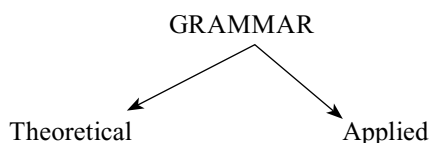
22. The author best suggests that there are significant structural differences between the insect and vertebrate societies; hence option (d) is the answer. Options (a), (b) and (c) are specifically talking about the termites and macaques, therefore they are incorrect. Hence the answer is option (d).

2

English Usage

English Grammar

English grammar can be divided into 2 broad categories:



When we talk of the IIM Indore IPM AT, it is the application of the grammar that is of relevance. The kind of questions that are asked are tricky so one needs to be clear with the fundamentals. In this chapter, we shall discuss the latest rules of British grammar in as much detail as relevant

to the IIM Indore IPM AT. The examples given will make the application clear.

For the last couple of years, in the IIM Indore IPM AT, the English Usage chapter (composition as given in this book) comprise almost half of the English section. Therefore, the time given to the preparation of EU portion should be in proportion.

In this chapter, we are going to discuss:

1. Parts of speech
2. Tenses
3. Subject Verb agreement
4. Articles
5. Plural Noun forms

Parts of Speech

Parts of Speech	Function	Examples	Usage
Verb	action or state	(to) be, have, do, like, work, sing, can, must	I like pizzas.
Noun	thing or person	pen, dog, work, music, town, London, teacher, John	Rohan lives in my house.
Adjective	describes a noun	a/an, the, some, good, big, red, well, interesting	My cat is big.
Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	He eats quickly.
Pronoun	replaces a noun	I, you, he, she, some	Mr D Singh is our director. He is clever.
Preposition	links a noun to another word	to, at, after, on, but	He went to movie on Monday.
Conjunction	joins clauses or sentences or words	and, but, when	I like dogs and I like cats.
Interjection	short exclamation, sometimes inserted into a sentence	oh!, ouch!, hi!, well	Hi! How are you?

2.2 ■ Verbal Ability

Let us see some of these one by one.

Noun

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

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

Noun Gender

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

Noun Plurals

Most nouns change their form to indicate number by adding “-s” or “-es” in good number of cases.

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

Possessive Nouns

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

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

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

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

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

Types of Nouns

Proper Nouns

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

Common Nouns

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

Concrete Nouns

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

Abstract Nouns

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

Countable Nouns

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

Non-Countable Nouns

A **non-countable noun** (or **mass noun**) is a noun which does not have a plural form, and which refers to something that could (or would) not be usually counted. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns, and are the opposite of countable nouns. Example, furniture hair, coffee, ink, etc.

Collective Nouns

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

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

Pronoun

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

Grammarians classify pronouns into several types, including the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the relative

pronoun, the reflexive pronoun, and the intensive pronoun.

Personal Pronouns

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

Various ways in which they are used are illustrated below.

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

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

1. Inanimate objects
2. Animals without name
3. Babies without name
4. Human beings (when the gender is not clear)

Subjective Personal Pronouns

Indicates that the pronoun is acting as the subject of the sentence

“I,” “you,”
“she,” “he,” “it,”
“we,” “you,”
“they”

Objective Personal Pronouns

Indicates that the pronoun is acting as an object of a verb, or preposition

“Me,” “you,”
“her,” “him,” “it,”
“us,” “you,” and
“them”

Possessive Personal Pronouns

Indicates that the pronoun is acting as who owns a particular object or person

“Mine,” “yours,”
“hers,” “his,” “its,”
“ours,” and “theirs”

2.4 ■ Verbal Ability

Demonstrative Pronouns

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

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

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

Interrogative Pronouns

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

“Who,” “whom,” and occasionally “which” are used to refer to people, and “which” and “what” are used to refer to things and to animals.

“Who” acts as the subject of a verb, while “whom” acts as the object of a verb,

Relative Pronouns

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

Indefinite Pronouns

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

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

Reflexive Pronouns

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

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

Errors in Pronouns

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

Pronoun must agree with its antecedent in number and gender.

Verb

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

Example

Monster bites his victims on the neck.

The verb “bites” describes the action monster takes.

I will marry in 2010.

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

Kapil Dev played in 3 world cups, but his diaries **were destroyed**.

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

Adverb

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

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

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

Here ‘bright’ is an adverb qualifying the adjective ‘red’.

Conjunctive Adverbs

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

Adjective

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

Possessive Adjectives

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

Demonstrative Adjectives

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

Preposition

A **preposition** connects nouns, pronouns and phrases to other words in a sentence. They

show the position of a subject with its object. Noun (s) and Pronouns (s):

Example—The book is **on** the table.

The book is **beneath** the table.

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

The book is **beside** the table.

He is **at** the theatre.

Some of the usage of prepositions are given below:

1. All, of

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

All the men belong to the club.

All of us belong to the club.

All of us boys belong to H10.

2. Among/between

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

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

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

The election commission is divided evenly *between* the two partners. (only two persons)

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

(a) While packing these glass sheets, be sure to place paper *between* them.

(b) The funds were distributed *between* Sri Lanka, China, Pakistan and India.

3. At/in

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

He lives *at* Patel nagar in Patna.

He lives *in* Delhi.

2.6 ■ Verbal Ability

4. In/into/in to

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

The correspondence is *in* the file.

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

Varun came *in to* see me.

5. Besides, beside

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

Beside, we also require your support for this movement.

I sat *beside* river Nile.

Besides being fined, he was also jailed.

6. On/upon/up on

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

Please place the book *on* the table.

His statements were based *upon* the scientific data.

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

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

He was senior *to* me in college.

Health is more preferable *to* wealth.

This cloth is inferior *to* that cloth.

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

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

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

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

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

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

9. Certain words are used in gerund without a preposition if followed by the first form of a verb. For example, avoid, enjoy, help, dislike, help, stop, remember, etc.

He enjoys playing cards. (and not “to play”)

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

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

Many people avoid drinking before their superiors. (and not “to drink”)

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

I agree with Mr Saxena.

I agree to your proposal.

In the above example, the word ‘agree’ is used with two different prepositions, with and to. ‘Agree with’ is used for agreement with a person, whereas ‘agree to’ is used for agreement to a plan, or proposal.

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

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

We use *at* to designate specific times.

- The train is due *at* 2.15 am.

We use *on* to designate days and dates.

- Hari is coming *on* Monday.
- We’re going to Mussorrie *on* 15th August.

Tenses

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

Subject-Verb Agreement

A sentence has the following properties:

it contains a subject

it contains a verb

it expresses a complete thought

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

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

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

Common Rules and Errors

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

Let us see some of the examples:

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

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

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

2.8 ■ Verbal Ability

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

Exception 1 The rule is not applicable to the sentences in the past and future tense. It means agreement applies only when the sentence is in present tense.

Example

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

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

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

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

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

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

Exception 2 No distinction is made in 1st person singular and 1st person plural.

Example

1(a) I pray everyday.

1(b) We pray everyday.

Exception 3 Case of I and You – I and You both take a verb "don't" (which is plural in nature) and not "doesn't" (which is singular in nature).

Example

1(a) I don't smoke.

1(b) You don't smoke.

However, with 'He', which is 3rd person singular, "doesn't" is used.

1(c) He doesn't smoke.

Expansion 1 When two nouns or pronouns are joined with words like 'including, as well as along with, together with, except' etc then verb agrees to the first subject.

Example

(a) Sam along with his family members is going.

(b) My teachers and my best friend is invited to my wedding party.

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

- Names of diseases, sports and field of study.

Example

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

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

Example

- One lac rupee is a big amount.
- Five km is a long distance to be covered by foot.
- Two hours is a long time to wait.

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

Let us look at another example:

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

Expansion 2 Collective nouns are considered singular (for example—team, family etc.) and they take singular verb. However, nouns of magnitude take plural verb.

Example

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

Expansion 3 When subject contains both singular and plural noun tied by or/not, the verb should agree with the part of the subject nearer to it.

Example

He or his friends have done it.

Has he or his friends done it?

Expansion 4 When the subject of a sentence is composed of two or more nouns connected by and, we use a plural verb.

Example

- The principal and the secretary are out of town.
- The principle and secretary is out of town.

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

Expansion 5 Each, each one, either, neither, everyone, everybody, anybody, nobody, somebody, someone and no one are singular and require a singular verb.

Example

- Everybody is invited.
- Somebody is there.

Expansion 6 When a subject consisting of two singular nouns connected by ‘and’ refers to the same idea or outcome, a singular verb is used.

Example

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

Articles

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

Use of A and An

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

We use **a** before singular count-nouns that begins with consonants (a cow, a barn, a sheep); we use **an** before singular count-nouns that begin with vowels or vowel-like sounds (an

2.10 ■ Verbal Ability

apple, an urban blight, an open door). Words that begin with an h sound often require an a (as in a horse, a history book, a hotel), but if an h-word begins with an actual vowel sound, use an an (as in an hour, an honor).

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

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

Use of ‘The’

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

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

The moon circles the earth.

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

Plural Noun Forms

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

- more than one snake—snakes
 - more than one boy—boys
1. Words that end in -ch, x, s or s-like sounds, however, will require an -es for the plural
 - more than one witch—witches
 - more than one box—boxes
 - more than one gas—gases
 - more than one bus—buses
 - more than one kiss—kisses

Please note that some dictionaries list “busses” as an acceptable plural for “bus.”

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

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

3. There are nouns that maintain their Latin or Greek form in the plural.
 - more than one nucleus—nuclei
 - more than one syllabus—syllabi
 - more than one focus—foci
 - more than one fungus—fungi
 - more than one thesis—theses
 - more than one phenomenon—phenomena
 - more than one index—indices (indexes is acceptable)
 - more than one criterion—criteria
4. A handful of nouns appear to be plural in form but take a singular verb:
 - The news is bad.
 - Gymnastics is fun to watch.
 - Economics/Mathematics/Statistics is said to be difficult. (“Economics” can sometimes be a plural concept, as in “The economics of the situation demand that . . .”)
5. Numerical expressions are usually singular, but can be plural if the individuals within a numerical group are acting individually:
 - Fifty thousand dollars is a lot of money.
 - One-half of the faculty is retiring this summer.
 - Fifty per cent of the students have voted already.
6. Another set of nouns might seem to be singular in nature but take a plural form and always use a plural verb:
 - A.
 - Her scissors were stolen.
 - The glasses have slipped down his nose again.

- Other examples include tongs, spectacles, trousers, shears, phiers, shoes, pants.

(They are always plural unless preceded by 'a pair of')

B. The use of adjectives as noun.

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

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

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

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

Parallel Structures

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

Consider the sentences below:

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

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

..... Practice Exercises

Exercise 1

Direction for questions 1 to 10: Each of following questions are divided into sections. Choose the section/s that has/have grammatical error.

1. A. As a writer he has written
B. a short story
C. A poem that is an epic
D. and a tragic play
(a) B (b) A and D
(c) C (d) A and C
2. A. Despite hours of deliberation
B. the jury was divided
C. over the matter

- (a) A (b) B
(c) C (d) B and C

3. A. Given the shortage of time
B. The team was unable
C. To discuss the matter completely
(a) C (b) C and A
(c) B (d) B and C
4. A. It was me who supported him during crisis
B. and gave him the strength
C. to strike back
(a) A (b) B
(c) C (d) A and C

2.12 ■ Verbal Ability

5. A. A city which
B. is set on a hill
C. cannot be hidden
(a) C (b) A
(c) A and B (d) B
6. A. She lives at house number 32
B. at park avenue
C. at New York city
(a) A and C (b) B and A
(c) B and C (d) C
7. A. Despite his sincere efforts
B. his knowledge of Indian Vernaculars
C. were not good
(a) A (b) C
(c) A and C (d) B
8. A. Whenever I felt low
B. my friend and benefactor
C. were always there to cheer me up
(a) B (b) A
(c) C (d) A and B
9. A. The service at the restaurant was pathetic
B. They served tea that was cold and
C. hot ice cream
(a) B and C (b) B
(c) A (d) B or C
10. A. When I was in college
B. I have been a part of the dramatics team
C. but I am completely out of touch these days
(a) A (b) C
(c) B (d) A, B, C
- (c) For year I and he have been best friends.
(d) For years he and I have been best friends.
12. (a) Rita is elder than her.
(b) Rita is older than she.
(c) Rita is elder than her.
(d) Rita is elder than she is.
13. (a) I am going to go for a movie tonight.
(b) I am going for a movie tonight.
(c) I am tonight going for a movie.
(d) Tonight I am going for a movie.
14. (a) The policemen, not the thief are to be blamed.
(b) The policemen are to be blamed not the thief.
(c) The policemen, not the thief is to be blamed.
(d) The policemen is to be blamed and not the thief.
15. (a) The store sold inflatable children's toys.
(b) The store inflatably sold children's toys.
(c) The store sold inflatable toys for children.
(d) The children's store sold inflatable toys.
16. (a) Everybody in this room is attending the party.
(b) Everybody in this room are attending the party.
(c) In this room, everybody is attending the party.
(d) In this room, everybody are attending the party.
17. (a) Since adolescence he is courting me.
(b) Since adolescence he was courting me.
(c) Since adolescence he has been courting me.
(d) Since adolescence he had been courting me.

Direction for questions 11 to 20: Choose the most appropriate way to express the following sentences.

11. (a) For years he and me have been best friends.
(b) For years him and me have been best friends.

18. (a) I see the Taj Mahal jogging every morning.
 (b) Every morning I see the Taj Mahal jogging.
 (c) I see the Taj Mahal every morning while jogging.
 (d) While jogging every morning, I see the Taj Mahal.
19. (a) I have promised that this will be between she and I.
 (b) I have promised that this will be between her and I.
 (c) I have promised that this will be between she and me.
 (d) I have promised that this will be between her and me.
20. (a) The captain, along with his players is going to play.
 (b) The captain, along with his players are going to play.
 (c) The captain is going to play along with his players.
 (d) The captain are going to play along with his players.

Direction for questions 21 to 30: Choose the sentence that best expresses the idea.

21. (a) She backed out at the last minute.
 (b) She broke out at the last minute.
 (c) She bowed out at the last minute.
 (d) She bloomed out at the last minute.
22. (a) The car broke in during the journey.
 (b) The car blew out during the journey.
 (c) The car broke down during the journey.
 (d) The car backed up during the journey.
23. (a) She was reprimanded for giving out the secret.
 (b) She was reprimanded for giving away the secret.
 (c) She was reprimanded for giving in the secret.
 (d) She was reprimanded for giving up the secret.
24. (a) He is very cautious ever since he hurt his fingers in the share market.
 (b) He is very cautious ever since he burnt his fingers in the share market.
 (c) He is very cautious ever since he broke his fingers in the share market.
 (d) He is very cautious ever since he bit his fingers in the share market.
25. (a) The old friends caught out on each other during the journey.
 (b) The old friends caught in on each other during the journey.
 (c) The old friends caught up on each other during the journey.
 (d) The old friends caught down on each other during the journey.
26. (a) Her putting the blame on us for the chaos was a classic case of the pot calling the kettle black.
 (b) Her putting the blame on us for the chaos was a classic case of the pan falling into the fire.
 (c) Her putting the blame on us for the chaos was a classic case of the bucket getting kicked.
 (d) Her putting the blame on us for the chaos was a classic case of the hand calling the feet dirty.
27. (a) She couldn't choose between marriage and career as she was between the dog and the bone.
 (b) She couldn't choose between marriage and career as she was between the sky and the dark mountains.
 (c) She couldn't choose between marriage and career as she was between fire and the well.
 (d) She couldn't choose between marriage and career as she was between the devil and the deep blue sea.

2.14 ■ Verbal Ability

28. (a) Her presence of mind was well appreciated because a stitch in time saves nine.
(b) Her presence of mind was well appreciated because a collar around the neck protects the dog.
(c) Her presence of mind was well appreciated because a burnt child fears fire.
(d) Her presence of mind was well appreciated because a tough egg never cracks.
29. (a) It was shameful to see the politicians fight like lions and tigers.
(b) It was shameful to see the politicians fight like cats and dogs.
(c) It was shameful to see the politicians fight like husbands and wives.
(d) It was shameful to see the politicians fight like cats and mice.
30. (a) She has been on the mountains ever since she won the pageant.
(b) She has been in seventh heaven ever since she won the pageant.
(c) She has been on cloud eleven ever since she won the pageant.
(d) She has been over the rainbow ever since she won the pageant.

Exercise 2

Direction for questions 1 to 10: *Choose the sentence/s that is/are grammatically incorrect.*

1. A. Being a rainy day the children could not go out.
B. My friend and guide plays the piano.
C. Having completed the task the book was read.
D. I enjoy hiking, biking and to watch movies.
(a) A and C (b) B and D
(c) A, C, D (d) B
2. A. His cattle was not fattened, so he could not sell them at the market.
B. Every teacher and every student was given a packet of sweets.
C. Either the woman or the men is happy.
D. Ten million rupees is a huge amount.
(a) A and D (b) A, C
(c) A, C, D (d) B, D
3. A. I am truly ashamed with my behaviour.
B. The child crept under the table.
C. I cannot dance as I did before the war.
D. Each of the doctors are concerned about the rising death rate from asthma.
(a) None of these (b) A, C
(c) B, C (d) All of these
4. A. I hear that he is not very rich.
B. The messenger will arrive presently.
C. The river had flowed over its banks.
D. The girls beat the boys and so won the prize.
(a) None of these (b) A
(c) D (d) All of these
5. A. I hurt myself as much as I did himself
B. Krishna could not make up his mind if he would agree with his teacher.
C. We thought it was they who believed politics knew no better candidate than her.
D. Of who are you speaking, Sudipta or I?
(a) A (b) A, B, D
(c) A, B, C (d) A, C
6. A. I don't care for the expensive blue jeans my son chose, but It'll pay for them anyway.
B. Each of the houses were slightly different.
C. My brother had graduated before I started college.
D. I want somebody to delivery these documents with good characters.

- (a) A (b) B, C, D
(c) A, C, D (d) D
7. A. Geeta is superior than Meeta in intelligence.
B. There are less than 100 different species in the area.
C. She handed out brownies to the children stored in tupperwares.
D. The girls beat the boys and so won the prize.
(a) A and C (b) C
(c) A and B (d) A and D
8. A. He deprived me of my rightful share of the property.
B. Hardly had she finished singing when she heard a loud wail.
C. I went to the UK last month.
D. The faithfulness of a dog is greater than that of a cat.
(a) All of these (b) None of these
(c) D (d) A, B, C
9. A. The traveler marveled at the sceneries.
B. It is quarter to ten by my watch.
C. He called for the menu at the swanky restaurant.
D. The minister as well as his team are arriving tomorrow.
(a) A (b) B, D
(c) A, C (d) C
10. A. Frequent breaks affect his concentration span.
B. The presentation he gave was very impressive.
C. The broker made a small fortune during the stock market bull run.
D. His large income was not sufficient to sustain his family.
(a) D (b) C
(c) B (d) A
11. (a) She has a tendency to lie at the drop of a glove.
(b) She has the tendency to lie at the sting of a bell.
(c) She has the tendency to lie at the chime of a bell.
(d) She has the tendency to lie at the drop of a hat.
12. (a) During the war, many families had to live from hand to mouth.
(b) During the war, many families had to live from grain to morsel.
(c) During the war, many families had to live from foot to mouth.
(d) During the war, many families had to live from bad to worse.
13. (a) His heart wrenching speech was enough to put the house on fire.
(b) His heart wrenching speech was enough to raise the dust from the ground.
(c) His heart wrenching speech was enough to bring the house down.
(d) His heart wrenching speech was enough to bring the roof down.
14. (a) Sita regretted all that she had said to her mother when the iron was hot.
(b) Sita regretted all that she had said to her mother when the sun shone.
(c) Sita regretted all that she had said to her mother in the heat of the moment.
(d) Sita regretted all that she had said to her mother in the wink of an eye.
15. (a) Ravi has decided to hand in his papers.
(b) Ravi has decided to hand out his papers.
(c) Ravi has decided to hand off his papers.
(d) Ravi has decided to hand around his papers.
16. (a) The Sharma's have been eager to show off their new house.

Direction for questions 11 to 20: Choose the correct form of phrasal verbs/idioms in the following questions.

2.16 ■ Verbal Ability

- (b) The Sharma's have been eager to show up their new house.
 - (c) The Sharma's have been eager to show out their new house.
 - (d) The Sharma's have been eager to show around their new house.
17. (a) Once the public opinion was declared the politician was forced to eat humble pie.
- (b) Once the public opinion was declared the politician was forced to eat hand to mouth.
 - (c) Once the public opinion was declared the politician was forced to eat hot potatoes.
 - (d) Once the public opinion was declared the politicians was forced to eat his own pie.
18. (a) I have a row to pick with Ram.
- (b) I have a bone to pick with Ram.
 - (c) I have a thorn to pick with Ram.
 - (d) I have a task to pick with Ram.
19. (a) The newspaper carried sensational articles on how the actress was murdered in hot blood.
- (b) The newspaper carried sensational articles on how the actress was murdered in cold blood.
 - (c) The newspaper carried sensational articles on how the actress was murdered in blue blood.
 - (d) The newspaper carried sensational articles on how the actress was murdered in flesh and blood.
20. (a) Successive ministers have found the question of unemployment a hard nut to crack.
- (b) Successive ministers have found the question of unemployment a tough nut to crack.
 - (c) Successive ministers have found the questions of unemployment a tough prize to grab.

- (d) Successive minister have found the questions of unemployment an impossible lion to tame.

Direction for questions 21 to 25: *There are certain numbers of sentences in each of the passages given below. Indicate the number of correct sentences in each paragraph.*

21. We do not know what to do with our knowledge. Science has given us superman powers, which we do not use properly. For example, we are unable to manage our machines. Machines should be fed promptly and waited after attentively.
- (a) 4
 - (b) 3
 - (c) 0
 - (d) 2
22. We must insist that free oratorship is only the beginning of free speech. The end is to find the truth. The practicality justification of civil liberty is not that the examination of opinion is one of necessities of man.
- (a) 2
 - (b) 0
 - (c) 1
 - (d) 3
23. The trumpets loud candour. Excites us to arms. With shrill notes of anger and mortal alarms.
- (a) 1
 - (b) 2
 - (c) 3
 - (d) 4
24. One day a wonderful plate made of gold fell from heaven into the court of the temple in Benaras. And on the plate these words were inscribed. 'A gift from heaven who loves best.' The priests at once made a proclamation that every day at twelve O'clock everyone who would like to claim the plate should assemble at the temple to have their kind deeds judged.
- (a) 0
 - (b) 1
 - (c) 2
 - (d) 3
25. The best friend a man has in this world may turn against him and become his enemy. His son or his daughter that he had reared

with loving care, may prove ungrateful. Those who are near and dearest to us, those who we trust with our happiness and good name may become traitors.

- (a) 3 (b) 2
(c) 1 (d) 0

Direction for questions 26 to 29: Choose the most appropriate way to complete the following sentences.

26. I met him in New Delhi in 1996

- I. I had seen him 5 years before.
II. I had seen him 5 years ago.
III. I had seen him 5 years prior.

- (a) I (b) I and III
(c) II (d) None of these

27. Neither the teacher nor the students

- I. is going for the picnic.
II. are going for the picnic.

- (a) I (b) II
(c) Both (d) Neither

28. The rise and fall of the tide _____

- I. are due to lunar influence.
II. is due to lunar influence.

- (a) II (b) I
(c) Neither (d) Both

29. Two third of the city:

- I. is in ruins
II. are in ruins

- (a) I (b) II
(c) Both (d) Neither

Direction for questions 30 to 34: In each of the questions below, a statement is written in two different ways. Identify the correct statement.

30. (a) He has wealth, reputation, and is powerful.
(b) He has wealth, reputation, and power.

31. (a) Not only did the horse lost, but the jockey broke his leg.

(b) Not only did the horse lost, but the leg of the jockey was broken.

32. (a) The reason is because I don't have enough resources.

(b) The reason is that I don't have enough resources.

33. (a) If I was taller, I would be richer.

(b) If I were taller, I would be richer.

34. (a) After watching the movie, burger was eaten.

(b) After watching the movie, we ate burger.

Direction for questions 35 to 46: In each of the questions below, fill the appropriate preposition from the given set of prepositions.

35. It's too cold _____ winter to run outside.

- (a) at (b) on
(c) in

36. Mohan went _____ home.

- (a) to
(b) at
(c) in
(d) No preposition required

37. He's lived here seven years.

- (a) for
(b) since
(c) from

38. Most people like IPL, but _____ my opinion there is nothing Indian in it.

- (a) for
(b) in
(c) on

39. Are you travelling to Paris _____ business or _____ holiday?

- (a) for, for (b) on, for
(c) on, on (d) for, on

2.18 ■ Verbal Ability

40. He made his escape by jumping _____ a window and jumping _____ a waiting car.
(a) over/into
(b) between/into
(c) out of/between
(d) out of/into
41. I saw something about it _____ television.
(a) in
(b) on
(c) at
(d) through
42. I couldn't get in _____ the door so I had to climb _____ a window.
(a) through/in
(b) between/into
(c) up/along
(d) None of these
43. I went _____ him and asked him the best way to get _____ town.
(a) by/on
(b) up to/out of
(c) towards/over
(d) along/up
44. The restaurant is _____ the High Street, _____ the cinema.
(a) through/in
(b) up/along
(c) in/next to
(d) under/around
45. When the bull ran _____ me, I jumped _____ the fence.
(a) by/on
(b) towards/over
(c) from/into
(d) in/next to

46. Harry comes to work _____ car but I prefer to come _____ foot.
(a) at/in
(b) by/on
(c) at/on
(d) by/in

Direction for questions 47 to 55: *In each of the questions below, fill the appropriate preposition from the given set of prepositions.*

47. _____ people like this area a lot.
(a) Elder
(b) Older
(c) Few
(d) After
48. After visiting several galaxies, the aliens found themselves captivated by life on _____.
(a) earth
(b) the earth
(c) sun
(d) moon
49. As soon as I picked up the packet, it _____.
(a) came apart
(b) was separated
(c) came to be apart
50. The world needs to depend on other energy sources _____ oil and other non-renewable resources.
(a) beside
(b) besides
(c) after
(d) before

Exercise 3

Direction for questions 1 to 5: *Sentences given in each question, when properly sequenced, form a coherent paragraph. The first and last sentences are 1 and 6, and the four in between are labelled A, B, C and D. Choose the most logical order of these four sentences from among the four given choices to construct a coherent paragraph from sentences 1 to 6.*

1.

1. Security inks exploit the same principle that causes the vivid and constantly changing colours of a film of oil on water.

- A. When two rays of light meet each other after being reflected from these different surfaces, they have each travelled slightly different distances.
- B. The key is that the light is bouncing off two surfaces, that of the oil and that of the water layer below it.
- C. The distance the two rays travel determines which wavelengths, and hence colours interfere constructively and look bright.
- D. Because light is an electromagnetic wave, the peaks and troughs of each ray then interfere either constructively,

to appear bright, or destructively, to appear dim.

6. Since the distance the rays travel changes with the angle as you look at the surface, different colours look bright from different viewing angles.
- | | |
|----------|----------|
| (a) ABCD | (b) BADC |
| (c) BDAC | (d) DCAB |

2.

1. Commercially reared chicken can be unusually aggressive, and are often kept in darkened sheds to prevent them pecking at each other.
- A. The birds spent far more of their time-up to a third-pecking at the inanimate objects in the pens, in contrast to birds in other pens which spent a lot of time attacking others.
- B. In low light conditions, they behave less belligerently, but are more prone to ophthalmic disorders and respiratory problems.
- C. In an experiment, aggressive head-pecking was all but eliminated among birds in the enriched environment.
- D. Altering the birds' environment, by adding bales of wood-shavings to their pens, can work wonders.
6. Bales could diminish aggressiveness and reduce injuries; they might even improve productivity, since a happy chicken is a productive chicken.
- | | |
|----------|----------|
| (a) DCAB | (b) CDBA |
| (c) DBAC | (d) BDCA |

3.

1. The concept of a 'nation-state' assumes a complete correspondence between the boundaries of the nation and the boundaries of those who live in a specific state.
- A. Then there are members of national collectivities who live in other countries, making a mockery of the concept.
- B. There are always people living in particular states who are not considered

to be (and often do not consider themselves to be) members of the hegemonic nation.

- C. Even worse, there are nations which never had a state or which are divided across several states.
- D. This, of course, has been subject to severe criticism and is virtually everywhere a fiction.
6. However, the fiction has been, and continues to be, at the basis of nationalist ideologies.
- | | |
|----------|----------|
| (a) DBAC | (b) ABCD |
| (c) BACD | (d) DACB |

4.

1. In the sciences, even questionable examples of research fraud are harshly punished.
- A. But no such mechanism exists in the humanities—much of what humanities researchers call research does not lead to results that are replicable by other scholars.
- B. Given the importance of interpretation in historical and literary scholarship, humanities researchers are in a position where they can explain away deliberate and even systematic distortion.
- C. Mere suspicion is enough for funding to be cut off; publicity guarantees that careers can be effectively ended.
- D. Forgeries which take the form of pastiches in which the forger intersperses fake and real parts can be defended as mere mistakes or aberrant misreading.
6. Scientists fudging data have no such defences.
- | | |
|----------|----------|
| (a) BDCA | (b) ABDC |
| (c) CABD | (d) CDBA |

5.

1. Horses and communism were, on the whole, a poor match.
- A. Fine horses bespoke the nobility the party was supposed to despise.

2.20 ■ Verbal Ability

- B. Communist leaders, when they visited villages, preferred to see cows and pigs.
 - C. Although a working horse was just about tolerable, the communists were right to be wary.
 - D. Peasants from Poland to the Hungarian Pustza preferred their horses to party dogma.
6. "A farmer's pride is his horse; his cow may be thin but his horse must be fat," went a Slovak saying.
- (a) ACDB (b) DBCA
(c) ABCD (d) DCBA

Direction for questions 6 to 10: *In each of the following sentences, parts of the sentence are left blank. Beneath each sentence, four different ways of completing the sentence are indicated. Choose the best alternative from among the four.*

6. Though one eye is kept firmly on the _____, the company now also promotes _____ contemporary art.
- (a) present, experimental
(b) future, popular
(c) present, popular
(d) market, popular
7. The law prohibits a person from felling a sandalwood tree, even if it grows on one's own land, without prior permission from the government. As poor people cannot deal with the government, this legal provision leads to a rip-roaring business for _____, who care neither for the _____, nor for the trees.
- (a) middlemen, rich
(b) the government, poor
(c) touts, rich
(d) touts, poor
8. It will take some time for many South Koreans to _____ the conflicting images of North Korea, let alone to

_____ what to make of their northern cousins.

- (a) reconcile, decide
(b) understand, clarify
(c) make out, decide
(d) reconcile, understand
9. In these bleak and depressing times of _____ prices, non-performing governments and _____ crime rates, Sourav Ganguly has given us, Indians, a lot to cheer about.
- (a) escalating, increasing
(b) spiralling, booming
(c) spiralling, soaring
(d) ascending, debilitating
10. The manners and _____ of the nouveau riche is a recurrent _____ in the literature.
- (a) style, motif
(b) morals, story
(c) wealth, theme
(d) morals, theme

Direction for questions 11 to 15: *The sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the four given choices to construct a coherent paragraph.*

11. A. If caught in the act, they were punished, not for the crime, but for allowing themselves to be caught another lash of the whip.
- B. The bellicose Spartans sacrificed all the finer things in life for military expertise.
- C. Those fortunate enough to survive babyhood were taken away from their mothers at the age of seven to undergo rigorous military training.
- D. This consisted mainly of beatings and deprivations of all kinds like going

- around barefoot in winter, and worse, starvation so that they would be forced to steal food to survive.
- E. Male children were examined at birth by the city council and those deemed too weak to become soldiers were left to die of exposure.
- (a) BECDA (b) ECADB
(c) BCDAE (d) ECDAB
12. A. This very insatiability of the photographing eye changes the terms of confinement in the cave, our world.
- B. Humankind lingers unregenerately in Plato's cave, still revelling, its age-old habit, in mere images of truth.
- C. But being educated by photographs is not like being educated by older images drawn by hand; for one thing, there are a great many more images around, claiming our attention.
- D. The inventory started in 1839 and since then just about everything has been photographed, or so it seems.
- E. In teaching us a new visual code, photographs alter and enlarge our notions of what is worth looking at and what we have a right to observe.
- (a) EABCD (b) BDEAC
(c) BCDAE (d) ECDAB
13. A. To be culturally literate is to possess the basic information needed to thrive in the modern world.
- B. Nor is it confined to one social class; quite the contrary.
- C. It is by no means confined to "culture" narrowly understood as an acquaintance with the arts.
- D. Cultural literacy constitutes the only sure avenue of opportunity for disadvantaged children, the only reliable way of combating the social determinism that now condemns them.
- E. The breadth of that information is great, extending over the major domains of human activity from sports to science.
- (a) AECBD (b) DECBA
(c) ACBED (d) DBCAE
14. A. Both parties use capital and labour in the struggle to secure property rights.
- B. The thief spends time and money in his attempt to steal (he buys wire cutters) and the legitimate property owner expends resources to prevent the theft (he buys locks).
- C. A social cost of theft is that both the thief and the potential victim use resources to gain or maintain control over property.
- D. These costs may escalate as a type of technological arms race unfolds.
- E. A bank may purchase more and more complicated and sophisticated safes, forcing safecrackers to invest further in safecracking equipment.
- (a) ABCDE (b) CABDE
(c) ACBED (d) CBEDA
15. A. The likelihood of an accident is determined by how carefully the motorist drives and how carefully the pedestrian crosses the street.
- B. An accident involving a motorist and a pedestrian is such a case.
- C. Each must decide how much care to exercise without knowing how careful the other is.
- D. The simplest strategic problem arises when two individuals interact with each other, and each must decide what to do without knowing what the other is doing.
- (a) ABCD (b) ADCB
(c) DBCA (d) DBAC

2.22 ■ Verbal Ability

Direction for questions 16 to 20: *For the word given at the top of each table match the dictionary definitions on the left (A, B, C, D) with their corresponding usage on the right (E, F, G, H). Out of the four possibilities given in the boxes below the table, select the one that has all the definitions and their usages correctly matched.*

16. Exceed

Dictionary Definition		Usage	
A	To extend outside of or enlarge beyond—used chiefly in strictly physical relations	E	The mercy of God exceeds our finite minds
B	To be greater than or superior to	F	Their accomplishments exceeded our expectation.
C	Be beyond the comprehension of	G	He exceeded his authority when he paid his brother's gambling debts with money from the trust.
D	To go beyond a limit set by (as an authority or privilege)	H	If this rain keeps up, the river will exceed its banks by morning.

1	2	3	4
A H	A H	A G	A F
B F	B E	B F	B G
C E	C F	C E	C H
D G	D G	D H	D E

17. Infer

Dictionary Definition		Usage	
A	To derive by reasoning or implication	E	We see smoke and infer fire.
B	To surmise	F	Given some utterance, a listener may infer from it all sorts of things which neither the utterance nor the utterer implied.

C	To point out	G	I waited all day to meet him. From this you can infer my zeal to see him.
D	To hint	H	She did not take part in the debate except to ask a question inferring that she was not interested in the debate.

1	2	3	4
A G	A F	A H	A E
B E	B H	B G	B F
C H	C E	C F	C G
D F	D G	D E	D H

18. Mellow

Dictionary Definition		Usage	
A	Adequately and properly aged so as to be free of harshness	E	He has mellowed with age.
B	Freed from the rashness of youth	F	The tones of the old violin were mellow.
C	Of soft and loamy consistency	G	Some wines are mellow.
D	Rich and full but free from stridency	H	Mellow soil is found in the Gangetic plains.

1	2	3	4
A E	A E	A G	A H
B G	B F	B E	B G
C F	C G	C H	C F
D H	D H	D F	D E

19. Relief

Dictionary Definition		Usage	
A	Removal or lightening of something distressing	E	A ceremony follows the relief of a sentry after the morning shift.

- B Aid in the form of necessities for the indigent
 C Diversion
 D Release from the performance of duty
- F It was a relief to take off the tight shoes.
 G The only relief I get is by playing cards.
 H Disaster relief was offered to the victims.

1	2	3	4
A E	A F	A H	A G
B H	B H	B G	B E
C E	C E	C F	C H
D G	D G	D E	D F

20. Purge

Dictionary Definition

A Removal a stigma from the name of

Usage

E The opposition was purged after the coup.

- B Make clean by removing whatever is superfluous, foreign
 C Get rid of
 D To cause evacuation of
- F The committee heard his attempt to purge himself of a charge of heresy.
 G Drugs that purge the bowels are often bad for the brain.
 H It is recommended to purge water by distillation.

1	2	3	4
A E	A F	A H	A F
B G	B E	B F	B H
C F	C H	C G	C E
D H	D G	D E	D G

Exercise 4

Direction for questions 1 to 5: *In each of the following sentences, a part of the sentence is underlined. Beneath each sentence, four different ways of phrasing the underlined part are indicated. Choose the best alternative from among the four.*

- It was us who had left before he arrived.
 (a) we who had left before time he had arrived.
 (b) us who had went before he arrived.
 (c) us who had went before had arrived.
 (d) we who had left before he arrived.
- The MP rose up to say that, in her opinion, she thought the Women's Reservation Bill should be passed on unanimously.
 (a) rose to say that she thought the Women's Reservation Bill should be passed.
 (b) rose up to say that, the Women's Reservation Bill should be passed on.

- rose to say that, in her opinion, she thought that the Women's Reservation Bill should be passed.
- rose to say that, in her opinion, the Women's Reservation Bill should be passed on.

- Mr Pillai, the president of the union and who is also a member of the community group, will be in charge of the negotiations.
 (a) since he is a member of the community group.
 (b) also being a member of the community group.
 (c) a member of the community group.
 (d) in addition, who is a member of the community group.
- Since the advent of cable television, at the beginning of this decade, the entertainment industry took a giant stride forward in our country.

2.24 ■ Verbal Ability

- (a) this decade saw the entertainment industry taking.
 - (b) this decade, the entertainment industry has taken.
 - (c) this decade, the entertainment industry had taken.
 - (d) this decade, the entertainment industry took.
5. His mother made great sacrifices to educate him, moving house on three occasions, and severing the thread on her loom's shuttle whenever Mencius neglected his lessons to make him understand the need to persevere.
- (a) severing the thread on her loom's shuttle whenever Mencius neglected his lessons to make him understand the need to persevere.
 - (b) severed the thread on her loom's shuttle whenever Mencius neglected his lessons to make him understand the need to persevere.
 - (c) severed the thread on her loom's shuttle whenever Mencius neglected his lessons to make him understand the need for persevering.
 - (d) severing the thread on her loom's shuttle whenever Mencius neglected his lessons, to make them understand the need to persevere.

Direction for questions 6 to 10: The sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the given choices to construct a coherent paragraph.

6. A. Although there are large regional variations, it is not infrequent to find a large number of people sitting here and there and doing nothing.
- B. Once in office, they receive friends and relatives who feel free to call any time without prior appointment.

- C. While working, one is struck by the slow and clumsy actions and reactions, indifferent attitudes, procedure rather than outcome orientation, and the lack of consideration for others.
- D. Even those who are employed often come late to the office and leave early unless they are forced to be punctual.
- E. Work is not intrinsically valued in India.
- F. Quite often people visit ailing friends and relatives or go out of their way to help them in their personal matters even during office hours.
- (a) ECADBF
 - (b) EADCFB
 - (c) EADBFC
 - (d) ABFCBE
7. A. But in the industrial era destroying the enemy's productive capacity means bombing the factories which are located in the cities.
- B. So in the agrarian era, if you need to destroy the enemy's productive capacity, what you want to do is burn his fields, or if you're really vicious, salt them.
- C. Now in the information era, destroying the enemy's productive capacity means destroying the information infrastructure.
- D. How do you do battle with your enemy?
- E. The idea is to destroy the enemy's productive capacity, and depending upon the economic foundation, that productive capacity is different in each case.
- F. With regard to defense, the purpose of the military is to defend the nation and be prepared to do battle with its enemy.
- (a) FDEBAC
 - (b) FCABED
 - (c) DEBACF
 - (d) DFEBCA
8. A. Michael Hofman, a poet and translator, accepts this sorry fact without approval or complaint.

- B. But thanklessness and impossibility do not daunt him.
- C. He acknowledges too—in fact he returns to the point often—that best translators of poetry always fail at some level.
- D. Hofman feels passionately about his work, and this is clear from his writings.
- E. In terms of the gap between worth and rewards, translators come somewhere near nurses and street-cleaners.
- (a) EACDB (b) ADEBC
(c) EACBD (d) DCEAB
9. A. Passivity is not, of course, universal.
- B. In areas where there are no lords or laws, or in frontier zones where all men go armed, the attitude of the peasantry many well be different.
- C. So indeed it may be on the fringe of the unsubmitive.
- D. However, for most of the soil-bound peasants the problem is not whether to be normally passive or active, but when to pass from one state to another.
- E. This depends on an assessment of the political situation.
- (a) BEDAC (b) CDABE
(c) EDBAC (d) ABCDE
10. A. The situations in which violence occurs and the nature of that violence tends to be clearly defined at least in theory, as in the proverbial Irishman's question: 'Is this a private fight or can anyone join in?'
- B. So the actual risk to outsiders, though no doubt higher than our societies, is calculable.
- C. Probably the only uncontrolled applications of force are those of social superiors to social inferiors and even here there are probably some rules.
- D. However, binding the obligation to kill, members of feuding families engaged

in mutual massacre will be genuinely appalled if by some mischance a bystander or outsider is killed.

- (a) DABC (b) ACDB
(c) CBAD (d) DBAC

Direction for question 11 to 15: *In each of the following sentences, parts of the sentence are left blank. Beneath each sentence, four different ways of completing the sentence are indicated. Choose the best alternative from among the four.*

11. But _____ are now regularly written not just for tools, but well- established practices, organizations and institutions, not all of which seem to be _____ away.
- (a) reports, withering
(b) stories, trading
(c) books, dying
(d) obituaries, fading
12. The Darwin who _____ is most remarkable for the way in which he _____ the attributes of the world class thinker and head of the household.
- (a) comes, figures
(b) arises, adds
(c) emerges, combines
(d) appeared, combines
13. Since her face was free of _____ there was no way to _____. If she appreciated what had happened.
- (a) make-up, realize
(b) expression, ascertain
(c) emotion, diagnose
(d) scars, understand
14. In this context, the _____ of the British labour movement is particularly _____.
- (a) affair, weird
(b) activity, moving
(c) experience, significant
(d) atmosphere, gloomy

2.26 ■ Verbal Ability

15. Indian intellectuals may boast, if they are so inclined, of being _____ to the most elitist among the intellectual _____ of the world.
- (a) subordinated, traditions
 - (b) heirs, cliques
 - (c) ancestors, societies
 - (d) heir, traditions

Direction for questions 16 to 20: *For each of the words below, a contextual usage is provided. Pick the word from the alternatives given that is most inappropriate in the given context.*

16. Specious: A specious argument is not simply a false one but one that has the ring of truth.
- (a) Deceitful
 - (b) Fallacious
 - (c) Credible
 - (d) Deceptive

17. Obviate: The new mass transit system may obviate the need for the use of personal cars.

- (a) Prevent (b) Forestall
- (c) Preclude (d) Bolster

18. Disuse: Some words fall into disuse as technology makes objects obsolete.

- (a) Prevalent (b) Discarded
- (c) Obliterated (d) Unfashionable

19. Parsimonious: The evidence was constructed from very parsimonious scraps of information.

- (a) Frugal (b) Penurious
- (c) Thrifty (d) Altruistic

20. Facetious: When I suggested that war is a method of controlling population, my father remarked that I was being facetious.

- (a) Jovian (b) Jovial
- (c) Jocular (d) Joking

Exercise 5

Direction for questions 1 to 5: *In each of the question below, you are expected to choose the word having opposite meaning to the word given in the question.*

1. Kudos:
- (a) congratulations (b) moron
 - (c) inveterate (d) dishonour
 - (e) apprentice
2. Invincible:
- (a) strong (b) dull
 - (c) cowardly (d) voluble
 - (e) defenseless
3. Loquacious:
- (a) talkative (b) eloquent
 - (c) tyrannical (d) civilized
 - (e) laconic
4. Parochial:
- (a) rebellious (b) fanatical
 - (c) discursive (d) peevish
 - (e) cosmopolitan

5. Ephemeral:

- (a) dying (b) lasting
- (c) mortal (d) ethereal
- (e) spiritual

Direction for questions 6 to 10: *A number of sentences are given below which, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the five given choices to construct a coherent paragraph.*

6. (a) Compared to that, the \$3 billion needed to build the facilities and relocate tens of thousands of residents to the outskirts is a trifle.
- (b) Hanover, site of the last such event in 2000, suffered a disappointing turnout.
- (c) But Shanghai sees it as comparable to Beijing's hosting of the Olympic

- Games in 2008: an event that will fix the world's attention on the city's, and the country's, achievements.
- (d) Shanghai's planners regard the World Expo as the city's greatest opportunity to show off its resurgent glory.
- (e) Skepticism may abound about the ability of World Expos to generate profits
- (a) DEBCA (b) EDBCA
(c) DCABE (d) ECDBA
(e) DEBAC
7. (a) Now the second, constitutional monarchy, is under threat from a growing republican movement.
- (b) There have been hundreds of arrests, but the rioters' wrath shows no signs of abating.
- (c) The two pillars of the modern Nepali state are in big trouble.
- (d) Parliamentary democracy, the first, is in limbo after King Gyanendra dismissed the most recent elected government 15 months ago.
- (e) For weeks now, students chanting anti-king slogans have clashed daily with the security forces in the streets of the capital, Kathmandu.
- (a) CDEBA (b) CBDEA
(c) CDAEB (d) EABCD
(e) CDABE
8. (a) These institutions face fierce competition in coming years, as a falling birth rate produces too few applicants for too many places.
- (b) Universities in Japan are used to being ranked by their academic prowess.
- (c) Now their finances are being ranked as well.
- (d) This month SLP, an international ratings agency, published its first ratings of the creditworthiness of universities.
- (e) Good ratings should help to reassure applicants that the university they choose will be able to survive.
- (a) EBACD (b) BECAD
(c) DCEAB (d) BCDAE
(e) CBDAE
9. (a) While this shift should have paved the way for global banks based in Britain, the homegrown firms weren't able to navigate the new landscape.
- (b) British banks like Barings, Kleinwort, Morgan Grenfell, Warburgs, and NatWest became involved in various pairings, and generally moved towards an American-style model in which ongoing, personal relationships with clients were less important than bidding aggressively on each new piece of business.
- (c) The change goes back to Prime Minister Margaret Thatcher's deregulation of British financial markets in 1983, known as "the Big Bang".
- (d) Despite the City of London's position as the centre of the European financial universe, nearly every independent bank in Britain is in foreign hands.
- (e) This erased the barriers between brokers, merchant banks and market makers, allowing them to merge and grow in new ways.
- (a) BACED (b) BEACD
(c) DCEBA (d) DABCE
(e) DCEAB
10. (a) After six months, true acupuncture was about 33 percent more effective than the sham treatment.
- (b) Maybe they should try acupuncture.
- (c) Millions of arthritis sufferers are still searching for pain relief.
- (d) Those who had real acupuncture had a 40 per cent decrease in pain and nearly 40 per cent improvement in functioning; the pain-education group had only slight improvement.
- (e) In a multi-centre trial, doctors found 570 people with knee osteoarthritis and gave them acupuncture, fake

2.28 ■ Verbal Ability

acupuncture or had them attend sessions where they learned to cope with pain.

- (a) EADCB (b) EDCBA
- (c) CBEDA (d) CEABD
- (e) CBEAD

Direction for questions 11 to 15: *Each sentence below contains either one or two blanks. A blank indicates that a word or brief phrase has been omitted. Select among the five choices the word or phrase for each blank that best fits the meaning of the sentence as a whole.*

11. There is a general _____ in India that our ethics are declining and that our moral standards are _____.
 - (a) feeling—normalizing
 - (b) idea—futile
 - (c) optimism—improving
 - (d) complaint—deteriorating
 - (e) outlook—escalating
12. Homo sapiens, the proud splitter of the atom, inventor of the electronic computer, _____ of the genetic code may be humbled by a lowly _____ of the sewers and soils—the microbe.
 - (a) designer—inhabitant
 - (b) discoverer—rodent
 - (c) writer—organism
 - (d) decipherer—denizen
 - (e) author—purifier
13. After centuries of obscurity, this philosopher's thesis is enjoying a surprising _____.
 - (a) dismissal
 - (b) remission
 - (c) decimation
 - (d) longevity
 - (e) renaissance
14. The threat of war, far from _____, lay heavily in the air, and the villagers, while _____ going about their normal activities, were unable to shake off the feeling of impending catastrophe.
 - (a) receding—ostensibly

- (b) diminishing—contentedly
- (c) increasing—apparently
- (d) escalating—joyfully
- (e) subsiding—feliculously

15. People from all over the world are sent by their doctors to breathe the pure, _____ air in this mountain region.
 - (a) invigorating
 - (b) soporific
 - (c) debilitating
 - (d) insalubrious
 - (e) aromatic

Direction for questions 16 and 17: *Four alternative summaries are given below each text. Choose the option that best captures the essence of the text.*

16. You seemed at first to take no notice of your school fellow, or rather to set yourself against them because they were strangers to you. They knew as little of you as you did of them; this would have been the reason for their keeping aloof from you as well, which you would have felt as a hardship. Learn never to conceive a prejudice against others because you know nothing of them. It is bad reasoning, and makes enemies of half of them. It is bad reasoning, and makes enemies of the half of world. Do not think ill of them till they behave ill to you; and then strive to avoid the faults which you see in them. This will disarm their hostility sooner than pique or resentment or complaint.
 - (a) The discomfort you felt with you 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.
 - (b) The discomfort you felt with you school fellows was because both sides knew little of each other. Avoid prejudice and negative thoughts till you

encounter bad behaviour from others, and then win them over by shunning the faults you have observed.

- (c) You encountered hardship amongst your school fellows because you did not know them of well. You should learn to not make enemies because of your prejudices irrespective of their behaviour towards you.
 - (d) You encountered hardship amongst your school fellows because you did not know them well. You should learn to not make enemies because of your prejudices unless behave badly with you.
 - (e) One's behaviour is not the true reflection of one's personality. Same is true with your school fellows.
17. The human race is spread all over the world, from the polar regions to the tropics. The people of whom it is made up eat different kinds of food, partly according to the climate in which they live, and partly according to the kind of food which their country produces. In hot climates, meat and fat are not much needed; but in the Arctic regions they seem to be very necessary for keeping up the heat of the body. Thus, in India, people live chiefly on different kinds of grains, eggs, milk, or sometimes fish and meat. In Europe, people eat more meat and less grain. In the Arctic regions, where no grains and fruits are produced, the Eskimo and other races live almost entirely on meat and fish.
- (a) Food eaten by people in different regions of the world depends on the climate and produce of the region, and varies from meat and fish in the Arctic to predominantly grains in the tropics.
 - (b) Hot climate require people to eat grains while cold regions require people to eat meat and fish.

- (c) In hot climates require people eat mainly grains while in the Arctic, they eat meat and fish because they cannot grow grains.
- (d) While people in Arctic regions like meat and fish and those in hot regions like India prefer mainly grains, they have to change what they eat depending on the local climate and the local produce.
- (e) What people eat depends upon the many factors.

Direction for questions 18 to 20: *Arrange the sentences A, B, C and D to form a logical sequence between sentences 1 and 6.*

18.

- 1. That was the day that Walter Alva made the boldest decision of his career.
- A. He had believed that somehow the situation would resolve itself.
- B. First, he apologized to his teammates for putting them in danger.
- C. He now encouraged anyone who wished to leave to do so without delay.
- D. Until recently, he explained, his fascination with the tomb had blinded him to the peril of their position.
- 6. None did
- (a) BACD (b) DBAC
- (c) BDAC (d) DCBA
- (e) ABCD

19.

- 1. During this summer, I spent blissfully long days with my friend.
- A. In the afternoons, we would retire to the cottage, and she would talk about her husband what a fine man he'd been.
- B. I discovered she made the finest shortbread (a kind of biscuit) in the universe.
- C. Once or twice she seemed about to cry and left the room quickly to make more tea.

2.30 ■ Verbal Ability

D. We could explore Bear Wood, munching happily and discussing the books she had lent me.

6. But she always came back smiling.

- (a) BCAD (b) ADCB
- (c) ACBD (d) BDAC
- (e) ABCD

20.

1. The chainsaw howled as I finished cutting through the branch.
- A. The branch crashed to the ground, taking my spectacles with it.
- B. I almost dropped the saw as I shielded my face from the twigs that brushed by.
- C. Howard retrieved my glasses and handed them up to me.
- D. I pulled the saw away, and my husband tugged against the other end of the rope that I had tied just above the cut.
6. Are you okay? He asked.
- (a) BCAD (b) DBAC
- (c) DCAB (d) BDAC
- (e) ABCD

Direction for questions 21 to 25: 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.

21. _____, 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

22. 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.
23. _____ 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 emphasized
24. 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.
25. 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 produce
 - (d) appear to have been similarly produced

..... Answer Keys

Exercise 1

1. (c)	2. (b)	3. (a)	4. (a)	5. (a)	6. (d)	7. (b)	8. (c)
9. (d)	10. (c)	11. (c)	12. (b)	13. (b)	14. (a)	15. (c)	16. (a)
17. (c)	18. (d)	19. (d)	20. (a)	21. (a)	22. (c)	23. (b)	24. (b)
25. (c)	26. (a)	27. (d)	28. (a)	29. (b)	30. (b)		

Exercise 2

1. (c)	2. (b)	3. (d)	4. (c)	5. (d)	6. (b)	7. (d)	8. (b)
9. (b)	10. (c)	11. (d)	12. (a)	13. (c)	14. (c)	15. (a)	16. (a)
17. (c)	18. (b)	19. (a)	20. (b)	21. (d)	22. (a)	23. (b)	24. (b)
25. (a)	26. (a)	27. (b)	28. (a)	29. (a)	30. (b)	31. (a)	32. (b)
33. (b)	34. (b)	35. (c)	36. (d)	37. (a)	38. (b)	39. (c)	40. (d)
41. (b)	42. (c)	43. (b)	44. (c)	45. (b)	46. (b)	47. (b)	48. (b)
49. (a)	50. (b)						

Exercise 3

1. (b)	2. (d)	3. (c)	4. (a)	5. (c)	6. (b)	7. (d)	8. (a)
9. (c)	10. (d)	11. (a)	12. (c)	13. (a)	14. (b)	15. (d)	16. (a)
17. (d)	18. (c)	19. (b)	20. (d)				

Exercise 4

1. (d)	2. (a)	3. (c)	4. (b)	5. (a)	6. (c)	7. (a)	8. (c)
9. (d)	10. (a)	11. (d)	12. (c)	13. (b)	14. (c)	15. (d)	16. (c)
17. (d)	18. (a)	19. (d)	20. (a)				

Exercise 5

1. (d)	2. (e)	3. (e)	4. (e)	5. (b)	6. (a)	7. (c)	8. (d)
9. (c)	10. (e)	11. (d)	12. (d)	13. (e)	14. (a)	15. (a)	16. (b)
17. (a)	18. (c)	19. (d)	20. (b)	21. (c)	22. (d)	23. (a)	24. (d)
25. (a)							

..... Selective Hints

Exercise 5

1. Kudos means honour, so dishonor is the right word.
2. Invincible means one who can't be defeated, so defenseless.
3. Loquacious means talkative, so laconic.
4. Parochial means narrow-minded, so cosmopolitan, a broadminded person.
5. Ephemeral means short lived, so lasting.
6. B tells us the reason why "scepticism may abound". Hence EB is a sequence. However, CA again vindicates the need to spend on the World Expo.
7. Which are "the two pillars of the modern Nepali state" referred to in C? The first is "parliamentary democracy" mentioned in D and the second is "constitutional monarchy" mentioned in A. Thus we get CDA as a sequence. The last two sentences EB elaborate the "growing republican movement" further.
8. Note the phrase "are ... being ranked" in B and C. Obviously, BC is a sequence. And then DAE talks about their rating on the basis of creditworthiness—an obvious reference to "finances" in C.
9. Note the phrase "the change in C". Now this is a reference either to B or to D. So we should get BC or DC. Thus 1 and 2 are ruled out. A similar phrase is "this shift" in A. So we should get BA or DA. That still leaves us with 3 and 4. Now, if you read the sentences in both the orders, you find 3 is better than 4 because B is an explanation of E— "to merge and grow in new ways."
10. Two sequences are clearly established: CB and EAD. Now, which of these should we place first? CB, because the sentence B introduces us to "acupuncture", the details of which are talked about in EAD. Hence we get CBEAD.
11. 'and' usually joins things of similar meaning or weight. This suggests that since ethics are declining, moral standards are also declining (deteriorating). Almost any word except 'optimism' would have fit the first blank.
(futile = useless, ineffective; escalating = increasing)
12. The first blank requires something that conveys what man has done to the genetic code—the only two suitable words are 'discoverer' or 'decipherer'. But since a microbe is not a rodent, we can eliminate that pair.
(rodent = animal like a rat or mouse; decipherer = someone who decodes; denizen = inhabitant)
13. The sentence tells us that the thesis has been in obscurity (forgotten or neglected) but now it is being revived. We can say it is undergoing a renaissance (revival).
(remission = temporary cessation of a disease; decimation = destruction; longevity = length of life)
14. 'Far from' indicates that an opposite point is being made. So, since there is a feeling of impending catastrophe the threat of war is far from getting less. This indicates that 'receding', diminishing', or 'subsiding' might be suitable. We can eliminate these last two since their partner

words ‘contentedly’ and ‘felicitously’ are inappropriate for a feeling of danger. So the villagers are only apparently (ostensibly) behaving normally.

(escalating = increasing; felicitously = happily, suitably)

15. Since the air is described as ‘pure’ we need a positive word. Also, since doctors

recommend it, the air must be good for health. Therefore, we choose invigorating which means energizing.

(soporific = sleep-inducing; debilitating = weakening; insalubrious = unhealthy; aromatic = pleasant-smelling)

This page is intentionally left blank

3

Antonyms

Questions from Antonyms are a regular feature in IIM Indore IPM AT and other Under Graduate level examinations. The antonyms are tools to test the vocabulary of a candidate, and they can be a great value addition to the score as they are big time savers.

In these questions, student will be expected to choose a word or phrase that is most nearly opposite in meaning to the word. As some of the questions require you to distinguish fine shades of meaning, one has to be sure that all the choices have been considered before marking the answer.

Ideally, the best way to improve antonyms is to improve the vocabulary. But there are certain techniques to ace these words.

You will find three types of words in the question paper. The words you know, the words you sort of know, and the words you have never seen. The words that are totally unfamiliar should not be touched to avoid negative marking.

For the words, you are comfortable with; do not look at the options in the first go.

Try to think of an opposite meaning word in simple English. Look at the options and eliminate those, which do not match your shadow word.

If you are not very clear about the meaning of the word:

- Try to find the context in which the word is generally used like mitigating circumstances and abject poverty. You may also make a short sentence using the word.
- Try to find some prefix, suffix or word root.

to guess whether the word is positive or negative in shade. If the word is positive, all the positive and neutral and related options can be eliminated and vice versa.

CENSURE

- (a) Extol
- (b) Impartial
- (c) Slander
- (d) Castigate
- (e) Admonish

The options (c), (d), and (e) can be eliminated straight away as they are also negative like censure which means to criticize. Impartial means unbiased is a neutral word, so it can also be eliminated. Therefore, we are left with extol (to praise), which is the right answer.

- Consider the secondary meanings of the words like pedestrian, august, cataract etc.

PEDESTRIAN

- (a) Ordinary
- (b) Static
- (c) Jeune
- (d) Motor Car
- (e) Imaginative

The answer is (e) Imaginative, as the secondary meaning of pedestrian is unimaginative.

- Look at the answer choices to determine the part of speech of the question word.

3.2 ■ Verbal Ability

POLISH

- (a) Ruthless
- (b) Honesty
- (c) Indolent
- (d) Gaucheness
- (e) Complexity

Here, polish has nothing to do with rubbing and shining. The noun POLISH means refinement and culture, so the opposite is gaucheness or awkwardness.

- You can also eliminate the choices that don't have opposites like chair, flower, philosophy, priority, birthright, etc. You can also eliminate the answer choices that are synonyms of each other as no question can have two answers.
- Looks can be deceptive, so beware! Some of the simple looking words can be really

tricky and insidious. They are the land mines laid by the examiners. The word simplistic does not mean simple, and the word redoubtable has least to do with doubting again.

REDOUBTABLE

- (a) Decisive
- (b) Resolved
- (c) Awesome
- (d) Formidable
- (e) Minnow

Redoubtable means generating respect and fear or formidable, so its opposite is minnow, which means a small and unimportant person or company, so (e) is the answer.

.....Practice Exercises.....

Exercise 1

1. Fickle

- (a) aggressive
- (b) persistent
- (c) miraculous
- (d) hard working
- (e) timid

2. Tranquil

- (a) serene
- (b) disturbed
- (c) cowardly
- (d) beautiful
- (e) sumptuous

3. Gloomy

- (a) disgusting
- (b) comical
- (c) versatile
- (d) spirited
- (e) dark

4. Cacophonous

- (a) loud
- (b) melodious
- (c) raucous
- (d) harsh
- (e) loud

5. Zenith

- (a) crest
- (b) pinnacle

- (c) interior
- (e) acme

- (d) nadir

6. Advance

- (a) retreat
- (b) goad
- (c) plod
- (d) defeat
- (e) cash

7. Coy

- (a) shy
- (b) reserved
- (c) optimistic
- (d) brazen
- (e) comely

8. Dearth

- (a) terror
- (b) abundance
- (c) paucity
- (d) levity
- (e) life

9. Alleviate

- (a) motivate
- (b) pep up
- (c) aggravate
- (d) malign
- (e) godly

Exercise 2

- | | | | | |
|----------------|-------------------|-----------------|------------------|-------------------|
| 1. Ratify | (a) abrogate | (b) pass | (c) animus | (d) pathos |
| | (c) rat race | (d) competition | (e) loathsome | |
| 2. Fruitful | (a) productive | (b) abortive | 11. Meagre | (b) ample |
| | (c) messy | (d) dingy | (a) insufficient | (d) extraneous |
| | (e) prolific | | (c) marginal | |
| 3. Amplify | (a) rake | (b) abbreviate | (e) scanty | |
| | (c) assail | (d) mark | 12. Analysis | (b) criticize |
| | (e) magnify | | (a) dissection | (d) synthesis |
| 4. Abstract | (a) confused | (b) perplexed | (c) projection | |
| | (c) concrete | (d) open | (e) dialysis | |
| | (e) derive | | 13. Condemn | (b) censure |
| 5. Clumsy | (a) adroit | (b) messy | (a) penalize | (d) approve |
| | (c) convoluted | (d) boorish | (c) punish | |
| | (e) gauche | | (e) castigate | |
| 6. Ally | (a) adversary | (b) partner | 14. Apposite | (b) ruddy |
| | (c) fence-sitter | (d) almighty | (a) opposite | (d) inappropriate |
| | (e) partner | | (c) truthful | |
| 7. Oblivious | (a) apparent | (b) unperturbed | (e) apt | |
| | (c) nonchalant | (d) alert | 15. Inflexible | (b) caustic |
| | (e) absent minded | | (a) rigid | (d) acrid |
| 8. Affirmative | (a) obliging | (b) uncivilized | (c) amenable | |
| | (c) platonic | (d) negative | (e) infirm | |
| | (e) approving | | 16. Disparage | (b) slander |
| 9. Ambiguous | (a) unequivocal | (b) perplexing | (a) indict | (d) honour |
| | (c) befuddled | (d) murky | (c) appreciate | |
| | (e) uncertain | | (e) downsize | |
| 10. Abhorrence | (a) disgust | (b) admiration | 17. Impede | (b) recede |
| | | | (a) tolerate | (d) bother |
| | | | (c) assist | |
| | | | (e) cripple | |
| | | | 18. Dissent | (b) debacle |
| | | | (a) fall | (d) antagonism |
| | | | (c) approval | |
| | | | (e) ascent | |
| | | | 19. Reasoned | (b) arbitrary |
| | | | (a) logical | (d) confused |
| | | | (c) nurtured | |
| | | | (e) objective | |

- | | | | | |
|-------------------------|-------------------|-------------------|------------------------|-----------------|
| 20. Fetid | (a) rotten | (b) aromatic | (c) stylish | (d) artistic |
| | (c) gibberish | (d) bucolic | (e) lucky | |
| | (e) fowl smelling | | | |
| 21. Ardent | (a) zealous | (b) fanatical | 26. Overbearing | (b) dictatorial |
| | (c) apathetic | (d) bullish | (a) servile | (d) irate |
| | (e) spirited | | (c) haughty | |
| | | | (e) arrogant | |
| 22. Contentious | (a) irascible | (b) placatory | 27. Lucid | (b) pellucid |
| | (c) jaundiced | (d) myopic | (a) diurnal | (d) obscure |
| | (e) irritable | | (c) indifferent | |
| | | | (e) transparent | |
| 23. Buoyant | (a) lively | (b) disinterested | 28. Puerile | (b) uncivilized |
| | (c) affable | (d) morose | (a) obliging | (d) mature |
| | (e) relaxed | | (c) platonic | |
| | | | (e) credulous | |
| 24. Coalesce | (a) converge | (b) assimilate | 29. Pulchritude | (b) fitness |
| | (c) disperse | (d) moderate | (a) ugliness | (d) robustness |
| | (e) assemble | | (c) daintiness | |
| | | | (e) charm | |
| 25. Antediluvian | (a) modern | (b) antiquated | 30. Eschew | (b) embrace |
| | | | (a) taunt | (d) castigate |
| | | | (c) possess | |
| | | | (e) abstain | |

Exercise 3

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

3.6 ■ Verbal Ability

- | | |
|--|-------------------------------|
| 8. Voluble
(a) tender
(c) fragile
(e) garrulous | (b) capacious
(d) taciturn |
| 9. Fission
(a) splitting
(c) spinning
(e) nuclear | (b) joining
(d) discursive |
| 10. Paucity
(a) intricacy
(c) suffering
(e) scarcity | (b) glut
(d) fastidious |
| 11. Platitude
(a) genuine
(c) boring
(e) abundance | (b) unoriginal
(d) jejune |
| 12. Sober
(a) egalitarian
(c) morose
(e) smart | (b) gory
(d) inebriated |
| 13. Invigorate
(a) debilitate
(c) revel
(e) animate | (b) enliven
(d) carouse |
| 14. Insalubrious
(a) pale
(c) morbid
(e) diseased | (b) sickly
(d) wholesome |
| 15. Spiritual
(a) stellar
(c) carnal
(e) humane | (b) apocryphal
(d) vernal |
| 16. Diaphanous
(a) flimsy
(c) opaque
(e) lamenting | (b) thin
(d) angry |
| 17. Facetious
(a) comical
(c) satirical
(e) ardent | (b) grave
(d) ironical |
| 18. Perfidy
(a) felony
(c) mockery
(e) agnosticism | (b) loyalty
(d) antagonism |
| 19. Fatuous
(a) silly
(c) sensible
(e) impressive | (b) inane
(d) perplexed |
| 20. Heretical
(a) heroic
(c) villainous
(e) rebellious | (b) orthodox
(d) climactic |
| 21. Gregarious
(a) unsociable
(c) motivating
(e) enlightened | (b) sociable
(d) ecstatic |
| 22. Furtive
(a) clandestine
(c) expatriate
(e) hidden | (b) fugitive
(d) open |
| 23. Fleeting
(a) vanishing
(c) affable
(e) mesmerizing | (b) passing
(d) permanent |
| 24. Flowery
(a) decorated
(c) heavenly
(e) unadorned | (b) magical
(d) fragrant |
| 25. Fecund
(a) sterile
(c) amateur
(e) damsel | (b) poor
(d) debacle |

Exercise 4

1. Imperious
 - (a) docile
 - (b) unimportant
 - (c) pacific
 - (d) sloppy
 - (e) puerile
2. Illustrious
 - (a) nasty
 - (b) hazy
 - (c) respectful
 - (d) rich
 - (e) undistinguished
3. Immaculate
 - (a) contaminated
 - (b) charge
 - (c) incarcerate
 - (d) virgin
 - (e) germinal
4. Inculpate
 - (a) exonerate
 - (b) arraign
 - (c) incarcerate
 - (d) indict
 - (e) debase
5. Impudent
 - (a) saucy
 - (b) respectful
 - (c) irreverent
 - (d) onerous
 - (e) crazy
6. Invective
 - (a) humour
 - (b) praise
 - (c) honour
 - (d) grace
 - (e) divine
7. Indigent
 - (a) crooked
 - (b) reserved
 - (c) wealthy
 - (d) saintly
 - (e) occidental
8. Imperturbable
 - (a) stoic
 - (b) calm
 - (c) peaceful
 - (d) tranquil
 - (e) excitable
9. Impeach
 - (a) allege
 - (b) extradite
 - (c) invoke
 - (d) slander
 - (e) vindicate
10. Imminent
 - (a) likely
 - (b) probable
 - (c) possible
 - (d) remote
 - (e) inevitable
11. Guileful
 - (a) ingenuous
 - (b) spiteful
 - (c) malicious
 - (d) insidious
 - (e) vague
12. Intelligible
 - (a) perceptive
 - (b) insightful
 - (c) insipid
 - (d) sagacious
 - (e) incomprehensible
13. Languid
 - (a) energetic
 - (b) jaded
 - (c) jocular
 - (d) delighted
 - (e) lachrymose
14. Innocuous
 - (a) genetic
 - (b) genuine
 - (c) cursing
 - (d) malicious
 - (e) harmful
15. Indigenous
 - (a) crafty
 - (b) foreign
 - (c) crafty
 - (d) wicked
 - (e) awkward
16. Jocular
 - (a) comical
 - (b) insular
 - (c) solemn
 - (d) dull
 - (e) prosaic
17. Jaunty
 - (a) lively
 - (b) sporty
 - (c) comatose
 - (d) sedate
 - (e) moribund
18. Intransigent
 - (a) rigid
 - (b) squalid
 - (c) flexible
 - (d) filthy
 - (e) prim

3.8 ■ Verbal Ability

- | | |
|---|----------------------------------|
| 19. Jaundiced
(a) optimistic
(c) vulnerable
(e) meek | (b) diseased
(d) strong |
| 20. Malignant
(a) pernicious
(c) rigid
(e) impervious | (b) benign
(d) roomy |
| 21. Nullify
(a) eradicate
(c) expedite
(e) motivate | (b) ratify
(d) activate |
| 22. Lax
(a) lenient
(c) rigorous
(e) refractory | (b) easy
(d) intractable |
| 23. Macrocosm
(a) equable
(c) balanced
(e) behemoth | (b) equitable
(d) microcosm |
| 24. Munificent
(a) generous
(c) stingy
(e) prudent | (b) lavish
(d) provident |
| 25. Benevolent
(a) cheerful
(c) malevolent
(e) bad tempered | (b) optimistic
(d) edgy |
| 26. Piquant
(a) tangy
(c) risqué
(e) vulgar | (b) racy
(d) bland |
| 27. Perseverance
(a) patience
(c) harmony
(e) love | (b) joy
(d) inconstancy |
| 28. Unobstrusive
(a) arcane
(c) noticeable
(e) amorphous | (b) morose
(d) amoral |
| 29. Aggravate
(a) worsen
(c) imperil
(e) coach | (b) mitigate
(d) redeem |
| 30. Naive
(a) tyro
(c) beginner
(e) inveterate | (b) sophisticated
(d) veteran |

Exercise 5

- | | |
|---|----------------------------------|
| 1. Taciturn
(a) Acrimony
(c) Garrulous | (b) Detest
(d) Assiduous |
| 2. Cumbersome
(a) Heavy
(c) Convenient | (b) Smooth
(d) Automatic |
| 3. Amass
(a) Trivial
(c) Disperse | (b) Convince
(d) Miser |
| 4. Audacity
(a) Haughtiness
(c) Temerity | (b) Cowardice
(d) Cinch |
| 5. Indolence
(a) Alacrity
(c) Sluggishness | (b) Etiquette
(d) Dastard |
| 6. Allay
(a) Clumsy
(c) Garrulous | (b) Aggravate
(d) Aloofness. |
| 7. Judicious
(a) Prudent
(c) Irrational | (b) Thoughtful
(d) Onerous. |
| 8. Novice
(a) Commendable
(c) Tyro | (b) Debutant
(d) Experienced. |

9. Commotion
(a) Courage (b) Ambiguous
(c) Turmoil (d) Tranquillity
10. Impromptu
(a) Banish (b) Rehearsed
(c) Fanciful (d) Vast
11. Benign
(a) Frugal (b) Stingy
(c) Candid (d) Malevolent
12. Mundane
(a) Inevitable (b) Repetitive
(c) Incredulous (d) Coy
13. Pernicious
(a) Perplexed (b) Permanent
(c) Beneficial (d) Bellicose.
14. Ravage
(a) Ruin (b) Reverence
(c) Vouch (d) Restore
15. Nonchalant
(a) Indifferent (b) Etiquette
(c) Heedless (d) Attentive
16. Wan
(a) Colourful (b) Prowess
(c) Pale (d) Resolute
17. Vouch
(a) Endorse (b) Repudiate
(c) Vanity (d) Murky
18. Wilful
(a) Obstinate (b) Inexorable
(c) Encourage (d) Amenable
19. Bleak
(a) Haughtiness (b) Dismal
(c) Balmy (d) Applaud
20. Expedite
(a) Defer (b) Counsel
(c) Delay (d) Cease
21. Blithesome
(a) Graceful (b) Sullen
(c) Adventurous (d) Mammoth
22. Modicum
(a) Surfeit (b) Adulation
(c) Decent (d) Modern
23. Puerile
(a) Impure (b) Matured
(c) Scorn (d) Approve
24. Curtail
(a) Detail
(b) Abridge
(c) Procrastination
(d) Enlarge
25. Naive
(a) Forgiveness (b) Sophisticated
(c) Submission (d) Stirrup

..... Answer Keys

Exercise 1

1. (b)	2. (b)	3. (a)	4. (d)	5. (d)	6. (a)	7. (d)	8. (b)
9. (c)	10. (c)	11. (b)	12. (b)	13. (b)	14. (d)	15. (b)	16. (c)
17. (c)	18. (c)	19. (a)	20. (d)	21. (b)	22. (a)	23. (c)	24. (b)
25. (a)	26. (d)	27. (c)	28. (b)	29. (a)	30. (c)		

3.10 ■ Verbal Ability

Exercise 2

1. (a)	2. (b)	3. (b)	4. (c)	5. (a)	6. (a)	7. (d)	8. (d)
9. (a)	10. (b)	11. (b)	12. (d)	13. (d)	14. (d)	15. (c)	16. (c)
17. (c)	18. (c)	19. (b)	20. (b)	21. (c)	22. (b)	23. (d)	24. (c)
25. (a)	26. (a)	27. (d)	28. (d)	29. (a)	30. (b)		

Exercise 3

1. (c)	2. (d)	3. (d)	4. (d)	5. (c)	6. (c)	7. (b)	8. (d)
9. (b)	10. (b)	11. (b)	12. (d)	13. (a)	14. (d)	15. (c)	16. (c)
17. (b)	18. (b)	19. (c)	20. (b)	21. (a)	22. (d)	23. (d)	24. (e)
25. (a)							

Exercise 4

1. (b)	2. (e)	3. (a)	4. (d)	5. (b)	6. (c)	7. (c)	8. (e)
9. (e)	10. (d)	11. (a)	12. (e)	13. (e)	14. (e)	15. (b)	16. (c)
17. (d)	18. (c)	19. (a)	20. (b)	21. (b)	22. (c)	23. (d)	24. (c)
25. (c)	26. (d)	27. (d)	28. (c)	29. (b)	30. (b)		

Exercise 5

1. (c)	2. (b)	3. (c)	4. (b)	5. (a)	6. (b)	7. (c)	8. (d)
9. (d)	10. (b)	11. (d)	12. (b)	13. (c)	14. (d)	15. (d)	16. (a)
17. (b)	18. (d)	19. (c)	20. (c)	21. (b)	22. (a)	23. (b)	24. (d)
25. (b)							

..... Selective Hints

Exercise 1

1. Fickle means changing unpredictably and persistent means consistent, which does not change.

2. Tranquil means peaceful, so its antonym will be disturbed.
3. Gloomy means sad and depressed, spirited means lively.

4. Cacophonous means harsh and unpleasant.

5. Zenith is the topmost point, and nadir is the lowest point.
6. Advance means to move ahead and retreat means to withdraw.
7. Coy means shy, brazen means rude and shameless.
8. Dearth means scarcity, so abundance is the opposite.
9. Alleviate means to make the things more bearable, aggravate means to worsen.
10. Callous means insensitive, so sensitive is the antonym.
11. Oriental means pertaining to East so occidental, which means pertaining to West.
12. Nascent means new so senescent means old is the opposite.
13. Brood means to sulk, opposite can be exult, to praise highly.
14. Blasphemy means insulting God or religion, so respect is the opposite.
15. Shelter means to protect, so imperil i.e., to risk or endanger oneself is the answer.
16. Condescend means to belittle, so laud which means to praise is the opposite.
17. shallow profound means deep, so shallow.
18. Archetype means original, so duplicate.
19. Frugal means economical, so wasteful.
20. Repugnant means deserving hate, so agreeable.
21. Scramble means to jumble or mix randomly, so decipher, which means to crack a code.
22. Elite, belonging to the upper class, so plebeian, pertaining to the masses.
23. Ostensible means apparent, so hidden.
24. Modest means unassuming, so haughty means arrogant.
25. Irrevocable means something which can't be undone, so alterable.
26. Ludicrous means humorous, so grave.
27. Congenital means acquired by birth, so acquired.
28. Hilarious means comical, so morose means sorrowful or depressive.
29. Impecunious means poor, so affluent.
30. Absolve, means to free from charges or blame, so accuse is the opposite.

Exercise 2

1. Ratify means to pass a law, so abrogate i.e., to cancel a law.
2. Fruitful means successful, so abortive which means unsuccessful.
3. Amplify means increase, so abbreviate.
4. Abstract means hazy and intangible, so concrete.
5. Clumsy means awkward, so adroit which means skilled.
6. Ally means a friend and supporter, so adversary.
7. Oblivious means unaware, so alert.
8. Affirmative means positive.
9. Ambiguous means unclear, so unequivocal which means definite is the antonym.
10. Abhorrence means hatred, so admiration.
11. Meager means less.

3.12 ■ Verbal Ability

12. Synthesis is the opposite of analysis.
13. Condemn means to criticize, so approve.
14. Apposite means appropriate, so inappropriate.
15. Inflexible is the opposite of amenable which means flexible.
16. Disparage means to belittle, so opposite is appreciate.
17. Impede means to hinder, so opposite is assist.
18. Dissent means disagreement, so opposite is approval.
19. Arbitrary means not clear.
20. Fetid means rotten, so opposite is aromatic.
21. Ardent means very interested, so opposite means apathetic or insensitive.
22. Contentious means argumentative or quarrelsome, so opposite is placatory.
23. Buoyant means lively or spirited, so opposite is morose.
24. Coalesce means to join, so disperse.
25. Antediluvian means very old, so modern.
26. Overbearing means haughty, so servile.
27. Lucid means easy to understand, so obscure.
28. Puerile means childish, so mature.
29. Pulchritude means beauty, so ugliness.
30. Eschew means to avoid, so embrace.

Exercise 3

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

- | | |
|--|---|
| <p>22. Furtive means secretive, so open.</p> <p>23. Fleeting means passing and disappearing, so permanent.</p> | <p>24. Flowery means decorated so unadorned, so unadorned.</p> <p>25. Fecund means fertile, so sterile.</p> |
|--|---|

Exercise 4

- | | |
|--|---|
| <p>1. Imperious means authoritative, so docile.</p> <p>2. Undistinguished.</p> <p>3. Immaculate means pure, so contaminated.</p> <p>4. Inculcate means to blame, so indict.</p> <p>5. Impudent means showing casual disrespect, so respectful.</p> <p>6. Invective means abuse or verbal insult, so praise.</p> <p>7. Indigent means poor, so wealthy.</p> <p>8. Imperturbable means one who can't be disturbed.</p> <p>9. Impeach means to charge a public official, so vindicate.</p> <p>10. Imminent means likely to happen, so remote.</p> <p>11. Guileful means deceptive, so ingenuous.</p> <p>12. Intelligible means perceptible.</p> <p>13. Languid means tired, so energetic.</p> <p>14. Innocuous means harmless.</p> <p>15. Indigenous means native of, so foreign.</p> | <p>16. Jocular means comical, so solemn, serious.</p> <p>17. Jaunty means lively and cheerful, so sedate.</p> <p>18. Intransigent means stubborn, so flexible.</p> <p>19. Jaundiced means prejudiced, so optimistic.</p> <p>20. Benign is the opposite of malignant.</p> <p>21. Nullify means to cancel a law, so ratify.</p> <p>22. Lax means not strict.</p> <p>23. Microcosm.</p> <p>24. Munificent means generous, so stingy.</p> <p>25. Benevolent means kind and generous, so malevolent.</p> <p>26. Piquant means sharp and biting, so bland.</p> <p>27. Perseverance means consistent.</p> <p>28. Unobtrusive means something which is not very clear or distinct.</p> <p>29. Aggravate means to worsen, so mitigate, means to make bearable.</p> <p>30. Naïve means unworldly, so sophisticated.</p> |
|--|---|

Exercise 5

- | | |
|---|--|
| <p>1. Taciturn means silent, one who does not talk much. Garrulous means tiresomely talkative.</p> <p>2. Cumbersome means burdensome or hindering, so the answer is convenient.</p> | <p>3. Amass means to gather or to collect into a mass, so the answer is disperse which means to scatter in different directions.</p> <p>4. Audacity means insolent, boldness, so cowardice is the antonym which means lack of courage.</p> |
|---|--|

3.14 ■ Verbal Ability

5. Indolence means habitual laziness and alacrity which means eagerness and liveliness so the answer is alacrity.
6. Allay means to calm, aggravate means to worsen.
7. Judicious means having or done with good judgement so the answer is irrational which means without sense.
8. Novice means a beginner, so the opposite is experienced.
9. Commotion means a state of turbulent motion, disturbance, etc., so the opposite is tranquillity which means absence of disturbance, peacefulness.
10. Impromptu means without rehearsal so the answer is rehearsed.
11. Benign means kind, gentle and malevolent means having an evil or harmful influence.
12. Mundane means repetitive and boring so the opposite is repetitive.
13. Pernicious means causing harm in a subtle way, so the antonym is beneficial.
14. Ravage means to devastate or destroy something so the opposite is restore.
15. Nonchalant means indifferent, unconcerned, heedless, so the opposite is attentive.
16. Wan means pale, dim so the antonym is colourful.
17. Vouch means to take responsibility for, so the answer is repudiate which means to refuse to have anything to do with.
18. Wilful means stubborn and determined, so the answer is amenable which means willing to agree with.
19. Bleak means unhappy, gloomy, dismay so the answer is balmy which means pleasant.
20. Explanation: Expedite means to perform fast and efficiently, so the answer is delay.
21. Blithesome means happy, carefree so the answer is sullen which is gloomy, dismal.
22. Modicum means small, modest or trifling amount so the answer is surfeit which means excessive amount of something.
23. Puerile means childish, silly so the antonym is matured.
24. Curtail means to shorten or to abridge so the answer is enlarge.
25. Naive means unsophisticated so the answer is sophisticated.

4

Synonyms

The questions from Synonyms is a regular feature which is frequently asked in IIM Indore IPM AT and other vital Under Graduate level examinations.

In this section, the students will be asked to choose the appropriate word or phrase (given in options) that clearly suits the exact meaning of the given word. Some of the given questions will test your capability in differentiating the fine shades of meaning, so one has to be sure that all the given choices are considered before marking the right answer.

You will find three types of words in the question paper. The words you know, the words you may know or may not know and the words you have never come across. Ideally, the words that are totally unfamiliar should not be touched to avoid negative marking.

Go through the practice exercises given below to practice upon Synonyms.

The best way to learn vocabulary efficiently is to read a lot of new words; write it down and use those words. The exercises given below tend to break this limitation and enhance the understanding of vocabulary usage.

..... Practice Exercises

Exercise 1

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

1. Amply
 - (a) sufficiently
 - (b) to dress
 - (c) prior
 - (d) a brief account of some interesting event or incident
2. Comport
 - (a) abnormal; straying from the normal or usual path
 - (b) fitting in

- (c) too dirty or discoloured
 - (d) with no shape; unorganized
3. Abjure
 - (a) hard coal
 - (b) to recant, renounce, repudiate under oath
 - (c) a book whose leaves are so made to form paper frames for holding photographs
 - (d) one who or that which accompanies
4. Hostility; opposition
 - (a) cacophonous
 - (b) comeliness
 - (c) bombastic
 - (d) antagonism

4.2 ■ Verbal Ability

- 5. Alley**
(a) quantity or extent of land, especially of cultivated land
(b) a narrow street, garden path, walk, or the like
(c) largeness
(d) to represent beforehand in outline or by emblem
- 6. Wrong; awry**
(a) contentious
(b) collusion
(c) amiss
(d) conglomeration
- 7. Anglophobia**
(a) hatred or dread of England or of what is English
(b) having the right or privilege of entry
(c) to make shorter in words, keeping the essential features, leaving out minor particles
(d) sourness, with bitterness and astringency
- 8. Touching; or adjoining and close, but not touching**
(a) Contiguous (b) abase
(c) antagonism (d) apposite
- 9. Advent**
(a) cheerful willingness
(b) the coming or arrival, as of any important change, event, state, or personage
(c) a portable free-reed musical instrument
(d) the act or state of lying concealed for the purpose of surprising or attacking the enemy
- 10. Trite; without freshness or originality**
(a) baroque (b) boor
(c) chimera (d) banal
- 11. Alter**
(a) flood
(b) one chosen to act in place of another, in case of the absence or incapacity of that other
(c) to make change in
(d) the act of cutting off, as in a surgical operation
- 12. Analogy**
(a) unnecessary activity or ceremony
(b) induction or elevation, as to dignity, office, or government
(c) reasoning in which from certain and known relations or resemblance, others are formed
(d) that which is near or bordering upon
- 13. Corroborate**
(a) to confirm the validity
(b) tasting sour; harsh in language or temper
(c) unselfish devotion to the welfare of others
(d) controversy; dispute
- 14. Augment**
(a) one who is skeptical of the existence of know ability of a god or any ultimate reality
(b) urge; plead for
(c) increase
(d) pertaining to soil deposits left by running water
- 15. To become a semisolid, soft mass; to clot**
(a) coagulate (b) advocate
(c) copious (d) abysmal
- 16. Amazement or terror that causes confusion**
(a) conjure (b) appease
(c) analogy (d) consternation
- 17. To determine the quality of a substance**
(a) consequential (b) cacophonous
(c) assay (d) agrarian
- 18. A fortified place or strong defense**
(a) adamant (b) astringent
(c) bungler (d) bastion
- 19. To go away hastily or secretly; to hide**
(a) abaft (b) abscond
(c) clemency (d) aseptic

20. Airy

- (a) slight sickness
- (b) delicate, ethereal

(c) to hate violently

- (d) anything gained, or made one's own, usually by effort or labour

Exercise 2

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

1. Eager readiness or speed

- (a) cloying
- (b) bode
- (c) alacrity
- (d) arbiter

2. Acknowledgment

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

3. Of the land

- (a) complacent
- (b) approbatory
- (c) beholden
- (d) agrarian

4. Anachronism

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

5. Being too long, as in a description or expression; a roundabout, indirect, or ungainly way of expressing something.

- (a) abysmal
- (b) circumlocutory
- (c) complacent
- (d) awry

6. Acquit

- (a) able to move or act quickly, physically, or mentally
- (b) to free or clear, as from accusation

- (c) the art or practice of flying aircraft
- (d) portion

7. To come down from one's position or dignity

- (a) adage
- (b) condescend
- (c) cajole
- (d) abandon

8. Aide-de-camp

- (a) a white or delicately tinted fine-grained gypsum
- (b) profound devotion
- (c) an officer who receives and transmits the orders of the general
- (d) good-bye; farewell

9. To move towards one point (opposite: diverge)

- (a) askance
- (b) converge
- (c) analogy
- (d) asperity

10. Annuity

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

11. Accede

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

12. To overlook; to forgive

- (a) charisma
- (b) condone
- (c) contempt
- (d) consecrate

13. Arrogant

- (a) allure
- (b) cacophony
- (c) bumptious
- (d) conjoin

4.4 ■ Verbal Ability

14. To forgive; to acquit
(a) chary (b) aghast
(c) absolve (d) accretion
15. Afoot
(a) in progress
(b) to warn of a fault
(c) to refer incidentally
(d) an adulterating substance
16. Something that is abnormal
(a) cohesion (b) connotative
(c) atypical (d) alacrity
17. Aggregate
(a) a series of tables giving the days of the week together with certain astronomical information
(b) the entire number, sum, mass, or quantity of something
(c) the practical unit of electric-current strength
(d) the state of being attached or joined

18. To acknowledge; admit
(a) concede (b) communal
(c) attenuate (d) arrogate
19. Anode
(a) the point where or path by which a voltaic current enters an electrolyte
(b) friendship
(c) of or pertaining to the times, things, events before the great flood in the days of Noah
(d) sharpness or bitterness of speech or temper
20. With no shape; unorganized
(a) asperity
(b) amorphous
(c) conviviality
(d) constrain

Exercise 3

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

1. Lack of emotion or interest
(a) apathy (b) complacent
(c) caliber (d) anecdote
2. Ailment
(a) colourless
(b) a discharge from accusation by judicial action
(c) slight sickness
(d) having fine and penetrating discernment
3. Changeable; fickle
(a) condescend
(b) complaisance
(c) cascade
(d) capricious
4. Abhorrent
(a) very repugnant; hateful
(b) a member of an academy of literature, art, or science
(c) easy to approach
(d) profound devotion
5. Acrimonious
(a) full of bitterness
(b) not conformed to the ordinary rule or standard
(c) a book whose leaves are so made to form paper frames for holding photographs or the like
(d) to cause to appear greatly
6. One who believes that a formal government is unnecessary

- (a) confluence
 - (b) anarchist
 - (c) compromise
 - (d) aghast
- 7. Abdominal**
- (a) one who manages affairs of any kind
 - (b) not mandatory
 - (c) a condensed form as of a book or play
 - (d) of, pertaining to, or situated on the abdomen
- 8. A symbolic description**
- (a) conjure (b) amiss
 - (c) allegory (d) chaffing
- 9. To lump together, causing confusion; to damn**
- (a) confound (b) abbreviate
 - (c) arcane (d) candid
- 10. Americanism**
- (a) beginning, ending, or changing suddenly or with a break
 - (b) opposing or opposed
 - (c) a charge of crime, misdemeanor, or error
 - (d) a peculiar sense in which an English word or phrase is used in the United States
- 11. Suitable (as land) for plowing**
- (a) amity (b) arable
 - (c) adjure (d) blatant
- 12. Alabaster**
- (a) before noon
 - (b) of, pertaining to, or involving an accusation
 - (c) a white or delicately tinted fine-grained gypsum
 - (d) a condensed form as of a book or play
- 13. Not yielding, firm**
- (a) awry (b) contrite
 - (c) abase (d) adamant
- 14. Antipathy**
- (a) urge; plead for
 - (b) calm; pacify
 - (c) aversion; dislike
 - (d) increase
- 15. Advert**
- (a) to speak to
 - (b) to make explanatory or critical notes on or upon
 - (c) to fight
 - (d) to refer incidentally
- 16. Fitting in**
- (a) comport
 - (b) attenuate
 - (c) allure
 - (d) beholden
- 17. Abdicare**
- (a) an officer who receives and transmits the orders of the general
 - (b) a person or thing that aids the principal agent
 - (c) primitive; unsophisticated
 - (d) to give up (royal power or the like)
- 18. Conferring benefits; kindly**
- (a) beneficent (b) amortize
 - (c) carte blanche (d) audacious
- 19. Abrupt**
- (a) designed to excite love
 - (b) beginning, ending, or changing suddenly or with a break
 - (c) the branch of pneumatics that treats of the equilibrium, pressure, and mechanical properties
 - (d) to move faster
- 20. Ablution**
- (a) a manually skilled worker
 - (b) dry; barren
 - (c) ash-coloured; deadly pale
 - (d) washing

Exercise 4

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

1. Abbot

- (a) a discharge from accusation by judicial action
- (b) a white or delicately tinted fine-grained gypsum
- (c) the superior of a community of monks
- (d) sufficiently

2. Friendly; amiable

- (a) affiliate
- (b) abstemious
- (c) affable
- (d) abeyance

3. Academy

- (a) any institution where the higher branches of learning are taught
- (b) induction or elevation, as to dignity, office, or government
- (c) the act of detesting extremely
- (d) to refer incidentally

4. Erratic

- (a) irresponsible, eccentric; lacking a fixed purpose erratic behaviour
- (b) display or wave boastfully
- (c) relating to the countryside
- (d) dry; barren

5. Affront

- (a) the setting forth of a subject under the guise of another subject of aptly suggestive likeness
- (b) a record of events in their chronological order, year by year
- (c) the character ‘&’; and
- (d) an open insult or indignity

6. Benevolent

- (a) art authoritative statement; a saying
- (b) kindly; charitable

- (c) to pierce through with a pointed instrument
- (d) a distortion of the face to express an attitude or feeling

7. Affix

- (a) to contend angrily or zealously in words
- (b) practicing an art or occupation for the love of it, but not as a profession
- (c) to stick fast or together
- (d) to fasten

8. Expound

- (a) to express sorrow or grief over
- (b) to set forth in detail; to explain
- (c) to make gestures, or indicate feelings by motions
- (d) a god

9. Alienable

- (a) occurring or existing before birth
- (b) to make inefficient or worthless; muddle
- (c) anything forbidden, as by social usage
- (d) capable of being alienated or alienated, as lands

10. Acute

- (a) historian
- (b) of, pertaining to, or involving an accusation
- (c) estrangement
- (d) having fine and penetrating discernment

11. Devout

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

12. Abet
 - (a) to use for one's selfish purpose
 - (b) to encourage or support
 - (c) origin
 - (d) rudely abrupt
13. Condole
 - (a) sociable, courteous, and agreeable in manner
 - (b) despotic
 - (c) to express sympathy with another in sorrow, pain, or misfortune
 - (d) inclined to believe anything; easily imposed upon
14. Affiliate
 - (a) some auxiliary person or thing
 - (b) of or pertaining to an academy, college, or university
 - (c) to recognize (v.); to admit the genuineness or validity of
 - (d) plentiful (adj)
15. Heresy
 - (a) despotic
 - (b) historical records
 - (c) an opinion held in opposition to the traditional view
 - (d) coward
16. Devoid
 - (a) implied but not clearly expressed; unquestioning
 - (b) lacking in; not possessing
 - (c) sharp or harsh in language or temper
 - (d) positive in expressing an opinion; asserting an opinion as though it were an undisputed fact
17. Aggrieve
 - (a) reasoning in which from certain and known relations or resemblance others are formed
 - (b) a vehicle fitted for conveying the sick and wounded
 - (c) to give grief or sorrow to
 - (d) a volatile, inflammable, colourless liquid of a penetrating odour and burning taste
18. Cringe
 - (a) self-satisfied
 - (b) to shrink in fear
 - (c) prejudiced
 - (d) habitually fond of associating in a company or herd
19. Acrimonious
 - (a) sharp or harsh in language or temper
 - (b) of low morals; corrupt
 - (c) to make a mistake or to do something wrong
 - (d) one who denies that God exists
20. Craven
 - (a) implied but not clearly expressed; unquestioning
 - (b) of low morals; corrupt
 - (c) coward
 - (d) rudely abrupt

Exercise 5

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

1. Antarctic
 - (a) pertaining to the south pole or the regions near it
 - (b) corresponding (to some other) in certain respects, as in form, proportion, relations
 - (c) some auxiliary person or thing
 - (d) eagerly desirous and aspiring
2. Egregious
 - (a) a distortion of the face to express an attitude or feeling

4.8 ■ Verbal Ability

- (b) conversation which is amusing and not serious
- (c) a record of a person's or a family's ancestors or relatives
- (d) often of mistakes, extremely and noticeably bad

3. Adjuration

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

4. Annuity

- (a) solemn curse; someone or something that is despised
- (b) unreasonable or capricious; tyrannical
- (c) preventing infection; having a cleansing effect
- (d) yearly allowance

5. Aboriginal

- (a) primitive; unsophisticated
- (b) passive consent
- (c) to assign or affix a date to earlier than the actual one
- (d) to represent beforehand in outline or by emblem

6. Fetish

- (a) a swamp
- (b) something that is believed to have magical powers an object of unreasoning devotion and worship
- (c) to soil or dirty
- (d) to quicken, speed tip

7. Anterior

- (a) a member of a municipal legislative body, who usually exercises also certain judicial functions
- (b) prior
- (c) having the right or privilege of entry
- (d) the point where or path by which a voltaic current enters an electrolyte or the like

8. Apathy

- (a) to free from blame
- (b) to give a false idea of
- (c) lack of feeling, emotion, or interest
- (d) to express sympathy with another in sorrow, pain, or misfortune

9. Exploit

- (a) spirited; ardent
- (b) a swamp
- (c) to use for one's selfish purpose
- (d) quick to find fault about trifles

10. Abrogate

- (a) lacking in freshness, originality, or vigor
- (b) liable to make mistakes or be deceived
- (c) a public command or proclamation issued by an authority
- (d) to abolish or render void

11. Antithesis

- (a) pertaining to the clergy or the church
- (b) to declare positively; to confirm
- (c) departure, emigration
- (d) contrast; the direct opposite

12. Deluge

- (a) thoughtless; taking little care
- (b) to abolish or render void
- (c) a brief summary of the main ideas of a larger work
- (d) a great flood; downpour

13. Advocate

- (a) diversion
- (b) one who pleads the cause of another, as in a legal or ecclesiastical court
- (c) any raised place or structure on which sacrifices may be offered or incense burned
- (d) change or modification

14. Crass

- (a) personal peculiarity
- (b) coarse and stupid
- (c) well-deserved (applied chiefly to punishment)
- (d) wicked; hateful

- 15. Aldermanship**
 (a) invulnerable
 (b) the art or practice of flying aircraft
 (c) the dignity, condition, office, or term of office of an alderman
 (d) to warn of a fault
- 16. Disparity**
 (a) inequality; difference in image, quantity, character, or rank
 (b) to punish or criticize severely
 (c) to declare positively; to confirm
 (d) coarse and stupid
- 17. Aggrandize**
 (a) having fine and penetrating discernment
 (b) to cause to appear greatly
 (c) to utter with a shout
 (d) the setting forth of a subject under the guise of another subject of aptly suggestive likeness
- 18. Cumbrous**
 (a) burdensome and clumsy
 (b) mentally distressed; distracted
 (c) to express sympathy with another in sorrow, pain, or misfortune
 (d) a tombstone inscription
- 19. Annex**
 (a) to add or affix at the end
 (b) to recant, renounce, repudiate under oath
 (c) an abiding
 (d) to move faster
- 20. Cabal**
 (a) a feeling of hatred
 (b) obnoxiously conceited or self-assertive
 (c) pertaining to public discussion or law courts
 (d) a small group of persons engaged in plotting

Exercise 6

- 1. Flummoxed**
 (a) Cogent (b) Capricious
 (c) Shun (d) Perplexed
- 2. Antidote**
 (a) Taciturn (b) Acrimony
 (c) Scoff (d) Remedy
- 3. Pugnacious**
 (a) Fugacious (b) Zenith
 (c) Belligerent (d) Elementary
- 4. Exultant**
 (a) Jubilant (b) Bemused
 (c) Obfuscate (d) Inquisitive
- 5. Latrophobia is**
 (a) Fear of height
 (b) Fear of doctors
 (c) Fear of Books
 (d) Fear of pain
- 6. Supercilious**
 (a) Gusto (b) Retract
 (c) Haughty (d) Penchant
- 7. A person who can be easily deceived or cheated**
 (a) Bootlicker (b) La-la land
 (c) Noob (d) Gullible
- 8. Blooper**
 (a) Scrooge (b) Cheapskate
 (c) Miser (d) Error
- 9. Jiffy**
 (a) Confusion (b) short time
 (c) Bliss (d) Abrogate
- 10. Apogee**
 (a) Lambaste (b) Reprimand
 (c) Summit (d) Rescind
- 11. A person who uses unconventional ideas**
 (a) Maverick (b) Artifice
 (c) Atheist (d) Dogmatic
- 12. Tawdry**
 (a) Cheap (b) Tacit
 (c) Slacken (d) Spate

4.10 ■ Verbal Ability

13. Inane

- (a) Silly
- (b) Flagrant
- (c) Aversion
- (d) Remote

14. Ponder

- (a) Eulogy
- (b) Mull over
- (c) Lunatic
- (d) Bailiwick

15. Dejected

- (a) Gregarious
- (b) Artifice
- (c) Despondent
- (d) Impregnable

16. Prolix

- (a) Foul
- (b) Egress
- (c) Lengthy
- (d) Destitute

17. Fear of depths is

- (a) Bathophobia
- (b) Hegemony
- (c) Aerophobia
- (d) Cello phobia

18. August

- (a) Majestic
- (b) Important
- (c) Trivial
- (d) Greed

19. Fear of foreigners

- (a) Yeoman
- (b) Androphobia
- (c) Fanciful
- (d) Xenophobia

20. Slipshod

- (a) Careful
- (b) Slander
- (c) Careless
- (d) Bolt

21. Infamy

- (a) Dishonour
- (b) Brittle
- (c) Endemic
- (d) Confound

22. Long period of time

- (a) Erode
- (b) Falter
- (c) Eon
- (d) Espouse

23. Filch

- (a) Gauche
- (b) Haggard
- (c) Crestfallen
- (d) Steal

24. Limpid

- (a) Gaudy
- (b) Humour
- (c) Clear
- (d) Lewd

25. Zany

- (a) Yore
- (b) Homely
- (c) Crazy
- (d) Slothful

..... Answer Keys

Exercise 1

1. (c)	2. (b)	3. (d)	4. (b)	5. (b)	6. (c)	7. (a)	8. (a)
9. (b)	10. (d)	11. (c)	12. (c)	13. (a)	14. (c)	15. (a)	16. (d)
17. (c)	18. (d)	19. (b)	20. (b)				

Exercise 2

1. (c)	2. (b)	3. (d)	4. (b)	5. (b)	6. (b)	7. (d)	8. (c)
9. (b)	10. (a)	11. (d)	12. (b)	13. (b)	14. (c)	15. (a)	16. (c)
17. (b)	18. (a)	19. (a)	20. (b)				

Exercise 3

1. (a)	2. (c)	3. (d)	4. (a)	5. (a)	6. (b)	7. (d)	8. (d)
9. (a)	10. (a)	11. (b)	12. (c)	13. (d)	14. (c)	15. (d)	16. (a)
17. (d)	18. (a)	19. (b)	20. (d)				

Exercise 4

1. (c)	2. (c)	3. (a)	4. (a)	5. (d)	6. (b)	7. (d)	8. (b)
9. (d)	10. (d)	11. (a)	12. (b)	13. (c)	14. (a)	15. (c)	16. (b)
17. (c)	18. (b)	19. (a)	20. (c)				

Exercise 5

1. (a)	2. (d)	3. (d)	4. (d)	5. (a)	6. (b)	7. (b)	8. (c)
9. (c)	10. (d)	11. (d)	12. (d)	13. (b)	14. (b)	15. (c)	16. (a)
17. (b)	18. (a)	19. (a)	20. (d)				

Exercise 6

1. (d)	2. (d)	3. (c)	4. (b)	5. (b)	6. (c)	7. (d)	8. (d)
9. (b)	10. (c)	11. (a)	12. (a)	13. (a)	14. (b)	15. (c)	16. (c)
17. (a)	18. (a)	19. (d)	20. (a)	21. (a)	22. (c)	23. (d)	24. (c)
25. (c)							

..... **Selective Hints**

Exercise 6

1. Meaning of flummoxed is perplexed, confused, etc.
Cogent means something relevant and reasonable.
Shun means to avoid.
Capricious is fickle.

2. Antidote is a remedy to counteract the effects of poison so the answer is remedy.
Taciturn is uncommunicative, untalkative.
Acrimony means bitter hatred.
Scoff means ridicule.

4.12 ■ Verbal Ability

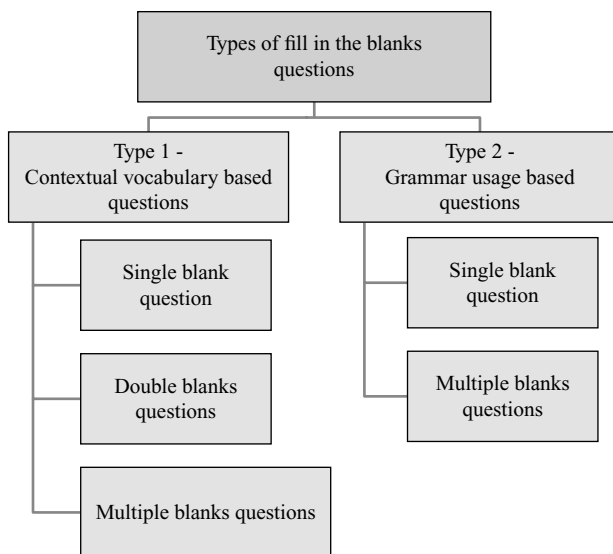
3. Pugnaeous means naturally aggressive or hostile.
Fugacious is fleeting.
Zenith is peak, summit.
4. Exultant means very happy. Its synonym is jubilant.
Bemused and obfuscate are both synonyms which are related to confusion.
5. Latrophobia is the fear of going to doctors.
6. Supercilious means having or showing the proud and unpleasant attitude of people, i.e., haughty is the best option.
Gusto means enthusiasm.
Penchant means fondness.
7. Gullible is a person who can be easily deceived.
Noob is a person who has lack of experience.
8. Blooper means an error or a mistake.
Scrooge, cheapskate and miser are synonyms which means frugal.
9. Jiffy means a moment, a very short time.
Abrogate means abolished.
10. Apogee means top of the mountain, peak, i.e., summit. Reprimand and censure are synonyms which mean to scold.
11. Maverick is a person who uses or creates unconventional ideas or practices.
Disbeliever of god is atheist.
12. Tawdry means cheap and gaudy.
Slacken means to decrease in intensity.
Spate means large number of things in succession.
13. Inane means silly, foolish.
Eulogy means act of praising.
14. Ponder means to think deeply, i.e., mull over. Lunatic means mad, insane.
15. Dejected means sad, depressed, despondent.
16. Prolix means tediously lengthy.
Egress means the process of exiting, exit.
17. Fear of volumes with large depths such as stairways and deep caves is bathophobia.
Yeoman is a man holding and cultivating a small land estate.
18. August means impressive, i.e., majestic.
Trivial means unimportant.
19. Xenophobia is the fear of foreigners.
Yeoman is a man holding and cultivating a small land estate. Androphobia is fear of man.
20. Slipshod means careful.
Slander means false or unsupported.
21. Infamy means dishonour. Confound means to confuse.
22. Eon is called a long period of time.
Falter means to be unsteady. Espouse means to become/get married to.
23. Filch means to steal.
Crestfallen means sad because of recent disappointment.
24. Limpid is clear. Gaudy means very showy or ornamented. Lewd means crude and offensive.
25. Zany means crazy. Yore means long ago or former times. Slothful means lazy, inactive.

5

Fill in the Blanks

Fill in the blanks questions are designed to measure your ability to understand the intended meaning of a sentence. Each question requires you to analyse the context of a sentence and determine which word or words best complete

that sentence. You should be able to determine which answer choice best fills the blank(s) of the given sentence. Keep in mind that a complete sentence is meaningful and concise and is uniform in grammar and style.



Structure of Fill in the Blanks Questions

Before getting to the methods of solving questions, let us understand what a fill in the blanks question looks like. It consists of an incomplete sentence that includes one or two blanks, followed by four answer choices.

Consider the following examples:

Example 1

Despite Tendulkar's _____ efforts, the team still suffered a _____ loss.

- (a) complicated, modest
- (b) daring, beneficial
- (c) generous, constructive
- (d) heroic, devastating

The answer is option (d).



5.2 ■ Verbal Ability

Example 2

His _____ remarks irritates me. He always talks high of himself.

- (a) Humble
- (b) Boastful
- (c) Plain
- (d) Unnecessary

The answer is option (b). ■

Strategy to Solve Fill in the Blanks Questions Based Upon Contextual Vocabulary

Every sentence contains hints that will help you select the correct answer. Each of the following strategies will help you decipher those hints, but remember that any given question might require you to use more than one approach:

1. Predict the best fit for the sentence.
2. Identify the “clue” words and phrases.
3. Use the context and tone of the text to define unfamiliar words given in the question.
4. Read the sentence with your selected option.

Predict the Best Fit for the Sentence

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

You should immediately begin to pick up on the idea the sentence is trying to convey, as well as any suggestions of tone or mood. Under-

standing the general meaning and nature of the sentence will help you to choose the most logical and stylistically appropriate answer.

Identify the ‘Clue’ Words and Phrases

There are certain words that tell you what is coming up. They indicate that the author is now going to draw a contrast with something stated previously or support something stated previously.

Contrast Indicators

To contrast two things is to point out how they differ. In this type of fill in the blanks questions, we look for a word that has the opposite meaning (an antonym) of some key word or phrase in the sentence. Following are some of the most common contrast indicators:

But	Yet
Despite	Although
However	Nevertheless

Example 3

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

- (a) sure
- (b) unable
- (c) happy
- (d) reluctant

‘Although’ sets up a contrast between what has occurred and the success on some issues and what can be expected to occur, the success for the whole talks. Hence, the parties are reluctant to express optimism. Hence the answer is (d). ■

Support Indicators

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

And	Also
Furthermore	Likewise
In Addition	For

Cause and Effect Indicators

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

Because	For
Thus	Hence
Therefore	If, Then

Example 4

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

- (a) object
- (b) sacrifice
- (c) capitulate
- (d) compromise

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

Example 5

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

- (a) sound, contradicted
- (b) expanding, supported
- (c) downsizing, advocated
- (d) static, compromised

Solution

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

Use the Context and Tone of the Text to Define Unfamiliar Words Given in Question

Each word expresses two things: a *definition* and a *connotation* or *tone*. Tone is a positive, negative

or neutral feeling that is implied by or associated with the sentence. For example, the adjective 'thrifty' implies a positive connotation, whereas the adjective 'cheap' implies a negative connotation. Both words have similar definitions, but very different connotations. Sometimes, just by understanding the tone of the sentence can help you in eliminating the answer choices to arrive at the right answer.

Example 6

Because of his _____, Sharat's guests felt very welcome and comfortable staying at his home for the weekend.

- (a) carelessness
- (b) hospitality
- (c) determination
- (d) wittiness

The sentence has a positive connotation. It can be clearly understood that the blank should have a 'positive' word because the 'guests felt comfortable staying at his home'. 'Hospitality' and 'wittiness' both have positive connotations, but 'hospitality' best fits the context of the sentence.

Hence option (b) is the answer. ■

Further, understanding the context of a sentence also helps in determining the meaning of any unfamiliar words you might encounter. Consider the following example:

Example 7

Having done poorly in the exams, Raman began to question his abilities. His self-confidence was _____

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

If somebody has done poorly in the exams, has begun to question himself, then his self-confidence would be destroyed. Hence, the answer is (b). ■

Also, if you have trouble establishing the meaning of an unfamiliar word from the context of the sentence, you can use your knowledge of *prefixes* and *suffixes* to help you. For example, the prefix 'multi' means 'many', as in 'multinational', and the suffix 'less' means 'without', as in 'careless'.

Read the Sentence with Your Selected Option to Confirm the Answer

Ask yourself if the completed sentence ‘sounds’ correct and make sure that the sentence effectively combines words into phrases that express a logical idea. If any portion of the sentence becomes unclear, wordy or awkward after you insert an answer choice, eliminate that choice.

Be careful to consider all of the choices before you confirm your answer, even if your predicted answer is among the choices. The difference between the best answer and the second best answer is sometimes very subtle. When you think that you have the correct answer, read the entire sentence to yourself, using your choice(s).

.....Practice Exercises.....

Exercise 1

Direction for questions 1 to 20: *Each sentence below contains either one or two blanks. A blank indicates that a word or brief phrase has been omitted. Select among the five choices the word or phrase for each blank that best fits the meaning of the sentence as a whole.*

- Corruption is _____ in our society; the integrity of even senior officials is _____.
(a) growing, unquestioned
(b) endangered, disputed
(c) pervasive, intact
(d) rife, suspect
- In their day to day decision making, many senior managers do not follow the rational model favoured by orthodox management experts, but rather rely on intuitive processes that often appear _____ and _____.
(a) cerebral, considered
(b) heretical, judgmental
(c) conscientious, logical
(d) irrational, iconoclastic
- His characteristically _____ views on examination methods at university level have aroused _____ in those who want to introduce innovative and flexible patterns of assessment.
(a) hidebound, antagonism
(b) moderate, anger
(c) reactionary, admiration
(d) rigid, support
- The threat of war, far from _____, lay heavily in the air and the villagers, while _____ going about their normal activities, were unable to shake off the feeling of impending catastrophe.
(a) receding, ostensibly
(b) diminishing, contentedly
(c) increasing, apparently
(d) escalating, joyfully
- Members of the research team were initially so adversarial that _____ seemed impossible; the project’s inauspicious start made its final success all the more _____.
(a) concentration, incidental
(b) disagreement, incongruous
(c) collaboration, predictable
(d) cooperation, remarkable
- Anam had never visited Kempt Falls, but she could appreciate their splendour _____ through the descriptions of others.
(a) vicariously (b) heedlessly
(c) innocuously (d) mystically

7. Dependence by primitive humans on their environment would not have permitted them to be _____ the effects of the surrounding world on them.
 - (a) intrigued by
 - (b) protected from
 - (c) indifferent about
 - (d) surprised by
8. We live in a _____ age; everyone thinks that maximizing pleasure is the point of life.
 - (a) ubiquitous
 - (b) propitious
 - (c) sporadic
 - (d) corrupt
9. When listening to a medieval religious chant, the listener does not encounter the composer's individual personality; _____, the chant merely _____ both the musical and religious rules of the period.
 - (a) rather, embodies
 - (b) in addition, conveys
 - (c) instead, belies
 - (d) in other words, repudiates
10. Even detractors who warn of its potential for abuse by powerful despots agree that genetic engineering, if used _____, can reduce the incidence of the sort of physical and mental deformities that any society would want to eliminate.
 - (a) premeditatedly
 - (b) biologically
 - (c) recklessly
 - (d) discriminately
11. The high incidence of speech articulation disorders among young children suggests that such 'disorders' are _____ developmental phenomena, since they generally occur less frequently among _____ age groups.
 - (a) actually normal, other
 - (b) relatively rare, certain
 - (c) very serious, most
 - (d) clinically acceptable, younger
12. Paradoxically, industrialist Sunil Mittal gained his reputation for _____ at the expense of his own factory workers, who were oppressed by the _____ steel magnate to an extent that would be considered by today's standards of labour practice to be unconscionable.
 - (a) efficiency, affluent
 - (b) innovation, benevolent
 - (c) stinginess, entrepreneurial
 - (d) philanthropy, cost conscious
13. The fossil record reveals innumerable instances of environmental _____ by which one can draw an analogy between the evolution of life on earth and the branches of a bush, a few of which _____ but most of which branch again and again.
 - (a) calamities, end abruptly
 - (b) adaptations, progress linearly
 - (c) safeguards, wither and die
 - (d) events, intertwine
14. In India, the development of the field of sociology was not _____ controversies; rather, it burgeoned from social experience, which explains the relatively _____ approach among Indian sociologists in identifying and solving social problems.
 - (a) impeded by political, academic
 - (b) challenged by academic, theoretical
 - (c) hindered by petty, controversial
 - (d) stimulated by ideological, empirical
15. The government's _____ clinical study requirements for approval of new drugs do not _____ pharmaceutical firms when it comes to research and development, chiefly because of the profit potential afforded by patent protection.
 - (a) official, permit
 - (b) onerous, dissuade
 - (c) extensive, motivate
 - (d) unenforceable, favour

5.6 ■ Verbal Ability

16. There is a general _____ in India that our ethics are declining and that our moral standards are _____.
(a) feeling, normalising
(b) idea, futile
(c) optimism, improving
(d) complaint, deteriorating
17. Homo sapiens, the proud splitter of the atom, inventor of the electronic computer, _____ of the genetic code may be humbled by a lowly _____ of the sewers and soils which is the microbe.
(a) designer, inhabitant
(b) discoverer, rodent
(c) writer, organism
(d) decipherer, denizen
18. After centuries of obscurity, this philosopher's thesis is enjoying a surprising _____.
- (a) dismissal (b) remission
(c) decimation (d) renaissance
19. The threat of war, far from _____, lay heavily in the air and the villagers, while _____ going about their normal activities, were unable to shake off the feeling of impending catastrophe.
(a) receding, ostensibly
(b) diminishing, contentedly
(c) increasing, apparently
(d) escalating, joyfully
20. People from all over the world are sent by their doctors to breathe the pure, _____ air in this mountain region.
(a) invigorating
(b) soporific
(c) debilitating
(d) insalubrious

Exercise 2

Direction for questions 1 to 20: *Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are four lettered words or sets of words. Choose the word or set of words for each blank that best fits the meaning of the sentence as a whole.*

1. After a slow sales start early in the year, mobile homes have been gaining favour as _____ to increasingly expensive conventional housing.
(a) a reaction
(b) an addition
(c) as introduction
(d) an alternative
2. Just as such apparently basic things as rocks, clouds and clams are, in fact, intricately structured entities, so the self, too, is not an 'elementary particle', but is _____ construction.
(a) a complicated (b) an amorphous
(c) a distorted (d) an illusory
3. Considering how long she had yearned to see Italy, her first reaction was curiously _____.
(a) insightful (b) tepid
(c) categorical (d) unoriginal
4. The successful _____ of an archaeological site requires scientific knowledge as well as cultural _____.
(a) evolution, awareness
(b) revelation, depth
(c) reconstruction, sensitivity
(d) analysis, aesthetics
5. As painted by Constable, the scene is not one of bucolic _____; rather it shows a striking emotional and intellectual _____.
(a) intensity, boredom

- (b) serenity, tension
(c) vitality, excitement
(d) nostalgia, placidity
6. Our times seem especially _____ to bad ideas, probably because in throwing off the shackles of tradition, we have ended up being quite _____ untested theories and untried remedies.
(a) impervious, tolerant of
(b) hostile, dependent on
(c) hospitable, vulnerable
(d) indifferent, devoid of
7. Although he attempted repeatedly to _____ her of her conviction of his insincerity, he was not successful; she remained _____ in her judgment.
(a) remind, forceful
(b) free, unsure
(c) convince, unfeigned
(d) disabuse, adamant
8. Given the existence of so many factions in the field, it was unrealistic of Anna Freud to expect any _____ of opinion.
(a) freedom (b) reassessment
(c) uniformity (d) expression
9. Although specific concerns may determine the intent of a research project, its results are often _____.
(a) unanticipated (b) beneficial
(c) expensive (d) specialised
10. To list Reilly's achievements in a fragmentary way is _____, for it distracts our attention from the.....themes of her work
(a) unproductive, disparate
(b) misleading, integrating
(c) logical, important
(d) pragmatic, comprehensive
11. People frequently denigrate books about recent catastrophes as morally _____ attempts to profit from misfortune, but in my view our desire for such books, together with the venerable tradition to which they belong, _____ them.
(a) inopportune, encourages
(b) treacherous, safeguards
(c) corrupt, generates
(d) despicable, legitimises
12. That many of the important laws of science were discovered during experiments designed to _____ other phenomena suggested that experimental results are the _____ of inevitable natural forces rather than of planning.
(a) analyse, foundation
(b) disprove, predecessors
(c) verify, essence
(d) illuminate, consequence
13. Although in 18th century England, an active culture life accompanied the beginnings of middle class consumerism, the.....of literacy was.....with the rise of such consumerism in the different areas of the country.
(a) degree, uncorrelated
(b) renewal, inconsistent
(c) promotion, combined
(d) spread, compatible
14. The trainees were given copies of a finished manual to see whether they could themselves begin to _____ the inflexible, though tacit, rules for composting more of such instructional materials.
(a) design (b) revise
(c) derive (d) disrupt
15. Animals that have tasted unpalatable plants tend to _____ them afterward on the basis of their most conspicuous features, such as their flowers.
(a) recognise (b) hoard
(c) retrieve (d) approach
16. In scientific inquiry it becomes a matter of duty to expose a _____ hypothesis to every possible kind of _____.
(a) tentative, examination
(b) debatable, approximation
(c) logical, elaboration
(d) suspect, correlation

5.8 ■ Verbal Ability

17. Charlotte Salomon's biography is a reminder that the currents of private life, however diverted, dislodged or twisted by _____ public events, retain their hold on the _____ recording them.
- (a) transitory, culture
 - (b) dramatic, majority
 - (c) overpowering, individual
 - (d) conventional, audience
18. Philosophical problems arise when people ask questions that, though very _____, have certain characteristics in common.
- (a) relevant
 - (b) elementary
 - (c) abstract
 - (d) diverse
19. Although Johnson _____ great enthusiasm for his employees' project, in reality his interest in the project was so _____ as to almost non-existent.
- (a) generated, redundant
 - (b) displayed, pre-emptive
 - (c) expected, indiscriminate
 - (d) feigned, perfunctory
20. Not all the indicators are necessary to convey the effect of depth in a picture work simultaneously; the picture's illusion of _____ three-dimensional appearance must therefore result from the viewer's integration of various indicators perceived _____.
- (a) temporary, comprehensively
 - (b) uniform, successively
 - (c) expressive, sympathetically
 - (d) schematic, passively

Exercise 3

Multiple Fill in the Blanks Questions (Cloze Test): *In the following passages there are blanks, each of which has been numbered. These numbers are printed below the passage and against each, five words are suggested, one of which fits the blank appropriately. Find out the appropriate word in each case.*

Passage 1

Seed quality is an (Q1) aspect of crop production. For ages, farmers have traditionally been selecting and (Q2) good quality seed, since it was in their interest to do so. They knew and understood the importance of quality seed in production.

However, with the advent of green revolution technology, based (Q3) on the high-yielding dwarf varieties of wheat and rice, mainstreams thinking changed. Agricultural scientists for reasons that remain (Q4) began to doubt the ability of farmers to maintain the seed quality

(Q5). Aided by the World Bank, the Ministry of Agriculture launched a National Seeds Project in 1967. Under the project spread into three phases, seed processing plants were (Q6) up in nine states. Six states were covered under phase three. All that the huge processing plants were (Q7) to do was to provide 'certified' seeds of food crops, mainly self-pollination crops, to farmers. In mid-1980's, the International Rice Research Institute (IRRI) in the Philippines concluded a study which (Q8) that there was hardly any difference in the crop yields from transplanted rice and from the crop sown by broadcasted seeds. One would wonder why, in the first instance, were the farmers, asked to (Q9) over to transplanting paddy? The answer is simple, probably, to help the mechanical industries grow. Since rice, is the staple food in Asia, tractor sales could only grow if there was a way to move the machine in the rice fields. No wonder, the sales of tractors, puddlers, reapers and other associated (Q10) soared in the rice growing areas.

1. (a) irrational (b) main
(c) brilliant (d) important
2. (a) maintaining (b) trusting
(c) selling (d) processing
3. (a) necessarily (b) exceptionally
(c) primarily (d) regularly
4. (a) unexplained (b) doubt
(c) some (d) true
5. (a) himself (b) sometimes
(c) proper (d) themselves
6. (a) established (b) created
(c) set (d) wound
7. (a) tried (b) mattered
(c) meaning (d) supposed
8. (a) renounced (b) showed
(c) passed (d) negated
9. (a) shift (b) make
(c) turn (d) switch
10. (a) sell (b) equipment's
(c) people (d) techniques

Passage 2

The world's climate has always changed and species have evolved accordingly to survive it. The surprising fact about the (Q11) between evolution and global warming (Q12) that it is not linear. (Q13) temperatures alone are not (Q14) of evolution. Evolution is also the (Q15) of seasonal changes. As the environment (Q16) those species which don't adapt (Q17) to exist.

But the sheer (Q18) of manmade climate change today is (Q19). 'Bad things are happening' and by one (Q20) global warming could threaten up to one-third of the world's species if left unchecked. In fact a lot of the species which will be able to survive are the ones we consider pests like insects and weeds.

11. (a) difference (b) similarly
(c) argument (d) relationship
12. (a) being (b) seems
(c) mainly (d) is
13. (a) however (b) mounted
(c) rising (d) elevating
14. (a) means (b) triggers
(c) responses (d) threats
15. (a) result (b) precursor
(c) resistance (d) cause
16. (a) conserves (b) stifles
(c) predicts (d) changes
17. (a) continue (b) halt
(c) cease (d) terminate
18. (a) luck (b) value
(c) collapse (d) pace
19. (a) threatened (b) pursued
(c) unprecedented (d) debated
20. (a) forecast (b) chance
(c) pattern (d) occasion

Passage 3

The world is witnessing food price turbulence again. A bad drought in Russia, rising demand in the US and the developing countries and Pakistan's blighted crop prospects after its floods are keeping prices of commodities such as cereals, sugar, oil and meat high. The Food and Agriculture Organisations monthly food price (Q21) is heading north.

India is not (Q22) from this problem even at the best of times. For the week that ended on 11 September, food prices (as (Q23) by the Wholesale Price Index) rose by 15.86 per cent.

Give the robust demand for foodstuffs, a time of price volatility calls for a careful look at the 'design' issues surrounding the food supply management. At times, even huge food stocks are not able to (Q24) rising food prices. The fault lies in how food is released to traders by government agencies such as the Food Corporation of India (FCI). This problem is apart from FCI's high carrying cost of food grains. But this is not the problem at (Q25)

For example, under the open market sales scheme (OMSS) a fixed quantity of grain, usually in multiples of 10 metric tons, is sold to traders, flour mills and other buyers when supplies are (Q26) or there is price volatility. But a combination of price rigidity, terms of sale and the quantity sold under OMSS defeat its purpose. One reason for this is the large volume in the hands of very few individual buyers. This (Q27) to perverse economic incentives.

Often, the grain sold under this scheme winds up back with food (Q28) agencies because of price differentials (the price at which it is sold and the prevailing market price). This has been observed many times in states as diverse as Punjab and Uttar Pradesh. If the number of buyers is (Q29) and the quantity sold to each buyer reduced, or the price fixed but the amount of grain that can be bought kept flexible, these problems can be (Q30).

This makes for a sensible menu of options. But it needs careful implementation. And if, for

some reason, changes are required to suit (Q31) conditions in different states, the economic logic behind these ideas should not be lost (Q32) of.

21.

- | | |
|------------|-----------|
| (a) index | (b) state |
| (c) scheme | (d) rate |

22.

- | | |
|--------------|-----------|
| (a) affected | (b) above |
| (c) immune | (d) away |

23.

- | | |
|---------------|---------------|
| (a) developed | (b) increased |
| (c) reported | (d) measured |

24.

- | | |
|------------|--------------|
| (a) arrest | (b) identify |
| (c) find | (d) slow |

25.

- | | |
|----------|--------------|
| (a) this | (b) juncture |
| (c) all | (d) hand |

26.

- | | |
|------------|------------|
| (a) nil | (b) short |
| (c) plenty | (d) enough |

27.

- | | |
|-----------|-----------|
| (a) rises | (b) leads |
| (c) gives | (d) is |

28.

- | | |
|--------------|-----------------|
| (a) hoarding | (b) storing |
| (c) supply | (d) procurement |

29.

- | | |
|----------------|---------------|
| (a) controlled | (b) promoted |
| (c) constant | (d) increased |

30.

- | | |
|---------------|---------------|
| (a) neglected | (b) solve |
| (c) overcome | (d) indicated |

31.

- | | |
|----------|-------------|
| (a) good | (b) local |
| (c) all | (d) similar |

32.

- | | |
|------------|-----------|
| (a) weight | (b) look |
| (c) value | (d) sight |

Passage 4

Prior to independence the healthcare sector in India was in a **(Q33)** with a large number of deaths and rampant spread of infectious diseases. After independence, the Government of India laid **(Q34)** on primary healthcare and India has put in sustained efforts to better the healthcare system **(Q35)** the country. The government initiative was not enough to meet the demands of a growing population be it in primary, secondary or tertiary healthcare. Alternate sources of finance were critical for the sustainability of the health sector.

Till about 20 years ago, private sector ventures in the healthcare sector **(Q36)** of only solo practitioners, small hospitals and nursing homes. The quality of service provided was excellent especially in the hospitals run by charitable trusts and religious foundations. In 1980's realising that the government on its own would not be able to **(Q37)** for health care, the government allowed the entry of private sector to reduce the **(Q38)** between supply and demand for healthcare. The establishment of the private sector has resulted in the **(Q39)** of opportunities in terms of medical equipment, information technology in health services, BPO, telemedicine and medical tourism.

Large companies and **(Q40)** individuals have now started five star hospitals which dominate the space for the high end market. The private sector has made **(Q41)** progress, but on the flip side it is also responsible for increasing **(Q42)** in the healthcare sector. The private sector should be more socially relevant and effort must be made to make private sector accessible to the weaker sections of society.

33. (a) shambles (b) failure
(c) demand (d) prosperity
34. (a) bricks (b) emphasise
(c) request (d) stress
35. (a) through (b) across
(c) sharing (d) with
36. (a) made (b) comprise
(c) consisted (d) is
37. (a) cater (b) provide
(c) manage (d) survive
38. (a) gap (b) position
(c) distance (d) length
39. (a) reduction (b) sea
(c) cropping (d) disabling
40. (a) needy (b) destitute
(c) bigger (d) affluent
41. (a) slowly (b) improve
(c) many (d) tremendous
42. (a) speed (b) pace
(c) inequality (d) uniformity

..... Answer Keys

Exercise 1

1. (d)	2. (d)	3. (a)	4. (a)	5. (d)	6. (a)	7. (c)	8. (a)
9. (a)	10. (d)	11. (a)	12. (d)	13. (b)	14. (d)	15. (b)	16. (d)
17. (d)	18. (d)	19. (a)	20. (a)				

Exercise 2

1. (d)	2. (a)	3. (a)	4. (c)	5. (b)	6. (d)	7. (d)	8. (c)
9. (a)	10. (b)	11. (d)	12. (d)	13. (a)	14. (c)	15. (a)	16. (a)
17. (c)	18. (d)	19. (d)	20. (b)				

Exercise 3

1. (d)	2. (b)	3. (c)	4. (a)	5. (d)	6. (c)	7. (d)	8. (b)
9. (d)	10. (b)	11. (d)	12. (d)	13. (c)	14. (a)	15. (b)	16. (d)
17. (c)	18. (d)	19. (d)	20. (a)	21. (a)	22. (c)	23. (c)	24. (a)
25. (d)	26. (b)	27. (b)	28. (d)	29. (d)	30. (c)	31. (b)	32. (d)
33. (a)	34. (d)	35. (b)	36. (c)	37. (b)	38. (a)	39. (b)	40. (d)
41. (e)	42. (c)						

..... Selective Hints

Exercise 1

1. The semicolon suggests that the second part expands upon the first part. The word ‘even’ also sets up a contrast. So, if corruption is rife (common), then we will doubt the integrity of the officials. Their integrity will be suspect (doubtful).

(*pervasive* = *spreading everywhere*; *rife* = *common*)

Hence the answer is option (d).

2. The ‘but rather’ construction indicates an opposite. Since they do not follow a rational model, we infer that they must seem irrational. Also, since they do not follow the orthodox, they must be unorthodox (iconoclastic). Note that ‘and’ usually links words with similar values (both positive or both negative etc.)

(*cerebral* = *concerned with thinking*;
heretical = *opposed to orthodoxy* =

iconoclastic; capricious = whimsical, fickle)

Hence the answer is option (d).

3. Clue: Follow the logic. If his views are flexible the people who want flexible methods will approve. But, if his views are rigid the same people will oppose them. Hence, the best fit comes with hidebound (rigid) and antagonism (hostility).

(reactionary = ultraconservative; accommodating = flexible).

4. 'Far from' indicates that an opposite point is being made. So, since there is a feeling of impending catastrophe the threat of war is far from getting less. This indicates that 'receding', diminishing', or 'subsiding' might be suitable. We can eliminate these last two since their partner words 'contentedly' and 'feliciously' are inappropriate for a feeling of danger. So the villagers are only apparently (ostensibly) behaving normally.

(escalating = increasing ; felicitously = happily, suitably)

Hence the answer is option (a).

5. Choice (d) is the only pair of words that logically completes this sentence. The 'adversarial' attitude of the team members would suggest that working together would be quite difficult, or that 'cooperation' would be 'impossible'; given the project's bad start, its ultimate success would be 'remarkable' because nobody would have expected it.

Hence the answer is option (d).

6. Charu hadn't visited Kempty Falls but 'could appreciate their splendour', so the word that fills the blank must be an adverb whose definition has to do with appreciating something indirectly, 'through the descriptions of others' (based on their experiences). Choice (a) is correct because to experience something

'vicariously' is to experience it through imaginative participation in the actual experience of someone else.

Hence the answer is option (a).

7. The correct response is (c). Dependence on one's environment would in all likelihood make one concerned about it. Version (c) makes sense; primitive humans would surely not have been indifferent (unconcerned) about how the environment might affect them.

Hence the answer is option (c).

8. The part after the semicolon explains what kind of age we are talking about. So, since we are told that maximising pleasure is the point, the word we need is hedonistic (pleasure seeking).

(ubiquitous = found everywhere; propitious = favourable; sporadic = intermittent, not continuous)

Hence the answer is option (a).

9. The operative word in this sentence is *merely*, which calls for a contrast between the first and second clause. The first missing word should set up that contrast. Only (a) and (c) accomplish this. Of these two choices, only (a) makes complete sense. (The word *belies* means 'misleads or deceives' and makes no sense here in tandem with the word *merely*.)

Hence the answer is option (a).

10. The correct response is (d). The missing word must contrast with the notion of abuse of genetic engineering, while at the same time be consistent with the desirable goal of reducing the incidence of deformities. Only (d) accomplishes both. To use the technology 'discriminately' would be to conscientiously apply it only toward certain ends (such as reducing deformities) and not toward others (such as creating a master race that dominates others).

Hence the answer is option (d).

5.14 ■ Verbal Ability

11. The first operative word in the sentence is *since*, which means ‘because’ here. The fact that the disorders appear frequently only among young children would explain the conclusion that these ‘disorders’ are not disorders at all, but rather normal developmental phenomena that children grow out of. Version (a) conveys this idea. The second operative word is *disorders* (in quotes). The fact that the word appears in quotes provides a clue that the term might be a misnomer, an inappropriate label. Again, version (a) conveys this idea.

Hence the answer is option (a).

12. The operative word in this sentence is *paradoxically*. A paradox is an apparent contradiction. So the sentence intends to point out two contradictory traits of Mittal. (d) Accomplishes this. Philanthropy literally means ‘love of humankind’ and is usually used to describe generous charitable giving by wealthy individuals. Mittal’s cost-cutting business practices and oppressive treatment of his labour force would seem paradoxical, given his reputation as a philanthropist.

Hence the answer is option (d).

13. The operative phrase in this sentence is *by which*. What precedes this key phrase must adequately explain the analogy that follows it. Version (b) fits the bill. In the context of evolution, many organisms have continually adapted to environmental changes, resulting in a large variety of species (in a continual branching manner); in other words, for most organisms evolution is not linear.

Hence the answer is option (b).

14. The first operative word in the sentence is *rather*, which sets up a contrast between what precedes it and what follows it. So the first clause must run contrary to the phrase ‘it burgeoned (grew) from social

experience’. Only (a), (c) and (d) fit the bill. Of these three choices, (d) establishes the clearest contrast between ideology and experience. A second operative term in the sentence is *which* explains. What follows this phrase must be consistent with what precedes it. Version (d) accomplishes just that. The word *empirical* means ‘based on observation or experience’.

Hence the answer is option (d).

15. The operative word in this sentence is *because*, which requires that what follows it must explain what precedes it. Profit potential would explain why drug companies persist in developing new drugs despite onerous (burdensome) government regulations. Version (b) expresses this idea. (The word *dissuade* means ‘discourage or persuade not to’)

Hence the answer is option (b).

16. ‘and’ usually joins things of similar meaning or weight. This suggests that since ethics are declining, moral standards are also declining (deteriorating). Almost any word except ‘optimism’ would have fit the first blank.

(*futile* = useless, ineffective; *escalating* = increasing)

17. The first blank requires something that conveys what man has done to the genetic code so the only two suitable words are ‘discoverer’ or ‘decipherer’. But since a microbe is not a rodent, we can eliminate that pair.

(*rodent* = animal like a rat or mouse; *decipherer* = someone who decodes; *denizen* = inhabitant)

Hence the answer is option (d).

18. The sentence tells us that the thesis has been in obscurity (forgotten or neglected) but now it is being revived. We can say it is undergoing a renaissance (revival).

(*remission* = temporary cessation of a disease; *decimation* = destruction; *longevity* = length of life)

Hence the answer is option (d).

19. 'Far from' indicates that an opposite point is being made. So, since there is a feeling of impending catastrophe the threat of war is far from getting less. This indicates that 'receding', 'diminishing', or 'subsiding' might be suitable. We can eliminate these last two since their partner words 'contentedly' and 'feliculously' are inappropriate for a feeling of danger. So the villagers are only apparently (ostensibly) behaving normally.

(*escalating* = increasing ; *feliculously* = happily, suitably)

Hence the answer is option (a).

20. Since the air is described as 'pure' we need a positive word. Also, since doctors recommend it, the air must be good for health. Therefore, we choose invigorating which means energising.

(*soporific* = sleep-inducing; *debilitating* = weakening; *insalubrious* = unhealthy; *aromatic* = pleasant-smelling)

Hence the answer is option (a).

Exercise 2

- The statement talks about how mobile homes are gaining favour than expensive conventional housing, so this statement provides an alternative which is conventional housing. So, option (d) is the answer, according to the statement. Whereas, option (a) is incorrect, as it is not suitable for the statement. Option (b) is also incorrect as it is to increase. Therefore, option (d), is correct as it is giving an alternative. Hence the answer is option (d).
- Statement talks about the elementary particle, which is related to complex means. So, option a best suits to fill in the blank. Whereas, option b means shapeless, which is incorrect. Similarly, option (c) means twisted, which not related to the statement. Hence the answer is option (a).
- Statement talks about the long-standing desire for her to go to Italy her initial reaction is unexpected. So, answer is option (b), which means unenthusiastic. Whereas, option a is thoughtful, which is not correct for the statement. Similarly, options (c) and d are incorrect. Hence the answer is option (a).
- The statement consist of 'as well as', is to connect parallel component. So, option (a) is incorrect as space 2 is not fitting in the statement. Option (b) is not correct at all. Whereas, in options (c) and (d), the first words are to meet the requirements, however, culture and aesthetics', culture of critical thinking is not a necessary condition for the analysis of archaeological sites and 'culture sensitivity' of the site is carried out as a necessary condition for reconstruction, so the option (c) is correct. Hence the answer is option (c).
- Statement talks about scene of bucolic which means pastoral, therefore it should correspond to calm that is serenity, so answer is option (b) and the second part of it should be reflected in the calm, that is tension (anxiety). Also we can say that the sentence separated with ';' indicates the contrast. Whereas, option a is incorrect, as it is not having any contrast. Similarly,

5.16 ■ Verbal Ability

option (c) is incorrect as vitality is energy, which is same as excitement. In option (d) nostalgia means regret. Hence the answer is option (b).

6. The answer is option (c) where hospitable means friendly. That is one positive and one negative word to come in the statement. Option (a) is incorrect as it is not going with the sentence. Similarly, options (c) and (d) are incorrect. Hence the answer is option (c).
7. Since the sentence is separated with ‘;’ so, the sentence should be in contrast. Also the statement repeatedly talks about attempts, so here option (d), best suits as disabuse is set right and adamant is rigid. Whereas, in option (c), unfeigned is sincere, which is not going with the second part of the sentence. Hence the answer is option (d).
8. The sentence is talking about the ‘existence of so many factions in the field’. The existence of many factions implies the existence of many opinions, therefore, we can say that it would be unrealistic of Anna Freud to expect all these opinions to be exactly the same. Using this logic, option (b) is the correct answer choice as it means same. Options (a), (b) and (d) are not correct for the statement given. Hence the answer is option (c).
9. The statement states that ‘concerns may determine the intent of a research project’, that is ‘may’ in the sentence tells it is not necessary, therefore, the results of the project is not expected. So, answer choice a is correct. As unanticipated is not predicted or expected. Hence the answer is option (a).
10. Statement talks about the “Reilly’s achievements in a fragmentary way”, where fragmentary is incomplete. The correct answer choice is option (b), as the sentence is in negative tone. Whereas,

options (c) and (d) are giving positive tone, therefore, are incorrect. And, option (a) is incorrect as it is not going with the statement. Hence the answer is option (b).

11. The sentence is talking about ‘people frequently denigrate books about recent catastrophes’ where denigrate is to criticise, so, according to this, option (d) is correct. As, despicable is to hate and legitimise means to justify. This is the correct answer choice. Whereas, in option (a), inopportune is inappropriate which is not related to the books mentioned. Similarly, option (b) is incorrect as treacherous is guilty which is not related to books. Also, option (c) is not the correct answer choice. Hence the answer is option (d).
12. The sentence is talking about ‘the important laws of science were discovered during experiments’, which are designed to enhance other phenomena. Also, the last part of the sentence is the natural occurrence of the results of experiments. So, option d is the correct answer choice, as illuminate is light up and consequence is the reaction of natural process. Other options are not suitable for the statement. Hence the answer is option (d).
13. The statement represents the culture life and consumerism in 18th century. The word ‘literacy’ repeat culture life, rise as a comparison object is actually a rise in degree of consumerism. So literacy should be used to compare the respective degree, therefore, the answer choice is option a. Option (b) is incorrect as it is not relating with the statement. Also, options (c) and (d) are incorrect. Hence the answer is option (a).
14. The sentence is talking about the trainees as they were given copies of manual, so they could themselves begin to derive the inflexible, so the correct answer choice is

- option (c). Whereas, option a is incorrect, as design is not going with manual copies, also, option (b) is incorrect, as it is to check for errors. Option (d) is also incorrect. Hence the answer is option (c).
15. The sentence is talking about animals tasted unpalatable (not pleasant to taste), usually based on their most significant features, such as flowers to recognise them, so the correct option is (a). Whereas, option (b), hoard means storage, which is not related to the statement. Similarly, options (c) and d are incorrect. Hence the answer is option (a).
 16. The sentence is talking about the scientific inquiry or investigation of the experimental examination and we assume that to expose examination, a description of the assumptions cannot be well established, tentative refers temporary because it means we can do it later, so the answer is option (a). Whereas, option (b), debatable is not certain and can have different ideas, which is not fitting in the sentence. Options (c) and (d) are also incorrect as per the statement. Hence the answer is option (a).
 17. The sentence is talking about “Charlotte Salomon’s biography is a reminder that the currents of private life”, here currents of private life is the keyword. Hence the answer is option (c).
 18. Here, the answer choice is option (d), which is diverse. As, the keyword ‘though’ in the sentence indicates that the space should convey a sense which is opposite of the phrase. So, diverse is differing in quality, therefore, option (d) is the answer. Other options are not suitable for the sentence. Hence the answer is option (d).
 19. The keyword although indicates the sentence which is in contrast of the two words. So, the correct answer choice is option (d), where feigned is to pretend and perfunctory is carried without real interest. As we can say that Johnson pretend great enthusiasm for project, in reality his interest in the project was so without interest. Whereas, option a is not going with the statement at all, hence incorrect. Also, options (b) and (c) are incorrect. Hence the answer is option (d).
 20. The sentence is about the painting to convey the depth of his work prompted, points are not active simultaneously, therefore, a unified picture of the three-dimensional image for a viewer must have been realised for a variety of prompt information integration, so, the correct answer choice is option (b). Whereas, all other options are not suitable for the above sentence. Hence the answer is option (b).

Exercise 3

Passage 1

1. The suitable answer is ‘important’. Hence the answer option is (d).
2. The suitable answer is ‘trusting’. Hence the answer option is (b).
3. The suitable answer is ‘primarily’. Hence the answer option is (c).
4. The suitable answer is ‘unexplained’. Hence the answer option is (a).
5. The suitable answer is ‘themselves’. Hence the answer option is (d).
6. The suitable answer is ‘set’. Hence the answer option is (c).
7. The suitable answer is ‘supposed’. Hence the answer option is (d).

5.18 ■ Verbal Ability

8. The suitable answer is 'showed'. Hence the answer option is (b).
9. The suitable answer is 'switch'. Hence the answer option is (d).
10. The suitable answer is 'equipment's'. Hence the answer option is (b).

Passage 2

11. The suitable answer is 'relationship'. Hence the answer option is (d).
12. The suitable answer is 'is'. Hence the answer option is (d).
13. The suitable answer is 'rising'. Hence the answer option is (c).
14. The suitable answer is 'means'. Hence the answer option is (a).
15. The suitable answer is 'precursor'. Hence the answer option is (b).
16. The suitable answer is 'changes'. Hence the answer option is (d).
17. The suitable answer is 'cease'. Hence the answer option is (c).
18. The suitable answer is 'pace'. Hence the answer option is (d).
19. The suitable answer is 'debated'. Hence the answer option is (d).
20. The suitable answer is 'forecast'. Hence the answer option is (a).

Passage 3

21. The suitable answer is 'index'. Hence the answer option is (a).
22. The suitable answer is 'immune'. Hence the answer option is (c).
23. The suitable answer is 'reported'. Hence the answer option is (c) (3)
24. The suitable answer is 'arrest'. Hence the answer option is (a).

25. The suitable answer is 'hand'. Hence the answer option is (d).
26. The suitable answer is 'short'. Hence the answer option is (b).
27. The suitable answer is 'leads'. Hence the answer option is (b).
28. The suitable answer is 'procurement'. Hence the answer option is (d).
29. The suitable answer is 'increased'. Hence the answer option is (d).
30. The suitable answer is 'overcome'. Hence the answer option is (b).
31. The suitable answer is 'local'. Hence the answer option is (b).
32. The suitable answer is 'sight'. Hence the answer option is (d).

Passage 4

33. The suitable answer is 'shambles'. Hence the answer option is (a).
34. The suitable answer is 'stress'. Hence the answer option is (d).
35. The suitable answer is 'across'. Hence the answer option is (b).
36. The suitable answer is 'consisted'. Hence the answer option is (c).
37. The suitable answer is 'provide'. Hence the answer option is (b).
38. The suitable answer is 'gap'. Hence the answer option is (a).
39. The suitable answer is 'sea'. Hence the answer option is (b).
40. The suitable answer is 'affluent'. Hence the answer option is (d).
41. The suitable answer is 'tremendous'. Hence the answer option is (e).
42. The suitable answer is 'inequality'. Hence the answer option is (c).

6

Analogy

In Analogy questions, you are presented with a pair of words followed by four or five options. You will be expected to find the best match from the options as given in the first pair. In handling this type of questions, it is necessary to determine the exact nature of relationship existing between the given words.

Example 1:

Tree : Forest

- (a) Daisy : Meadow
- (b) Grass : Lawn
- (c) Wheat : Field
- (d) Flower : Garden

In this case, the relationship is that a forest cannot exist without trees. The answer is (b) because a lawn cannot exist without grass. However, a meadow need not contain daisies; a field can be made of grain other than wheat; a garden may contain only vegetables.

List of some of the possible relationships: Listed below are different possible relationships that could be the basis of the verbal analogy questions given in tests.

1. Worker and tool used

Carpenter : Saw, Writer : Typewriter,
Surgeon : Scalpel

2. Tool and object worked on

Pencil : Paper, Saw : Wood

3. Worker and article created

Carpenter : House, Writer : Book,
Composer : Symphony

4. Symbol and what it stands for

Flag : Nation, Insignia : Rank

5. Time sequence

Early : Late, Dawn : Twilight,
Sunrise : Sunset

6. Cause and effect

Germ : Disease, Carelessness : Accident,
Explosion : Debris

7. Class-species

Furniture : Chair, Insect : Grasshopper,
Mammal : Whale, Dog : Poodle

8. Typo-characteristic

Cow : Herbivorous, Tiger : Carnivorous

9. Degree of intensity

Castigate : Condemn, Joy : Ecstasy,
Admiration : Love

10. Grammatical relationships

I : Mine (*First person non-native case :
First person possessive case*), Have : Had
(*Present tense : Past tense*), Alumnus :
Alumni (*Singular noun : Plural noun*)

11. Synonyms

Kind : Benevolent

12. Antonyms

Love : Hate, Fancy : Simple,
Real : Fictional

13. Person and thing avoided by

Child : Fire, Pilot : Reef

14. Part to the whole

Soldier : Regiment, Star : Constellation

15. Gender

Duck : Drake, Bull : Cow

..... Practice Exercises

Exercise 1

Directions for questions 1 to 10: *In each of the following questions, related pair of words or phrases is followed by four lettered pairs of words or phrases. Select the lettered pair that best expresses a relationship similar to that expressed in the original pair.*

1. Animal : Cat ::
 - (a) Apple : Pear
 - (b) Club : Player
 - (c) Furniture : Chair
 - (d) Landscape : Tree
2. Curtain : Stage ::
 - (a) Footlight : Orchestra
 - (b) Lid : Jar
 - (c) Veil : Face
 - (d) Screen : Film
3. Insomnia : Sleep ::
 - (a) Dyslexia : Read
 - (b) Haemophilia : Bleed
 - (c) Hyperactivity : Move
 - (d) Malnutrition : Eat
4. Jeer : Derision ::
 - (a) Fidget : Restraint
 - (b) Cower : Menace
 - (c) Slouch : Vigilance
 - (d) Reprimand : Censure
5. Humility : Supplicant ::
 - (a) Resistance : Adversary
 - (b) Espionage : Connoisseur
 - (c) Dogmatism : Scholar
 - (d) Gregariousness : Teammate
6. Interest : Inveigle ::
 - (a) Evaluate : Suggest
 - (b) Plan : Scheme
 - (c) Interpret : Examine
 - (d) Neglect : Persecute
7. Barter : Commodities ::
 - (a) Arbitrate : Disputes
 - (b) Invade : Boundaries
 - (c) Debate : Issues
 - (d) Corresponds : Letters
8. Parry : Question ::
 - (a) Return : Affection
 - (b) Shirk : Duty
 - (c) Confront : Dread
 - (d) Hurl : Insult
9. Escape : Abscond ::
 - (a) Freedom : Independence
 - (b) Endless : Eternal
 - (c) Weaken : Strengthen
 - (d) Exult : Jubilate
10. Benevolent : Kind ::
 - (a) Unclear : Muddy
 - (b) Imprudent : Reverential
 - (c) Sagacity : Incautious
 - (d) Redundant : Cheerful

Exercise 2

Directions for questions 1 to 25: *In each of the following questions, related pair of words or phrases is given. Each pair is followed by four other pairs of words. Choose the pair that best expresses a relationship similar to that expressed in the original pair.*

1. Kick : Football :: _____ : _____
 - (a) Mop : Sweep
 - (b) Dust : Rage
 - (c) Wash : Dishes
 - (d) Throw : Ring
2. Rectangle : Pentagon :: _____ : _____
 - (a) Triangle : Rectangle
 - (b) Diagonal : Perimeter

- (c) Side : Angle
(d) Circle : Square
3. Inherit : Acquire :: _____ : _____
(a) Instinct : Habit
(b) Learn : Discover
(c) Loss : Gain
(d) Hierarchical : Succession
4. Oak : Coniferous :: _____ : _____
(a) Fish : Sea
(b) Animal : Carnivore
(c) Tree : Grove
(d) Chimpanzee : Ape
5. Proscenium : Stage :: _____ : _____
(a) Portico : House
(b) Linen : Bed
(c) Lamp : Table
(d) Compass : Needle
6. Aeroplane : Drove :: _____ : _____
(a) Bird : Chirp
(b) Silk : Rustle
(c) Paper : Crinkle
(d) Elephant : Tusk
7. Editor : Newspaper :: _____ : _____
(a) Lecturer : University
(b) Teacher : School
(c) Nurse : Hospital
(d) Architect : Design
8. Horse : Stable :: _____ : _____
(a) Hen : Coop (b) Monk : Hermit
(c) Fish : Pond (d) Dog : Kennel
9. Opening : Inauguration :: _____ : _____
(a) Memory : Commemoration
(b) Display : Exhibition
(c) Admission : Initiation
(d) Solemn : Vestments
10. Amplify : Argument :: _____ : _____
(a) Redouble : Efforts
(b) Exacerbate : Sale
(c) Maximise : Profit
(d) Enhance : Power
11. Jeweller : Ornament :: _____ : _____
(a) Doctor : Patients
(b) Mechanic : Repair
(c) Artism : Goldsmith
(d) Architect : Plans
12. Terrorist : Violence :: _____ : _____
(a) Atheist : Religion
(b) Priest : Temple
(c) Militant : Hit
(d) Physician : Medicine
13. Shoe: Leather : :
(a) Bus : Conductor
(b) Train : Wagon
(c) Highway : Asphalt
(d) Medicine : Doctor
14. Condone : Offence : :
(a) Overlook : Aberration
(b) Error : Omission
(c) Mitigate : Penitence
(d) Conviction : Criminal
15. Dinosaur : Dragon : :
(a) Evolution : Revelation
(b) Gorilla : Soldier
(c) Snow : Ice
(d) Primeval : Medieval
16. Deterioration : Rust : :
(a) Recession : Inefficiency
(b) Depression : Unemployment
(c) Promulgation : Legislation
(d) Iron : Water
17. Telephone : Ring : :
(a) Door : Knock
(b) Gate : Open
(c) Door : Wood
(d) Lock : Key
18. Liquefy : Petrify :: _____ : _____
(a) Melt : Freeze
(b) Soften : Frighten
(c) Cash : Invest
(d) Blend : Separate

6.4 ■ Verbal Ability

19. Vindicable : Reprehensible :: _____ :

- (a) Bitter : Sad
- (b) Mild : Serious
- (c) Solid : Porous
- (d) Vivid : Dull

20. Suggest : Demand :: _____ : _____

- (a) Deny : Request
- (b) Question : Ask
- (c) Give : Receive
- (d) Take : Grab

21. Pariah : Favourite :: _____ : _____

- (a) Nephew : Son
- (b) Outcast : Chosen
- (c) Hypnotism : Victim
- (d) Chosen : Accepted

22. Habits : Instinct :: _____ : _____

- (a) Work : Play
- (b) Training : Heredity

- (c) Learning : Force
- (d) Birds : Animals

23. Fatuous : Inane :: _____ : _____

- (a) Clever : Wise
- (b) Fatal : Mordant
- (c) Cloying : Viscous
- (d) Portentous : Significant

24. Scales : Justice :: _____ : _____

- (a) Weights : Measures
- (b) Markets : Courts
- (c) Torch : Liberty
- (d) Laurel : Peace

25. Conviction : Intellect :: _____ : _____

- (a) Response : Emotion
- (b) Speech : Propaganda
- (c) Belief : Religion
- (d) Facts : Statistics

Exercise 3

Direction for questions 1 to 20: *In each question below, you are given a related pair of words or phrases. Select the lettered word that best expresses a relationship similar to that in the original pair of words.*

1. bountiful : scant :: generous :

- (a) magnanimous (b) munificent
- (c) prodigal (d) stingy

2. naive : experienced :: migrant :

- (a) native (b) inherent
- (c) flamboyant (d) aureate

3. solicitude : calmness :: immorality :

- (a) habits (b) cheating
- (c) ethicality (d) honour

4. dynamic : static :: whole :

- (a) strenuous (b) biased
- (c) partial (d) vigorous

5. sluggish : energetic :: forward :

- (a) rearward
- (b) ahead
- (c) bold
- (d) developing

6. comicality : seriousness :: disagreement :

- (a) coherence (b) accord
- (c) harmony (d) treaty

7. hammer : nail :: stick :

- (a) carpet (b) drums
- (c) bamboo (d) table

8. needle : cloth :: scissors :

- (a) carpet (b) paper
- (c) screw (d) vegetables

9. stick : drums :: wrench :

- (a) wood (b) pipe
- (c) paper (d) table

10. vacuum cleaner : carpet : : lawn mower :

- (a) grass (b) hair
(c) paper (d) dry

11. scissors : paper : : axe :

- (a) wood (b) canvas
(c) wall (d) spices

12. lighter : burner : : screw driver :

- (a) paper (b) car
(c) screw (d) pipe

13. needle : wool : : fork :

- (a) spices (b) hair
(c) food (d) knife

14. brush : canvas : : cloth :

- (a) needle (b) pen
(c) marker (d) paint

15. wrench : pipe : : lawn mower :

- (a) tennis (b) grass
(c) paper (d) plants

16. floss : teeth : : needle :

- (a) thread (b) nurse
(c) cloth (d) sew

17. sunshine : light : : push :

- (a) movement
(b) tired
(c) sluggish
(d) lethargy

18. friction : heat : : deforestation :

- (a) soil erosion
(b) earthquake
(c) tremor
(d) wind

19. stabbing : injury : : hitting :

- (a) bruise (b) idea
(c) noise (d) heat

20. friction : heat : : combustion :

- (a) cloud (b) smoke
(c) air (d) wet

Exercise 4

Direction for questions 1 to 20: *In each question below, you are given a related pair of words or phrases. Select the lettered word that best expresses a relationship similar to that in the original pair of words.*

1. overeating : obesity : : thunder :

- (a) noise (b) clouds
(c) heat (d) waves

2. democracy : freedom : : aging :

- (a) pride (b) self-esteem
(c) maturity (d) prestige

3. shower : wet : : hard work :

- (a) success (b) maturity
(c) topper (d) fatigue

4. combustion : smoke : : fire :

- (a) wind (b) forest
(c) heat (d) matchstick

5. admiration : happiness : : medicine :

- (a) treatment (b) healing
(c) therapy (d) weakness

6. thunder : noise : : filth :

- (a) uncleanliness (b) beauty
(c) corrupt (d) praise

7. aging : maturity : : sluggishness :

- (a) non success
(b) accomplishment
(c) cowardice
(d) noise

8. medicine : healing : : carelessness :

- (a) mistakes (b) confidence
(c) prudence (d) intelligence

9. soldier : regiment : : star :

- (a) group (b) night
(c) galaxy (d) bunch

6.6 ■ Verbal Ability

10. thieves : gang : : drawers :
(a) chest (b) wood
(c) clothes (d) wardrobe
11. puppies : litter : : furniture :
(a) dust (b) carving
(c) suite (d) durability
12. people : crowd : : flower :
(a) garden (b) bouquet
(c) leaves (d) flowerbed
13. thieves : gang : : trees :
(a) clump (b) forest
(c) branches (d) swings
14. furniture : suite : : ships :
(a) transport (b) harbour
(c) fleet (d) sailor
15. puppies : litter : : fish :
(a) sea
(b) aquarium

- (c) food
(d) shoal
16. grapes : bunch : : keys :
(a) collection (b) ring
(c) bunch (d) lock
17. flowers : bouquet : : cattle :
(a) group (b) animals
(c) herd (d) graze
18. singers : choir : : chocolate :
(a) sweet (b) bar
(c) dessert (d) children
19. cards : pack : : sheep :
(a) wool (b) flock
(c) herd (d) group
20. tutor : governess : : fox :
(a) vixen (b) foxes
(c) animal (d) boar

Exercise 5

Direction for questions 1 to 20: *In each question below, you are given a related pair of words or phrases. Select the lettered word that best expresses a relationship similar to that in the original pair of words.*

1. heir : heiress : : drone :
(a) master (b) bee
(c) bat (d) lass
2. steward : stewardess : : stag :
(a) blind (b) ewe
(c) hind (d) squaw
3. monk : nun : : bullock :
(a) cow (b) bull
(c) cart (d) heifer
4. czar : czarina : : duke :
(a) duck (b) duchess
(c) bee (d) holland
5. boar : sow : : ram :
(a) eve (b) dusk
(c) ewe (d) dawn
6. bull : cow : : gander :
(a) gender (b) geese
(c) goose (d) goes
7. horse : mare : : colt :
(a) cuddle (b) calf
(c) filly (d) cow
8. heir : heiress : : wizard :
(a) vixen (b) witch
(c) ditch (d) wasp
9. anchor : safety : : yin yang :
(a) birth and death
(b) darkness and light
(c) young and old
(d) peace and prosperity

10. spire : religious aspiration :: shell :
 (a) intimacy (b) resurrection
 (c) sea shore (d) jewels
11. roses : innocence :: griffin :
 (a) power (b) scavengers
 (c) symbol (d) university
12. compass : architect :: spiral :
 (a) hairdresser (b) book seller
 (c) progress (d) electrician
13. circle : endlessness :: ring :
 (a) failure (b) playfulness
 (c) engagement (d) completeness
14. obelisk : eternity :: oak tree :
 (a) shade (b) harmony
 (c) friendship (d) strength
15. scythe : death :: sun dial :
 (a) heat (b) money
 (c) warmth (d) time
16. angel : spiritual aspiration :: crown :
 (a) king (b) wisdom
 (c) dynasty (d) sovereignty
17. fern : New Zealand :: dove :
 (a) London (b) revolution
 (c) peace (d) justice
18. book : learning :: cenotaph :
 (a) weather (b) excelling
 (c) mourning (d) divinity
19. griffin : power :: ferns :
 (a) trinity (b) aspiration
 (c) humility (d) mourning
20. shell : resurrection :: spire :
 (a) tranquility
 (b) religious aspiration
 (c) rigidity
 (d) destination

Exercise 6

Direction for questions 1 to 20: *In each question below, you are given a related pair of words or phrases. Select the lettered word that best expresses a relationship similar to that in the original pair of words.*

1. yin yang : darkness and light :: lamb :
 (a) timid
 (b) innocence
 (c) calm
 (d) peace and prosperity
2. mindless : unimaginative :: superfluous :
 (a) abounding (b) compatible
 (c) necessary (d) essential
3. dearth : absence :: exiguousness :
 (a) scantiness (b) excess
 (c) sufficiency (d) weakness
4. fate : fortune :: chance :
 (a) accident
 (b) consequence
 (c) consequence
 (d) circumstance
5. victorian : conservative :: stuffy :
 (a) confined (b) airy
 (c) clear (d) middle
6. conceited : big headed :: puffed up :
 (a) self effacing (b) chesty
 (c) conscious (d) meek
7. guilty : accusable :: convicted :
 (a) innocent (b) delighted
 (c) fragile (d) delinquent
8. disinclined : hesitant :: eager :
 (a) alcoholic (b) luke warm
 (c) wild (d) acquisitive
9. competent : adequate :: equal :
 (a) indistinguishable (b) diverse
 (c) biased (d) variable

6.8 ■ Verbal Ability

10. bird : sparrow : : homosapien :
(a) squirrel (b) hen
(c) man (d) mammal
11. insect : fly : : bakery products :
(a) refined flour
(b) biscuits
(c) sugar
(d) eggs
12. cosmetics : nail paint : : mammal :
(a) bat (b) child
(c) offspring (d) class
13. electrical appliance : washing machine : : clothes :
(a) pullover
(b) clothesline
(c) detergent
(d) iron
14. jewellery : earring : : medicine :
(a) antiseptic (b) treatment
(c) doctor (d) healing
15. he : she : : drake :
(a) drone (b) duke
(c) duchess (d) duck
16. he : buys : : they :
(a) were buying (b) bought
(c) buy (d) buys
17. lost : lose : : cost :
(a) cost (b) cast
(c) costed (d) cause
18. drove : driven : : worst :
(a) worsten (b) worst
(c) worst (d) worse
19. he : himself : : they :
(a) herself (b) themself
(c) themselves (d) itself
20. forget : forgotten : : bet :
(a) bet (b) beat
(c) beaten (d) beet

Exercise 7

Direction for questions 1 to 20: *In each question below, you are given a related pair of words or phrases. Select the lettered word that best expresses a relationship similar to that in the original pair of words.*

1. Asian : an : : European :
(a) the (b) an
(c) a (d) none
2. fast : faster : : good :
(a) smart (b) intelligent
(c) clever (d) better
3. box : in : : pond :
(a) under (b) into
(c) inside (d) over
4. can : could : : may :
(a) shan't (b) ought to
(c) might (d) would
5. sherrifs : sheriffs : : ox :
(a) cow (b) oxes
(c) oxen (d) heifer
6. rahul : is : : children :
(a) is (b) was
(c) are (d) were
7. Taj Mahal : the : : Statue of Liberty :
(a) is (b) a
(c) the (d) has
8. dangerous : dangerously : : horrible :
(a) horribly
(b) horribaly
(c) horrible
(d) hurably
9. fisherman : fishing rod : : cowboy :
(a) net (b) rope
(c) bucket (d) cowshed

10. cowboy : rope : : cobbler :
 (a) mend (b) goblet
 (c) shoes (d) leather cutter
11. farmer : plough : : gardner :
 (a) plants (b) spade
 (c) trees (d) lawn
12. butcher : knife : : baker :
 (a) knead (b) bakery
 (c) dough (d) kneader
13. tailor : sewing machine : : jeweller :
 (a) jewels (b) necklace
 (c) gold (d) setter
14. surgeon : scalpel : : teacher :
 (a) duster (b) chalk
 (c) register (d) chart
15. farmer : plough : : butcher :
 (a) slaughter (b) flesh
 (c) knife (d) animals
16. cleaner : duster : : sweeper :
 (a) sweep (b) bin
 (c) garbage (d) broom
17. plumber : wrench : : craftsmen :
 (a) tool
 (b) raw material
 (c) skill
 (d) master piece
18. teacher : chalk : : painter :
 (a) canvas (b) brush
 (c) paint (d) sketch
19. fisherman : fishing rod : : plumber :
 (a) pipe (b) fittings
 (c) wrench (d) tap
20. writer : pen : : woodcutter :
 (a) trees (b) axe
 (c) scissors (d) wood

Exercise 8

Direction for questions 1 to 20: *In each question below, you are given a related pair of words or phrases. Select the lettered word that best expresses a relationship similar to that in the original pair of words.*

1. diabetic : sweets : : drop out :
 (a) careless (b) road
 (c) school (d) pack
2. healthy person : medicine : : bright student :
 (a) sickness (b) studies
 (c) serious (d) rote learning
3. nun : wedlock : : sportsman :
 (a) games (b) jogging
 (c) steroids (d) diet
4. hydrophobic : water : : child :
 (a) play (b) fire
 (c) noise (d) swimming
5. cleaner : dust : : orthodox :
 (a) generation gap
 (b) aged
 (c) thinking
 (d) enlightenment
6. drop out : school : : hydrophobic :
 (a) colours (b) animals
 (c) water (d) light
7. player : foul : : asthmatic :
 (a) weather (b) allergen
 (c) lungs (d) infection
8. bright student : rote learning : : convict :
 (a) crime (b) carelessness
 (c) police (d) delinquency
9. baker : cakes : : architect :
 (a) site (b) plan
 (c) fittings (d) building

6.10 ■ Verbal Ability

10. director : films :: composer :
 (a) instruments (b) medicine
 (c) symphony (d) phoenix
11. tailor : dress :: painter :
 (a) canvas (b) brush
 (c) paintings (d) colours
12. carpenter : furniture :: mason :
 (a) rooms (b) car wash
 (c) house (d) animals
13. baker : bread :: tailor :
 (a) cloth (b) needle
 (c) dress (d) wardrobe
14. weaver : cloth :: potter :
 (a) pot (b) clay
 (c) mud (d) harry
15. pharmacist : medicines :: weaver :
 (a) cloth (b) bird
 (c) animal (d) weave

16. farmer : crops :: craftsman :
 (a) exhibition
 (b) things
 (c) raw material
 (d) handicrafts
17. potter : pots :: pharmacist :
 (a) pharmacy (b) doctor
 (c) chemist (d) medicines
18. lyricist : lyrics :: cobbler :
 (a) shoes (b) leather
 (c) worker (d) mending
19. architect : plans :: baker :
 (a) bakery (b) cakes
 3. sugar (d) fruits
20. mason : house :: jeweller :
 (a) diamonds (b) gold
 (c) ornaments (d) gold smith

..... Answer Keys

Exercise 1

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

Exercise 2

1. (d)	2. (a)	3. (a)	4. (a)	5. (b)	6. (d)	7. (d)	8. (b)
9. (d)	10. (b)	11. (d)	12. (c)	13. (b)	14. (a)	15. (c)	16. (b)
17. (a)	18. (a)	19. (b)	20. (d)	21. (b)	22. (b)	23. (d)	24. (c)
25. (a)							

Exercise 3

1. (d)	2. (a)	3. (c)	4. (c)	5. (a)	6. (a)	7. (b)	8. (b)
9. (b)	10. (a)	11. (a)	12. (c)	13. (b)	14. (a)	15. (b)	16. (c)
17. (a)	18. (a)	19. (a)	20. (b)				

Exercise 4

1. (a)	2. (c)	3. (a)	4. (c)	5. (b)	6. (a)	7. (a)	8. (a)
9. (c)	10. (a)	11. (c)	12. (b)	13. (a)	14. (c)	15. (d)	16. (c)
17. (c)	18. (b)	19. (b)	20. (a)				

Exercise 5

1. (b)	2. (c)	3. (d)	4. (b)	5. (c)	6. (c)	7. (c)	8. (b)
9. (b)	10. (b)	11. (a)	12. (c)	13. (d)	14. (d)	15. (d)	16. (d)
17. (c)	18. (c)	19. (c)	20. (b)				

Exercise 6

1. (b)	2. (a)	3. (a)	4. (a)	5. (a)	6. (a)	7. (d)	8. (d)
9. (b)	10. (c)	11. (b)	12. (a)	13. (a)	14. (a)	15. (d)	16. (c)
17. (a)	18. (b)	19. (c)	20. (a)				

Exercise 7

1. (c)	2. (d)	3. (b)	4. (c)	5. (c)	6. (c)	7. (c)	8. (a)
9. (b)	10. (d)	11. (c)	12. (d)	13. (d)	14. (b)	15. (c)	16. (d)
17. (b)	18. (b)	19. (c)	20. (b)				

Exercise 8

1. (c)	2. (d)	3. (c)	4. (b)	5. (d)	6. (b)	7. (b)	8. (a)
9. (b)	10. (c)	11. (b)	12. (c)	13. (c)	14. (a)	15. (a)	16. (d)
17. (d)	18. (a)	19. (b)	20. (c)				

..... Selective Hints

Exercise 1

1. Cat is an animal; chair is furniture, therefore answer is option (c). Whereas, option a is not similar to the relationship given, as apple and pear are different kinds of fruits. Similarly, option (b) is not correct and also option d is not satisfying the relationship. Hence the answer is option (c).
2. Stage is covered with curtain; face is covered with veil, which gives the answer as option (c). Option a is not true as it is not related to the relationship above. Similarly, options (b) and d are not true. Hence the answer is option (c).
3. Insomnia is a sleep disorder that is characterised by staying asleep; dyslexia is a reading disorder therefore the answer is option a. Other options are not related to disorders, as mentioned in the relationship above. Hence the answer is option (a).
4. Jeer means make rude and mocking remarks, jeer and derision are synonyms; reprimand and censure are synonyms, which means criticism. Whereas, option (a) is incorrect, as fidget means move restlessly and restraint is self-control, which are not synonyms. In option (b), cower is to shrink and menace is danger, therefore it is not related. Option (c), slouch means lazy and vigilance means alert, which are antonyms, hence not true. Hence the answer is option (d).
5. Humility and supplicant are synonyms, which means humble; resistance and adversary are synonyms, therefore the answer is option a, which means opponent. Option (b) is incorrect, as espionage means spying and connoisseur is authority. Option (c) is opposite and option d is incorrect. Hence the answer is option (a).
6. Interest and inveigle are synonyms; plan and scheme are synonyms, that is option (b). Option (a) is incorrect as it is not a synonym. Similarly, options (c) and (d) are incorrect. Hence the answer is option (b).
7. Barter is to trade by exchange of commodities; corresponds (communicate) by exchange of letters, that is option (d). Other options are not true, as they are not satisfying the relationship given above. Hence the answer is option (d).
8. Parry and question are antonyms parry means imprecise answer; shirk and duty are antonyms, therefore the answer is option (b), in which shirk means get out of responsibility. Option a is not antonym so it is incorrect. Similarly, options (c) and (d) are incorrect. Hence the answer is option (b).
9. Both words mean to affect a person or thing in such a way as to lessen the health, strength, value, beauty, etc. Similarly, 'injure' means 'hurt' and 'incapacitate' intensifies the meaning of 'injure'. Hence, all these words have synonymical relationship.
10. The words 'contradict' and 'contravene' refer to the rejection of a previous statement by argument or evidence, whereas 'deny' or 'refute' refers to something refused or withheld. Hence, all these words are synonyms.

7

Modifiers

Modifiers

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

Errors in Modifiers

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

For example, consider below statements:

Example 1

A signboard at a restaurant says:

We provide restrooms for the ladies that are clean and comfortable.

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

So the correct message should be—We provide clean and comfortable restrooms for ladies. ■

Example 2

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

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

Correct usage

- a. While ‘I’ was walking back from the village my wallet was lost.
- b. Walking back from the village, I lost my wallet. ■

Example 3

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

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

Incorrect usage—Blinded by the storm, I or the driver steered the car in the wrong direction. ■

Example 4

Read the following sentences and identify which one is correct:

1. I only eat pizzas and burgers
2. Only I eat pizzas and burgers
3. I eat only pizzas and burgers
4. I eat pizzas and burgers only

Solution

Grammatically, all the four sentences are correct.

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

7.2 ■ Verbal Ability

4. 4th sentence means that I eat only pizzas and burgers.

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

Types of Modifier Errors

There are two types of modifier errors.

Misplaced Modifier Error

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

Dangling Modifier Error

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

Misplaced Modifiers

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

Dangling Modifiers

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

How to Approach Modifier Question

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

..... Practice Exercise

Exercise 1

Directions for questions 1 to 10: Each of the sentences given below has a modifier error. Rewrite the sentence after correcting that error.

1. Earning only minimum wage, nearly I made ₹ 20,000 last year.
2. Driving over the hill, the river came into view.

3. Crowded in the train, the trip was uncomfortable.
4. The results will only be known after all the votes have been counted.
5. A fish was found in the Ocean that had been considered extinct.

- | | |
|---|--|
| <ul style="list-style-type: none"> 6. The palace was located by a pond which was made of red brick. 7. Chunu was thinking about Munu walking down the Hall. 8. They finally found a petrol pump driving around in their van. | <ul style="list-style-type: none"> 9. He almost watched television all night. 10. Annoyed at the delay, my patience was running out. |
|---|--|

..... Selective Hints

Exercise 1

(Please note that the following sentences are not the only way of correcting the wrong sentences given):

- | | |
|---|---|
| <ul style="list-style-type: none"> 1. Earning only minimum wage, I made nearly ₹ 20,000 last year. 2. When we drove over the hill, the river came into view. 3. Crowded in the train, we were uncomfortable during the trip. 4. The results will be known only after all the votes have been counted. | <ul style="list-style-type: none"> 5. A fish that was considered extinct was found in the Ocean. 6. The palace which was made of red brick was located by a pond. 7. While walking down the hallway, Chunu was thinking about Munu. 8. They finally found a petrol pump while they were driving around in their van. 9. He watched television almost all night. 10. Annoyed at the delay, I was losing my patience. |
|---|---|

This page is intentionally left blank

8

Para-jumble

Para-jumble questions are also known as “sentence arrangement questions”. In these questions, the given paragraph will not be in the right order. You will have to rearrange the sentences based on a particular theme and it turns out to make sense finally.

Throughout these questions, the question setters would like to analyse and assess the candidate’s reading and reasoning skills as well.

To solve these questions, the key factor which is very vital is to look out for any piece of information or clue that can help you connect the sentences together as meaningfully as possible.

Strategy for Solving Para-jumble Questions

The core strategy of solving Para-jumble questions is to look out for clues that can help us to connect the sentences. There are some key indicators that will help us to find out the sequence of sentences. However, it is imperative to note that in solving a Para-jumble question; more than one approach can be applied at an instance. Keep track of the following strategies while answering such questions.

Noun-Pronoun Relationship

In noun/pronoun relationships, we know that the noun will come first and will be referred to later using suitable pronouns.

Study the following example:

- A. People can get infected by handling reptiles while touching their mouths or an open cut.

B. At first they may look like perfect pets, which is quite exotic, calm and tidy.

C. A study estimates that in 1995, there were as many as 6,700 reptile-caused Salmonella infections.

D. But lizards and other pets can harbour a salmonella bacterium which makes people sick.

- | | |
|----------|----------|
| (a) BCAD | (b) BCDA |
| (c) ACDB | (d) BDCA |

Read sentences C and D carefully. Sentence D contains the noun phrase ‘a salmonella bacterium’ and Sentence C contains the noun phrase ‘salmonella infections’. What is the relationship between the two? Since the phrase ‘a salmonella bacterium’ introduces the bacterium, it should logically precede the phrase ‘salmonella infections’. Therefore, the sentence that contains the phrase ‘a salmonella bacterium’ should come before the sentence that contains the phrase ‘salmonella infections’. So, sentence D should precede Sentence C! Once you have a link between the two sentences, look at the answer choices to see if you are on the right track. If you are, then you have the right answer (Answer is BDCA) and it is time to move on to the next exercise.

Full Form vs. Short Form

When we introduce someone or something, we use the complete name or title. When we refer to the same someone or something later in the paragraph, we just use the surname or the first name if we are on familiar terms with the person being discussed. If we are discussing an object,

8.2 ■ Verbal Ability

we remove the modifiers and just use the noun or a pronoun to refer to it.

In Para-jumbles we encounter full and short names or sometimes acronyms of some term or institution. Example: CBI referred as Central Bureau of Investigation, Mrs Indira Gandhi referred as Mrs. Gandhi, Karl Marx referred as Marx and President George W. Bush referred as President Bush or The President. The rule is that if both full form as well as short form is present in different sentences, then the sentence containing full form will come before the sentence containing short form. Let's see this technique by working through an example.

- A. If you are used to have your stimulation come in from outside, then your mind never develops its own habits of thinking and reflecting.
- B. Marx thought that religion was the opiate, because it soothed people's pain and suffering and prevented them from rising as a rebellion.
- C. If Karl Marx was alive today, he would say that television is the opiate of the people.
- D. Television and similar entertainments are even more of an opiate because of their addictive tendencies.
 - (a) BACD
 - (b) ADBC
 - (c) BCDA
 - (d) CBDA

Sentence B has Marx (short form) and sentence C has Karl Marx (full form). So C will come before B. Now look at the options. In options (a), (b) and (c), B is placed before C, hence rule out these options. Now, (d) is the right answer.

Chronological Order

In a Para-jumble question, there may be a time indication given, either by giving years or by using time indicating words. This provides a way for us to identify the correct sequence of the sentences by arranging the sentences using their proper time sequence. Some words through which a time sequence may be indicated are before, after, later, when, etc.

Let's see an example illustrating this technique:

- A. Then two astronomers—the German, Johannes Kepler and the Italian, Galileo Galilei started publicly to support the Copernican theory, despite the fact that the orbits it predicted did not quite match the ones observed.
- B. His idea was that the sun was stationary at the centre and that the earth and the planets move in circular orbits around the sun.
- C. A simple model was proposed in 1514 by a Polish priest, Nicholas Copernicus.
- D. Nearly a century passed before this idea was taken seriously.
 - (a) CADB
 - (b) BCAD
 - (c) CBDA
 - (d) CDBA

In the above example you will observe that the flow of logic is in the form of a time sequence which flows from the oldest time period to a more contemporary time period. Therefore, sentence C will be the first sentence. Sentence B expands upon the *simple model* proposed, hence it will be the sentence following C. The next sentence in order of chronology is C 'nearly a century passed', while the last sentence will be A which completes the sequence from older time to contemporary time thus giving us the answer as CBDA.

Structure of the Para

In order to un-jumble a group of sentences quickly, it is essential for us to understand how language sticks together to form a cohesive unit. English provides certain sequencing words like firstly, secondly, then, however, consequently, on the other hand, etc., which writers use to join sentences or ideas together and to provide a smooth flow from one idea to the next. It is essential to learn how to spot these words and learn how to use them correctly. Para-jumble sentences often contain several signal words, combining them in complex ways.

Cause and Effect Signals

Look for words or phrases explicitly indicating that one thing causes another or logically determines another. Some examples of such words are:

Accordingly	In order to	Because	So...that
consequently	Therefore	Given	Thus
Hence	When...then	If...then	

Support Signal Words

Look for words or phrases supporting a given sentence. Sentences containing these words will

Nevertheless	Nonetheless	On the contrary	Notwithstanding	And
Even though	Instead of	Despite	In spite of	While
In contrast	Although	However		

Linking the Sentences

Let us look at the following example:

Example 1:

Let us look at another example:

- A. In America, highly educated women, who are in stronger position in the labour market than less qualified ones, have higher rates of marriage than other groups.
[A is the 1st statement. You are required to rearrange the following four statements.]
- B. Some work supports the Becker thesis and some appears to contradict it.
- C. And, as with crime, it is equally inconclusive.
- D. But regardless of the conclusion of any particular piece of work, it is hard to establish any convincing connections between family changes and economic factors using conventional approaches.
- E. Indeed, just as with crime, an enormous academic literature exists on the validity of the pure economic approach to the evolution of family structures.

(Options Withheld *pro tem*)

generally not be the opening sentence. These sentences will follow immediately the sentence which is supported. Some examples of such words are:

Furthermore	Additionally	Also	And
Indeed	Besides	As well	Too
Likewise	Moreover		

Contrast Signals

Look for function words or phrases (conjunctions, sentence adverbs, etc.) that indicate a contrast between one idea and another, setting up a reversal of a thought.

Start thinking like this:

Can B be the opening statement? There is no mention of 'Becker thesis' in the opening statement. So it is very unlikely.

Can C be the opening statement? The two words in the statement, 'Crime' and 'Inconclusive' make this as the statement after A very unlikely.

Can D be the opening statement? Though it furthers the idea presented in statement A, the usage of word like 'But' makes it unlikely to be the statement coming just after statement A. Besides, the statement A does not talk about any piece of work. In fact, statement A is just an opinion.

Can E be the opening statement? And yes, it definitely is. E is the statement after A, both through elimination of other statements and selection.

Next statement should be C, as it again talks about 'Crime' and how inconclusive it is (despite 'an enormous academics literature exists' as given in the statement E).

Next statement:

D should be the last statement as it concludes the whole theme that 'it is hard to establish'. Now

8.4 ■ Verbal Ability

the whole point is how do we place statement B and the Becker thesis? Which finds no mention in the whole passage? Only reasoning that can be given here is probably this passage that has been taken from a book or project report which has something to do with Becker Thesis and this passage is just a small part of it.

Now let us look at the options and try to eliminate the options with the help of the conclusions that we have derived so far.

- (a) BCDE - Ruled out as E is the 1st statement.
- (b) DBEC - Ruled out as E is the 1st statement.
- (c) BDCE - Ruled out as E is the 1st statement.
- (d) ECBD - Answer.
- (e) EBCD - Ruled out as EC_D is the link.

Hence option (d) is the answer.

.....Practice Exercises.....

Exercise 1

Direction for question 1 to 11: Sentences given in each question, when properly sequenced, form a coherent paragraph. The first and last sentences are 1 and 6, and the four in between are labelled A, B, C and D. Choose the most logical order of these four sentences from among the five given choices to construct a coherent paragraph from sentences 1 to 6.

1.

1. It's the technology equivalent of the tail wagging the dog.
- A. The \$250 mobile phone comes with a 5-megapixel camera and an enhanced liquid crystal screen capable of handling 16 million colours—compared to the average phone screen's quarter million.
- B. But this week's announcement by Korea-based Samsung has turned the entire business of cameras latched on to cell phone, upside down.
- C. A year ago, the cameras that came bundled with mobile phones were mostly low-resolution accessories whose pictures were okay for posting on website—and little else.
- D. Serious shooters—even the average amateur who wanted to have

postcard-sized photos for the album—found the camera-phones virtually useless for printed output.

6. The number of pixels makes the camera better than almost all digital cameras available today—up to semi-professional standard.

- (a) ACDB (b) CDBA
- (c) BACD (d) DCAB
- (e) BCDA

2.

1. The Prime Minister spent 2 hours and 45 minutes on the Kalpakkam campus.
- A. Another plant, which will produce 45 lakh litres of potable water a day using the multi-stage flash method, will be operational in some months.
- B. He went round an exhibition, which featured the PFBR's massive components such as the reactor vessel, steam generator tubes, and so on.
- C. After inaugurating the PFBR construction, he saw the massive work under way there.
- D. He visited the MAPS, and the nearby Nuclear Desalination Demonstration Project, where a desalination plant, using the reverse osmosis method, is

producing 18 lakh litres of potable water a day from sea water.

6. The Prime Minister went to the Fast Breeder Test Reactor, which is a forerunner to the present PFBR.

(a) BCDA (b) BDAC
(c) CDBA (d) BADC
(e) CBDA

3.

1. The outcome of the Maharashtra Assembly elections defies the familiar pattern of state elections.

A. None of these applies to the incumbent government in Maharashtra that has won another term for itself.

B. The pattern seen in more than a hundred Assembly elections all over the country in the last decade is fairly simple: three out of four incumbent governments lose.

C. Its record was a source of embarrassment for the Congress; its own leaders would fight shy of claiming that the Government was imaginatively administered.

D. Those who survive do so for very special and very apparent reasons: exceptionally good governance, emotive appeal along caste-community lines, sheer organisational might or a combination of these.

6. Those at the helm lacked the “liberalization initiative” of a Chandrababu Naidu or a SM Krishna or the manipulative wiliness of a Digvijay Singh.

(a) DCBA (b) BDAC
(c) CADB (d) DBAC
(e) BDCA

4.

1. A batsman walking back to the pavilion before the umpire has given his verdict is a rare sight these days.

A. Even when batsmen know there was a faint nick to the wicket-keeper or the bat-pad catch has gone to the close-in fielders, they would hardly walk and try to thrive on umpires’ errors.

B. There are some batsmen who feel that such acts only neutralise things like the umpire’s decision going against the batsman when he is not out.

C. In contemporary cricket, Adam Gilchrist is perhaps the only batsman who would be half way to the pavilion even before the dreaded finger is raised.

D. When retirement was enforced on the great wicketkeeper Ian Healy in both versions of the game, we saw a smooth transition with yet another gentleman cricketer Adam Gilchrist taking over.

6. This sincere cricketer, who brutalizes opponent bowlers, is one player who upholds strong values both on and off the field.

(a) DCAB (b) CBAD
(c) DABC (d) ABCD
(e) ABDC

5.

1. Nobody can please everybody.

A. It’s the kind of innovative approach you can expect from NEC for your business.

B. It takes a network to do that.

C. They empower massive hotels to track individual preferences while enabling a wide range of guest services and administrative functions.

D. More specifically, a sophisticated platform that integrates advanced computing and networking technologies combined with highly reliable servers from NEC.

6. And it’s how we continue to deliver on our promise of empowering people through innovation.

8.6 ■ Verbal Ability

- (a) BDCA (b) CDBA
- (c) BADC (d) CDAB
- (e) BACD

6.

1. A cliché of business, these days, is that a good reputation takes years to build up but can be lost in an instant.
- A. That mantra has surely been doing the rounds of the BBC, a prestigious, highly respected organisation which took a real battering from Lord Hutton.
- B. Contrary to what Mr Gilligan said, the government did not insert a claim that Iraq could deploy weapons of mass destruction within 45 minutes knowing that it was false, nor did it do so against the wishes of its own spies.
- C. The report by Andrew Gilligan, defence correspondent of the “Today” programme on Radio Four, which in May 2003 incensed the government, was unfounded.
- D. That battering was justified.
6. Sad to say, this report was typical of much of modern British journalism: twisting or falsifying the supposed news to fit a journalist’s opinion about where the truth really lies.

- (a) CDBA (b) BCAD
- (c) ACBD (d) ADCB
- (e) ADBC

7.

1. Corporate tax receipts as a share of GDP, never very high, have been falling.
- A. The exceptions have mainly been those countries, such as Ireland, that have sensibly lowered corporate taxes to attract new firms and investments.
- B. In America, corporate tax revenues have fallen from 4 percent of GDP in 1965 to barely 1 percent of GDP now.
- C. This has increased their tax take.

- D. Indeed, they have been falling for years in just about every big industrial country.
6. As firms run themselves more globally, there is less to stop them moving.

- (a) BDAC (b) CADB
- (c) BACD (d) ADCB
- (e) ABDC

8.

1. It all sounds horribly familiar.
- A. The victims and the investigating police force may be different, but the perpetrator, murder weapon (Windows) and modus operandi are identical.
- B. Once again, Microsoft has fallen foul of regulators who accuse it of exploiting the monopoly of Windows, its desktop operating-system software, in order to dominate adjacent markets.
- C. This time around, its opponent is the European Commission, which is soon expected to issue a ruling that Microsoft has done the same thing again with its media-player software, and is using the dominance of Windows to monopolize the market for software on bigger “server” computers as well.
- D. Four years ago, American trustbusters argued that Microsoft had crushed makers of rival web-browsers by building its own browser into Windows, thus ensuring its ubiquity, since Windows is installed on over 95 per cent of PCs.
6. The European case is, in effect, a re-run of the American case in which Microsoft was found guilty four years ago.

- (a) DACB (b) CBDA
- (c) CBAD (d) BDCA
- (e) BDAC

9.

1. Last year Mexico deported 147,000 illegal immigrants in all, some 20% more than in 2007.

- A. In Tapachula, immigration officials concede that the higher figure represents not their success in stemming the flow, but evidence that more are making the journey.
 - B. Many gather in the seedy, menacing border village of Tecum Unam, whence they cross the Suchiate river to Mexico.
 - C. Certainly, the would-be migrants on the Guatemalan side of the frontier do not seem to be deterred by any bureaucratic obstacles.
 - D. Over 90 percent came from just three Central American countries (Honduras, Guatemala and Nicaragua), almost all of whom are likely to have entered through the southern border.
6. The river bank is a medieval scene of hawkers, migrants, smugglers and even the occasional policeman.
- (a) BDAC (b) ABDC
 - (c) CDBA (d) DACB
 - (e) DABC

10.

- 1. Recovery is indeed under way.
- A. And sustaining the growth will require substantial new investment this year.
- B. The stock market is booming.

- C. But all this makes it harder for the government to remain so unbending towards its creditors.
 - D. GDP grew by perhaps 8 per cent in 2003 and this year's growth may be almost as strong.
6. This is not likely to arrive while the country remains at war with the financial world.
- (a) DBAC (b) CABD
 - (c) BDCA (d) DABC
 - (e) DBCA

11.

- 1. In a poor country like Peru, food has traditionally been robust, spicy but lacking in sophistication.
 - A. A decade ago, Lima had no cookery schools.
 - B. That is starting to change.
 - C. Today, there are 14, including a joint venture with France's Cordon Bleu.
 - D. Mr Acurio, the son of a politician, trained in Paris while pretending to study law.
6. Now, cooking has become an acceptable profession for the children of the elite.
- (a) ADBC (b) DCBA
 - (c) BACD (d) DBCA
 - (e) BADC

Exercise 2

Direction for questions 1 to 10: *A number of sentences are given below which, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the five given choices to construct a coherent paragraph.*

- 1. A. Gilad was to pocket \$ 3 m if the project got off the ground.

- B. More controversially, Mr Appel hired Mr Sharon's farmer son, Gilad, who had no experience in tourism, at a huge salary, ostensibly to help with the project.
- C. The main charge concerns a tourism project that Mr Appel tried to launch in 1999–2000 on a Greek island.
- D. But he also allegedly provided each of them with logistical help in

8.8 ■ Verbal Ability

primary-election campaigns in this period.

- E. He sought the help of the then foreign minister, Mr Sharon, and the then Mayor of Jerusalem, Mr Olmert, to persuade Greek officials to give the go-ahead.

(a) CEDBA (b) ECBDA
(c) CADBE (d) BDEAC
(e) CDEBA

2. A. This would let the Kurds keep a wide measure of autonomy in the three provinces north of Kirkuk, but not Kirkuk itself, pending a new Iraqi constitution due to come into force next year.
B. He favours a return to the status quo that prevailed before the American invasion.
C. The Kurds suspect Mr Bremer of betraying their war-time alliance by seeking to re-impose rule from Baghdad.
D. Down in Baghdad, Paul Bremer, Iraq's American proconsul, is in a bind.
E. But that, at present, satisfies no one—and all sides blame the Americans.
(a) DAEB (b) DBAE
(c) CBAE (d) CBDAE
(e) DBAE
3. A. This may seem unlikely as southern Sudan is the scene of Africa's longest-burning civil war.
B. If Jerome K Jerome were alive today, he would be proud.
C. Over a century after he wrote it, *There Men in a Boat*, his quintessentially English comic novel about accident-prone Victorian gentlemen paddling down the river Thames, is a bestseller in southern Sudan.
D. How could they relate to a comedy about chaps in red-and-orange blazers sculling to Hampton Court and getting lost in the hedge maze there?

- E. Its people have for decades lived in fear of death or enslavement at the hands of mounted militiamen.

(a) DCAEB (b) CBDAE
(c) BCEAD (d) BCAED
(e) CBDEA

4. A. "Never been to school," he explained.
B. There are few jobs in Liberia, and the ex-fighters are among the least employable people anywhere.
C. This muscular 15-year-old can wield an AK-47 with considerable expertise, but he cannot read, write, or even spell his own name.
D. Even if the gunmen are disarmed, rehabilitating them will be hard.
E. Take Boima Dagosary.
(a) EBDAC (b) DAEB
(c) DBECA (d) BECAD
(e) DBEAC
5. A. Cases can be heard up to three times before final sentencing.
B. Perhaps oddly, the bill does little to tackle the biggest defect in Italian justice: its slowness.
C. Might the hope be to make them more susceptible to government control?
D. Likewise, the bill proposes a more hierarchical structure for prosecutors.
E. Might this be because the prime minister has been a prime beneficiary of delay, several charges against him having run beyond a statute of limitations?
(a) EACDB (b) BAEDC
(c) ACDBE (d) BDCAE
(e) ABEDC
6. A. But that conceals some wide differences.
B. Slovenia's GDP per head rises to more than 70 percent of the EU average.
C. The eight newcomers to the EU have an average GDP per head of about one-quarter of today's EU average.

- D. However, measured by purchasing-power parity, which takes prices into account and so gives a better indication of local living standards, the whole region looks better off.
- E. Incomes in the richest country, Slovenia, are three times those in the poorest, Latvia—a far greater gap than exists inside the EU now.
- (a) CDAEB (b) ECDAB
(c) CAEDB (d) ECABD
(e) CAEBD
7. A. Today's 15 EU countries make do with 11 national languages among them, or one for every 34 m people.
- B. Half of central Europe's national languages are Slavic in origin.
- C. Each has a different national language (if one accepts Czech and Slovak as separate languages), or roughly one for every 6 m people, not counting Russian and the Romany dialects spoken by the region's largest minorities.
- D. Linguistically, the central Europeans are more diverse than the Union they join.
- E. Latvian and Lithuanian stem from the Baltic branch of the Indo-European tree.
- (a) ABCED (b) DCAEB
(c) BECDA (d) BADEC
(e) DCABE
8. A. A second view was that Dr Kelly may have been at fault for speaking too freely to an untrustworthy journalist, but that the government had exposed him when they should have shielded him.
- B. When the news came out, many thought so.
- C. Did governments ill-treatment drive David Kelly to suicide?
- D. The third and mildest critique was that although it might have been necessary to release his name, the government did it in a shabby, underhand way, thus contributing to his suicide.
- E. Some saw Dr Kelly as a whistleblower, a public-spirited civil servant who had exposed official deceit.
- (a) CBEAD (b) CBEDA
(c) EACBD (d) EACDB
(e) CEBAD
9. A. These activities are still crimes, but the authorities now turn a blind eye.
- B. Seven years ago, anyone taking a drive with a member of the opposite sex, or wearing make-up, was punished by jail or a lashing.
- C. Since 1997, Tehran has become a more humane, even permissive, place.
- D. The movement should not be seen to be worthless or to have achieved nothing.
- E. No one who remembers Iran before Mr Khatami was elected would dispute that it has changed.
- (a) BAECD (b) CBEAD
(c) EDCBA (d) DECBA
(e) DECAB
10. A. Cynics should perhaps beware.
- B. Many people scoffed when the city announced plans in 1990 to develop what was then just an expanse of marsh land, villages and old factories into its new financial district.
- C. The "build it and they will come" mentality of Shanghai has, after all, paid off handsomely before.
- D. Last year, it is reckoned, it sucked in just under \$ 6 billion, more than a tenth of the total for the entire country.
- E. Today Pudong, as the area is called, is a stunning conglomeration of soaring office towers and hi-tech factories that has attracted tens of billions of dollars in foreign investment.
- (a) CBEAD (b) ECDBA
(c) ACBED (d) ACBDE
(e) ECDAB

Exercise 3

Direction for questions 1 to 12: *A number of sentences are given below which, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the five given choices to construct a coherent paragraph.*

1. A. Says one recent North Korean defector: "While one-third of the population can eat rice and meat soup and one-third can manage to eat corn, the remaining one-third is waiting to die with water-thin porridge."
 B. By cutting state subsidies and freeing prices, Kim has sent inflation through the roof—making basic foodstuffs catastrophically expensive.
 C. For Kim, the next few months could be critical.
 D. Domestically, he must deal with the short-term fallout from the limited economic reforms he introduced two years ago.
 E. A recent report by the World Food Programme states that they have caused even more problems for North Korea's people.
 (a) BDEAC (b) CEDBA
 (c) CDEBA (d) BAEDC
 (e) BADEC
2. A. Arturo Fernandez Lopez, a midlevel accountant in a division of Mexico's Interior Ministry, got a lump in his stomach two years ago as he was crunching numbers.
 B. On July 2 that year, Fernandez presented an official complaint to his office comptroller.
 C. Disaster-relief material and money destined for the coasts had somehow wound up in Mexico's interior without sufficient explanation.
 D. The 55-year-old bureaucrat began to notice what he calls "irregularities" in the office accounts—overly expensive purchases and what appeared to be evidence of no-bid contracts.
 E. But 17 days later, when he showed up for work, armed policemen outside the office stopped him at the door.
 (a) CEABD (b) ACDBE
 (c) DEBAC (d) ADCBE
 (e) ADCEB
3. A. Recently, Elizabeth showed me a gorgeous scarf she'd made.
 B. When she brings her clients to doctors' appointments, she knits while she waits.
 C. Knitting is a passion for my friend Elizabeth, who is a caregiver for the elderly.
 D. "How long does something like that take?" I asked.
 E. "About one stress test and one colonoscopy," she estimated.
 (a) DECBA (b) CEBAD
 (c) ADECB (d) ADCEB
 (e) CBADE
4. A. Their parents are offered a few thousand rupees in the first few months after which payment is stopped.
 B. Hundreds of children are taken by agents to Kerala to be employed as domestic helps.
 C. Worse is the plight of children in the 10–14 age group who are taken to Maharashtra and Gujarat to be employed under excruciating conditions in sweet-making units.
 D. Police and NGOs confide that a number of scams work overtime in the poverty-stricken pockets of Villupuram, Theni, Kambam, Madurai, Thenkasi and Chennai.

- E. Child trafficking across state borders is rampant.
- (a) EDBAC (b) BACED
(c) BCDAE (d) DBACE
(e) DBAEC
5. A. Anyone who invested in the IPO for brokerage firm Indiabulls in September 2004 and is still holding the shares must be a very happy person.
- B. Therefore, the Rs 200 crore in wealth created by Indiabulls is dwarfed by the estimated Rs 2,200 crore created by the IPO of software giant TCS.
- C. Happy and rich.
- D. In the eight months since the Indiabulls public issue, an investment of Rs 20,000 is now worth almost Rs 1 lakh.
- E. But Indiabulls' issue was small in size—Rs 52 crore.
- (a) ABCED (b) DBACE
(c) ACDEB (d) DCEBA
(e) DBAEC
6. A. Beijing gave no sign it intended to change the policy in the near term, which was bad news for the world's automakers.
- B. A 30 per cent sales increase in the first half of the year dipped to a meagre 6.8 per cent in July.
- C. The August forecast was worse: a minuscule 0.1 per cent.
- D. The main reason for the slowdown was the government's new policy of tightening credit rules to slow an overheating economy.
- E. After racing along at a 62 per cent growth rate in 2002 and 76 per cent in 2003, car sales in China hit a speed bump in 2004.
- (a) AEB CD (b) EBCDA
(c) DA EBC (d) ECBDA
(e) ECDAB
7. A. Today, in addition to the company cars, a host of other things have moved centre-stage, that are deemed no less important and valuable to the smooth and well-oiled working and functioning of a modern, efficient organization.
- B. From the firms' simplistic concerns for keeping their fleet in a proper trim, organisations now have their hands full taking deft care and proper management of their gizmo-laden and automated offices.
- C. Today, offices are equipped with an array of technological features and come loaded with satellite phones, desktop computers, printers, copiers, fax machines and other items of advanced electronic gadgetry.
- D. Till just over a decade ago, virtually the only assets administrative personnel had to keep track of were company vehicles.
- E. But that was before the technological revolution hit the world of business.
- (a) BCDEA (b) DEABC
(c) DECBA (d) DA EBC
(e) DECAB
8. A. But though an ideal family help, she has been unable to cope with her own family.
- B. She has so mastered the art of looking after a house, preparing and serving meals, that all overburdened mothers who catch a glimpse of her and who can afford to, have the same thought: how can they persuade this paragon to work for them?
- C. Juliette is fifty-one, and has been a domestic servant since the age of sixteen.
- D. At work she is wholly reliable, taking endless care with every detail; but in her own home those qualities have never been sufficient.
- E. Has she a few hours to spare?
- (a) CBAED (b) CDBEA
(c) CBEAD (d) BCDAE
(e) CEBAD

8.12 ■ Verbal Ability

9. A. But neither he nor Jinnah nor Patel fully saw the strategic consequences a divided sub-continent would hold for their peoples.
- B. Alone among Indian political leaders, Nehru had some sense of the stakes of these conflicts and of the need for an independent India to position itself advantageously in relation to them.
- C. The theatre of the great war of the 20th century was perhaps not—as we usually think of it—in Europe, but in Asia.
- D. For over two decades, from the Japanese invasion of Manchuria in 1931 to the end of the Korean War in 1953, Asia was plunged in swirling conflicts and almost continuous war.
- E. Partition has undoubtedly been a bonanza for international arms dealers—but overall, it created two weakened successor states to the departing Raj, much diminished as Asian powers—and it left all residents of the region more vulnerable, and open to outside influence.
- (a) CEDBA (b) DCBAE
(c) CDBAE (d) EADCB
(e) CDBEA
10. A. The captions that attend these pictures are no doubt somewhat unhistorically drawn from the period when he had become Qaid, and they stand in tension to the images.
- B. In Pakistan itself, a new image of Jinnah is being propagated, apparently in order to make him more attractive to the young.
- C. But, they may serve to stimulate the young in Pakistan to look anew at their founder, to ask different questions of him.
- D. This is not the skeletal, sherwani-clad Jinnah most Pakistanis have seen in some form or other virtually every day of their lives.
- E. As the Pakistani scholar Akbar Zaidi has pointed out, billboards have appeared in Karachi, Lahore and Islamabad, sponsored by an Internet company, which show the Qaid-e-Azam before he became Qaid—the young, dashing handsome man about town, in wing-collar and sporting a diamond tie-stud.
- (a) BEDAC (b) EACBD
(c) EDABC (d) BDEAC
(e) BEDCA
11. A. That is something that human ingenuity has shown a capacity to fix.
- B. If Europe, after centuries of war and animosity, and after the greatest blood-letting in human history, could, in just 60 years, devise a complex, pragmatic unity—one which respects the basic sovereignty and integrity of its member states—this can serve us as a lesson.
- C. The creation on the sub-continent of an institutional framework which can allow the open exchange of goods, services and people, would be a first and important step in trying, in our own lifetimes, to improve on those negative consequences of Partition which are part of our inheritance.
- D. The politics that resulted in Partition not only broke families and cultural connections.
- E. It disrupted the economic and trading rhythms of the subcontinent.
- (a) DEABC (b) DEACB
(c) DCBAE (d) CDEAB
(e) DAECB
12. A. If they were looking down at South Asia, I am sure both Jinnah and the Mahatma would be pained at the turn of events.
- B. Jinnah would be dismayed among other things to learn churches have been bombed and a bishop shot

himself in despair in Pakistan; that a young American journalist had his throat slit and was forced to say: "I am a Jew."

- C. Both would be broken-hearted at the endless cycle of violence in Kashmir.
- D. But not only are non-Muslims targets of hate: Muslims are too frequently killed in a mosque in Pakistan.

E. Gandhi would be broken-hearted to confront the rape, murder and arson of Muslims in Gujarat, his own home state.

- (a) BDECA (b) ADBEC
- (c) ECBDA (d) AEBDC
- (e) ABDEC

Exercise 4

Direction for questions 1 to 11: *The sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the given choices to construct a coherent paragraph.*

1. A. I can still remember arriving at the Malayan internment camp.
 B. Packed tightly together in compartments, we had been forced to sit on each other's knees.
 C. One woman became hysterical and a Japanese guard came in and slapped her several times on the face, hard.
 D. It had been a nightmarish trip: a train journey which had started in the afternoon and finished in the heat of the next day.
 E. The air was dank and claustrophobic.
 F. Children began vomiting.
 (a) DBEFCA (b) ADBEFC
 (c) ABCEFD (d) DEFBCA
 (e) ADBECF
2. A. In his place came Takashi, small and insignificant.
 B. Every day we worked until lunchtime while a Japanese soldier lay down in the shade of a tree, making sure we were not idle.

C. One day the latrines at the camp broke down and the "strong girls"—those aged between 15 and 25 and considered healthy enough to do the back-breaking jobs—were ordered to dig trenches to be used as an alternative.

D. For months we laboured in the trenches.

E. It was hard work in the tropical sun, especially for girls who had never done manual work and were malnourished.

F. Then one day our usual guard did not turn up.

- (a) CBDEFA (b) DFEABC
- (c) CDEBFA (d) BDFCAE
- (e) DCEBFA

3. A. I had returned from a trip to Scotland and was eager to give the gifts I'd chosen to my husband and children.
 B. Finally, one Sunday morning, I convinced him to come and let me put it on.
 C. As I attached the tie to his collar, his tense shoulders relaxed and he heaved a sigh of relief.
 D. I had brought a tartan bow tie for four-year-old Tommy, who had never seen one before.
 E. "Oh Mum," he said, "I thought you were going to put it in my hair."

8.14 ■ Verbal Ability

- F. He was normally obedient, but resisted my efforts to put it on him.
(a) ADEFBC (b) DAFCEB
(c) DCEBFA (d) ADFBCE
(e) DAFBCE
4. A. Her husband was employed outside Rajasthan and she had chosen Barmer to provide a good education to her children.
B. In a rare case of migration from a city to a village, Teeja Jakhar shifted to Chokhla from Barmer city along with her two daughters last year.
C. The British exploration company Cairn Energy PLC promised to pay her Rs 3 lakh per year for three years for rights to her land.
D. She earns Rs 6,000 per month by selling water drawn by her tubewell to Cairn.
E. She bought a diesel-run tubewell with the first instalment and plans to grow at least one crop on her 40-acre plot.
F. But Mangla near Barmer, since January last year the site of India's biggest oil discovery in 22 years, changed all that.
(a) CEABFD (b) BCAFDE
(c) BCEAFD (d) BACFED
(e) BAFCED
5. A. The economy earlier rested on land and cattle, both depending upon scarce and unpredictable rain to generate a sustainable income.
B. But Bhatt says Barmer has improved from a sick district two years ago to a developing one.
C. "While earlier there were no avenues to expand economic activities, now there are options to supplement one's income."
D. "It is no longer a place for punishment postings," says AC Bhatt, district collector, Barmer.
E. Oil exploration has created jobs in a big way.
F. Liquid gold has made a godforsaken place like Barmer glitter.
(a) ACDBFE (b) FEACBD
(c) FDCABE (d) EABCDF
(e) FDCBAE
6. A. Leaving Aileen Wuornos and her murderously unglamorous ways far behind, Charlize Theron dons 1930's garb and vamps her way through her new movie *Head in the Clouds* as a French-American heiress, bohemian and international heartbreaker named Gilda Besse.
B. Reality intrudes in the form of the Spanish Civil War, followed by World War II.
C. Gilda's supposedly irresistible charms leave every man and woman prostrate at her feet.
D. While conscience calls Guy and Mia to the battlefield, the hedonistic Gilda proclaims them all party poopers and stays behind to await her darkly ironic fate.
E. Her foremost devotee is the Irish-born Guy, who falls under her spell as an undergrad at Cambridge and later rekindles his flaming devotion in Paris, where Gilda, now a photographer, shares a flat with Mia, a Spanish model-stripper-nurse-activist with a limp.
F. Soon all three are happily living together in what may or may not be a *menage a trios* (the movie is coy).
(a) ACEDFB (b) BDFECA
(c) ACEFBD (d) AEFBDC
(e) ACEFDB
7. A. They were playing golf.
B. A couple of my South Korean friends called me recently, a few weeks apart, from obscure towns in Japan.

- C. Neither was attending a business conference or scholarly seminar.
- D. I called a golfer friend in Seoul to ask what was going on.
- E. He told me that in recent months thousands of South Koreans had been flying to Japan to play.
- F. Both had flown directly from Incheon Airport to Japanese regional airports and proceeded directly to the course.
- (a) DEABCF (b) BCAFDE
(c) BACDEF (d) AFBCDE
(e) BACFDE
8. A. Men who smoked this amount were almost three times as likely to be killed by lung cancer.
- B. Compared with those who had never smoked, the men and women who smoked between one and four cigarettes a day were almost three times as likely to die of coronary artery disease, it was found.
- C. There is no safe level of smoking, the study said.
- D. The so-called light smokers also had significantly higher death rates—1.5 times higher generally—than those who had never smoked.
- E. Chain smokers risk developing heart disease, but a new study has revealed that those who smoke just one to four cigarettes a day also face a similar threat.
- F. Among women, smoking one to four cigarettes daily increased the chance of dying from lung cancer almost five times.
- (a) ECBFAD (b) FCDEBA
(c) EBFACD (d) EDCBFA
(e) EBFCD A
9. A. The pass/fail concept creates a lot of pressure on students; but it has a positive aspect, too.
- B. It's a barometer of teachers' performance in government schools, especially in rural and suburban India, and should be retained till alternative mechanisms of teacher accountability are devised.
- C. The spirit behind the decision not to carry "pass" or "fail" on mark-sheets and, more importantly, replace marks with a nine-point grading scale for class 10 examinations from 2008 is beyond reproach.
- D. That the CBSE has woken up to the urgent need for reforming its class 10 and class 12 board examinations is welcome.
- E. While the grading system may not be a bad idea in itself, doing away with the pass/fail concept could have serious implications for school education in the absence of equally emphatic reform in other related areas.
- F. The board would, however, do well to re-examine the shape of its reformist intent.
- (a) ABDCFE (b) DCEFAB
(c) CFEABD (d) EABDCF
(e) DCFEAB
10. A. Hence, they are more liberal with their compliments, punctuating the airborne callisthenics with unbridled 'wows' and 'whoos'.
- B. Gentlemen, by nature, prefer blondes.
- C. But the Indian government would like our very own magnificent men to be ungentlemanly and 'keep off' the blondes, brunettes and redheads too, both in and out of their flying machines.
- D. The IAF officers involved in a joint exercise with the men—and the women—of the US air force in Agra had to undergo a special briefing on behavioural codes even before the yanks arrived.

8.16 ■ Verbal Ability

- E. More importantly, this attitude speaks of the difference in gender stereotyping between developed and developing nations.
- F. The official fatwa that bars them from ‘messaging’ and ‘spending evenings’ with American women officers stands out in stark contrast to the free-wheeling attitude of the foreigners, who face no official dos and don’ts, in or outside the cockpit.
- (a) DEFBCA (b) DFAEBC
(c) BCDFAE (d) BEDFCA
(e) BCDFEA

11. A. Why not earlier?
- B. I was apprehensive: would a Muslim be welcome?
- C. Contrary to my fears, the experience turned out to be a happy one.
- D. Last spring, I visited a gurdwara for the first time in my life.
- E. It was so peaceful and tranquil in the gurdwara.
- F. I was there for an hour with Sikh friends.
- (a) DABCEF (b) DEFCAB
(c) EFDABC (d) DBCEFA
(e) DBACEF

Exercise 5

Direction for questions 1 to 10: *In each question below five sentences lettered A, B, C, D, E are given, followed by four options each indicating two sentences, which when interchanged, create a logical sequence of five sentences.*

1. A. The Indian retail sector is on the threshold of something big.
- B. The Retailer’s Association of India, formed recently by the top 25 modern retailers in the country, estimates that the annual retail consumption in the country is around Rs 9 lakh crores, but with value addition, could be scaled upto Rs12 lakh crores.
- C. With the total retail trade estimated at 200 billion dollars and the organised segment accounting for a mere 2 percent of this, almost all the organised players have in place, aggressive expansion plans, spreading either to more cities or to larger towns.
- D. Also, the development of modern retail in India could enable enhanced productivity, employment and economic growth.

- E. In fact, the Association is confident that modern retail would have a beneficial trickle-down effect on sectors such as steel, cement and glass, bring larger revenues for the state governments and boost sectors such as tourism and hotels.
- (a) A and B (b) B and C
(c) A and C (d) B and D
2. A. Sadrudin insisted that he had equal sympathy for eastern and western people.
- B. He seemed the favourite to become the UN’s Secretary General in 1981, but the Soviet Union vetoed his candidature, claiming he was too pro-western, and vetoed him again in 1991.
- C. Around that time, stories circulated that the prince was a secret agent for the British, using his job as a cover for intelligence gathering.
- D. It was almost certainly nonsense, but the Russians may have believed it.
- E. Sadrudin stepped down after 12 years, the longest any refugee chief has held the job, but returned to the UN at

times of crisis to give help, notably in Afghanistan, during the Soviet occupation and in Iraq, after the first Gulf War.

- (a) A and E (b) B and D
(c) D and E (d) B and C

3. A. In the maze of India's twisted economic policies, it is difficult to find a more complex bundle of contradictions than the aviation policy.
- B. While the government is omnipresent in the closely guarded sector, a whiff of fresh air has started blowing in the form of 'open skies' agreements with Thailand, some South Asian countries and Sri Lanka.
- C. Piecemeal liberalization would only harm the sector rather than encourage growth, and it will put both passengers and the industry at a disadvantage.
- D. While implementation of the 'open skies' agreements will take time, these pacts indicate the hurry to put the horse before the cart.
- E. Much more is on the cards, if senior bureaucrats are to be taken, at face value, but concerns have cropped up, since the current trend indicates the lack of a 'wholesome' strategy.
- (a) A and C (b) B and C
(c) B and D (d) C and D
4. A. That is, availability of a service, which can throw some light on the possible search terms specific to one's subject will certainly be useful.
- B. Refining the search query through trial and error process is obviously a labourious exercise.
- C. Let us have a look at some services that can be used for this purpose.
- D. As Google churns out one service after another with amazing regularity, of late users find it difficult to pass even one week without reference to it.

E. Recently, Google has rolled out another service for helping its users utilize its search service a little more efficiently.

- (a) B and D (b) A and B
(c) C and D (d) A and C

5. A. The fiscal picture at the end of September reveals a revenue deficit of 79 per cent of budget estimate and a fiscal deficit of 39 per cent.
- B. Deficit reduction is to ensure that government borrowings are within sustainable limits and the borrowed funds are used productively for development and creation of capital assets.
- C. Fiscal soundness is not a question of mere numerical deficit targets.
- D. The figures for October show further deterioration with revenue deficit at 83.9 per cent and fiscal deficit at 45.2 per cent.
- E. The deficit targets have been exceeded.
- (a) A and B (b) A and C
(c) B and D (d) C and D
6. A. But drug company executives have insisted that their industry is fundamentally healthy and their expensive research efforts will pay off.
- B. Three major companies disclosed serious problems with important medicines.
- C. This has thrown the spotlight on the fact that the drug industry is failing in its core business of finding new medicines.
- D. The decline in drug research and development has been an open secret among analysts and scientists for years.
- E. Worldwide drug industry is clearly ailing.
- (a) B and E (b) A and E
(c) C and D (d) C and E

8.18 ■ Verbal Ability

7. A. To say that not all is well with higher education will be something of an understatement.
B. Problems relating to higher education—privatization and commercialization, political interference and corruption, mismanagement and agitations, falling standards and irrelevance—are topics of public discussion almost on a day-to-day basis.
C. Is it possible to locate some key factors that can explain the mess that higher education in the country finds itself in?
D. The prolific and unplanned expansion of higher education since independence is undoubtedly a major factor responsible for this malaise.
E. That is the question that Dr Mutton, a former professor, vice-chancellor and secretary of the association of Asian Universities and one still actively engaged in matters relating to higher education, discusses in his latest book.
(a) D and E (b) A and D
(c) B and D (d) D and C
8. A. The sunshine days are there again for the Indian steel industry.
B. In the emerging global scene, experts predict a shift in steel use away from the developed world towards nations like China and India.
C. A combination of factors appears to be working to push it on to a higher orbit.
D. If the steel producers are grinning, consumers at large are wearing a grim look.
E. The way the industry is slowly moving into a new era, chances are that prices will head only one way- northward.
(a) B and E (b) A and B
(c) A and C (d) B and D
9. A. Business Process Outsourcing (BPO) is one of the hottest career destinations for young Indians.
B. The number of Indians working in this sector was about 2,50,000 by March 2004 and is to grow to 12 million in three years.
C. In addition to infrastructure facilities, BPO units have been exempted from several labour laws and environmental regulations.
D. In addition, the unleashing of so called incentives to this sector by state governments is boosting their growth.
E. This supersonic trajectory is fuelled by the economic compulsions of North American and European corporations to shift their low-end jobs to countries like India.
(a) D and E (b) B and D
(c) C and D (d) C and E
10. A. Nobody knows how many NGOs are there in India.
B. It is said that there are at least a thousand of them with an annual income of Rs 1 crore and more.
C. Estimates vary from a million to several times that number.
D. By definition, Non-Governmental Organizations (NGOs) must have come into being along with governments.
E. Though NGOs have, in this manner, a long history, it is only in the past 20 years that they have become ubiquitous.
(a) B and E (b) A and B
(c) D and E (d) B and C

..... Answer Keys

Exercise 1

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

Exercise 2

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

Exercise 3

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

Exercise 4

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

Exercise 5

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

..... Selective Hints

Exercise 1

- Here “the number of pixels” in 6 is an obvious reference to “a 5-megapixel camera” in A. Thus A6 is a sequence.
- Note the words “another plant” in A. Thus A comes after D, where we have the mention of “a desalination plant”. Hence, (a), (c), and (d) are ruled out. Again, B is an elaboration of “he saw the massive work” in C. Thus CB is a sequence. Hence, option (b) is ruled out.
- “None of these” in A is a reference to the reasons talked about in D. Thus DA is a sequence.
- “This sincere cricketer” in 6 is a reference to Adam Gilchrist, who has been

8.20 ■ Verbal Ability

mentioned in C and D. So it should be either C6 or D6. Hence 1 is ruled out. Now, if you read carefully, you find there are two sections in the paragraph: (i) batsman ethics in 1, A and B and (ii) Adam Gilchrist in C, D and 6. Hence, option (d) is the answer.

5. “Nobody” in the first sentence means “no single person”. This contrasts with “network” in B—that is, a group of persons. Hence, 1B is a sequence. Thus 2 and 4 are ruled out. And this network is further specified—note “more specifically”—in D. Thus BD is a sequence and option (c) is ruled out.
6. What does “that mantra” in A refer to? That “a good reputation takes years to build up but can be lost in an instant.” Thus 1A is a sequence. Hence, options (a) and (b) are ruled out. Again, “that battering” in D refers to “a real battering” in A. Thus AD is a sequence. Hence, option (c) is ruled out.
7. Sentences B and D continue the idea of “falling” talked about in 1. So it should be followed either by BD or DB. The only such possibility lies in choice 1 and 5. AC is logically correct rather than DC, hence, option (a) is the answer.
8. You can clearly see a pattern in the key phrases: “It ... sounds ... familiar” in 1 because “once again” something similar has happened in B. And then comes the contrast: “Four years ago” in D and “this time around” in C.
9. Very easy if you note the words “the river bank” in 6. Obviously, it refers to “the Suchiate river” in B. Hence, B6 is a sequence. Only option (a) offers us this possibility.
10. Note the word “this” in 6. Obviously, it is a reference to “substantial new investment” in A. Thus A6 is a sequence. Hence, (a), (b) and (d) are ruled out easily. But after that it’s a tough choice. Both B and D continue the idea of “recovery” in 1. But which of these should be placed first? We prefer D because when we talk about “recovery”, the main thing is GDP growth. Stock market plays only a subsidiary role. Hence, we go for option (e).
11. Again, an easy one! Read sentence C: “Today, there are 14” 14 what? Obviously, “cookery schools”. Thus AC is a sequence and this we find only in option (c).

Exercise 2

1. Only two sentences—A and C—appear to be independent. Fortunately, no choice begins with A. So, we come to the conclusion that C is the first sentence. This rules out choices (a) and (e). Now, look at D, which mentions “each of them”. This refers to “Mr Sharon” and “Mrs Olmert” in E. Thus ED is a sequence. This rules out option (c).
2. Both C and D are independent sentences. And so it seems the paragraph may begin with either of them. But there is a subtle clue: D gives the full name “Paul Bremer” but C mentions him as only “Mr Bremer”. On this basis alone, D seems to be better poised for the first sentence. Thus (c) and (d) are ruled out. Again, the “he” in B refers to “Paul Bremer” in D. Also, the “this” in A refers to the action in B. Thus DBA emerges as a sequence. Hence, rule out option (a) and go for (b).
3. Being the only independent sentence, B qualifies as the first in the paragraph.

Thus (a) and (b) are ruled out. Next, look at E. Clearly, it elaborates A. Thus AE is a sequence, which rules out option (c).

4. A is an explanation for C: why “he cannot read, write, or even spell his own name.” And “this muscular 15-year-old” in C refers to Boima Dagosary” in E. Thus ECA is a sequence. Hence (a) and (b) are easily ruled out. Again, ECA tries to substantiate D. Therefore, D can’t come after ECA. This rules out option (d).
5. Only A and B qualify as independent sentences. Thus (a) is ruled out. Again, if you look carefully, A is an elaboration of the “slowness” mentioned in B. Thus BA is a sequence, which leads us to option (b).
6. If you go through the sentences, it becomes clear that the passage is about “the eight newcomers to the EU”. Hence, C is the first sentence and this rules out (a) and (d). Note the word “rises” in B. This is a consequence of “measuring by purchasing-power parity”, mentioned in D. Thus DB is a sequence. Hence, rule out option (a).
7. “Each” in C refers to the central European countries mentioned in D. Hence DC is

a sequence which eliminates (a), (c) and (d). B continues the theme of language referred to in A, hence DCAB is better than DCAE, hence, option (e) DCABE.

8. This one is clearly connected. C raises the issue and B refers to C. This is followed by the three views: the first (though the word “first” has not been mentioned) in E, the “second view” in A and the “third ... critique” in D.
9. Note the words “these activities” in A. Obviously, they refer to the activities in B. Hence, BA is a sequence. Thus (b) is ruled out. Now, note the sentence D. What do the words “the movement” refer to? Certainly, nothing in the paragraph. Which implies D should be the first sentence referring to some movement in an earlier paragraph.
10. What does “the city” in B refer to? “Shanghai” in sentence C. Hence, CB is a sequence. Again, in D we are told in “it sucked in just under \$6 billion” Which is a continuation of E, which tells us about the foreign investment Pudong attracts. Hence, ED is a sequence.

Exercise 3

1. If you go through the sentences, you find that they are an explanation of why “the next few months could be critical for Kim.” Hence C should be the first sentence. Which rules out (a) and (d). Again, note the pronoun “he” in D, which is a reference to “Kim” in C. Which gives CD as a sequence. So reject option (b) and select option (c).
2. Note the phrase “17 days later” in E. This is an obvious sequence to a sentence containing some date/day. Which we find in B— “on July 2”. Thus BE is a sequence.

Which rules out (a) and (d). Again, look at “the 55-year-old bureaucrat” in D. This refers to “Arturo Fernandez Lopez” in A. Thus AD is a sequence. Which rules out option (b).

3. Again, two sequences. CB tells us what Elizabeth regularly does. ADE tells us about a particular incident related to this habit. And normally we first mention the general and then the particular. Hence, CBADE.
4. “Their” in A refers to “hundreds of children” in B. Thus BA is a sequence and 3

8.22 ■ Verbal Ability

gets eliminated. Again, if you read the sentences carefully, E is the theme sentence of the paragraph and deserves a place at the beginning. Thus option (b) and option (d) get eliminated.

5. Note the short sentence C. It goes with “a very happy person” in A. Thus AC is a sequence. Which rules out (a) and (d). Again, B is a consequence of E. Thus EB is a sequence. Which rules out option (b).
6. Read all the sentences and you will find E to be the only independent one. Thus (a) and (c) are eliminated. Now the problem, if you observe the remaining choices, has narrowed down to establishing whether B comes first or C. The clue lies in “worse” in C: it is a comparison to B. Hence it should be BC. Which eliminates option (b).
7. The passage seems to be chronological to some extent. So only D qualifies as the first sentence. Hence (a) is ruled out. And E can refer only to D. Now, DE rules out (d). Again, “satellite phones, ... electronic gadgetry” in C refer to the “gizmo-laden and automated offices” in B. Thus we get BC as a sequence and option (c) is ruled out.
8. 4 is ruled out because C is the only independent sentence that talks about “Juliette”; the rest use “she”. Again, BE

describes how she is an “ideal family help” and should therefore come before A. This rules out (a). Besides, D is an elaboration of A. Hence, we get AD and option (b) is ruled out.

9. The “he” in A is a reference to “Nehru” in B. Hence we get BA as a sequence. This rules out 4. Again, D is an explanation of C. Which gives us CD. Hence, option (a) and option (b) are ruled out.
10. E talks about the “Qaid-e-Azam”, which is a reference to Jinnah. Hence E can’t be the first sentence. This rules out (b) and 3. Between D and E, clearly D refers to E. Which gives us ED and rules out option (d).
11. C talks of “those negative consequences” and therefore can’t be the first sentence. This rules out (d). Also, D should immediately be followed by E (assume “not only ... but also ...” structure). Hence, option (c) is ruled out. Now, apply trial and error.
12. Sentence A serves as the introductory one and introduces “Jinnah” and the “Mahatma”. We will take the first of these two—as they appear in the sentence—first. Hence, A is followed by BD for Jinnah, and then E for the Mahatma. Finally, C refers to both.

Exercise 4

1. Clearly, the para gives a picture of how the author and others had arrived at the Malayan internment camp. Hence it begins with A. Which rules out (a) and (d). We are told about the trip in D and its details in the remaining sentences. So it should be AD.... This rules out option (c).
2. The “his” in sentence A can refer either to “a Japanese soldier” in B or to “our usual

guard” in F. But FA makes logical sense while BA does not. Hence we get FA, which rules out (b) and (d). Again, note how the word “trenches” establishes a CD connection. Hence, we prefer option (3) to option (a) and option (e).

3. Since A is the only independent sentence, it should come first. Hence (b) and (c) are ruled out. Now, look at what Tommy says

in E. This is an expression of relief and hence best fits after “a sigh of relief” in C. Thus CE is a sequence. Which rules out option (a).

4. B is the only independent sentence. Hence 1 is ruled out. And F is the tone-changer (“But”). Now, if you watch carefully, A can be grouped with B and the rest of the sentences with F. So, we get BAF _ _ . And this combination is available only in option (e).
5. Note the word “earlier” in A. Which means it can’t be the first sentence. Hence (a) is ruled out. Again, the sentences with inverted commas provide you an intelligent clue. Clearly, DC is a sequence. This establishes 3 as the only correct choice.
6. If you go through the sentences carefully, you will make out that A is the only independent sentence. Thus 2 is eliminated. Now, the “her” in E refers to “Gilda” in C, establishing CE as a sequence. Which eliminates (d). Now, F is a sequence to E; and D is a consequence of B. Thus we obtain EF and BD. Which means option (c), not option (a).
7. The paragraph cannot begin abruptly with “They”. Hence (d) is ruled out. Now, F

can’t come after E because of the usage of “Both”. Thus (c) is ruled out. This leaves us with two choices and we can go by trial and error. (a) is rejected because in this arrangement there is a sudden shift from A to B.

8. The use of “this amount” in A is a clear reference to F—“smoking one to four cigarettes daily”. And FA rules out (b). Also, FA is an elaboration of B. But BFA does not lead us any further. Is there any relationship between C and D? Yes CD because D explains C. Which means option (a) and option (d) are ruled out option (e).
9. If you go through all the sentences, it is clear that board examination reforms are being talked about. Hence D serves as the introductory sentence. Hence (a), (c) and (d) are ruled out. EF is an incorrect contrast statement. FE is the correct combination, hence, option (b) is eliminated and option (e) is the answer.
10. Beware of (1) and (4)! Don’t get blinded by the “Hence” in A!
11. A has to come just after D. So (b) and (d) are ruled out. But (c) is ruled out because D must serve as the introductory sentence.

Exercise 5

1. A introducing the topic must begin the passage, but instead of B, D should follow A, AD being mandatory. C should be next with its data on retail trade. CB being mandatory, B giving data on ‘The retailer’s Association of India’, should follow C, thus B and D should be interchanged to make the sequence a coherent paragraph, E already concluding the passage appropriately with its ‘the Association is confident’ etc. ADCBE is the right sequence, hence, option (d) is the answer.
2. E introducing the topic, describing ‘Sadraddin stepped down after 12 years’ etc., is the best starter but here E is wrongly placed. B should be next, its ‘He’ referring to ‘Sadraddin’ of E which should have begun the passage, EB being mandatory. C is at the right place with its ‘stories circulated’ etc., similarly D is also at the right place, again CD being mandatory. Only A is an appropriate conclusion of the coherent passage but is misplaced. So only interchanging A and E would make

8.24 ■ Verbal Ability

the passage coherent. EBCDA is the right sequence, hence, option (a) is the answer.

3. A initiating the argument is an appropriate opener of the passage. B picking up well the argument of 'the aviation policy' being 'bundle of contradictions' advances it with 'whiff of fresh air' etc., but B should be followed by D, its 'open skies' agreement argument picks up appropriately from B, instead, C wrongly follows it, so both C and D are misplaced. E with its 'Much more is on the cards' is an apt conclusion of the passage. ABDCE is the right sequence, hence, option (d) is the answer.
4. B introducing the topic is the best starter for the paragraph. A should be next its 'That is availability of service' picks up the argument from B. Both A and B are misplaced. C, D and E are in right sequence. BA being mandatory A and B are to be interchanged to bring out a coherent passage. BACDE is the right sequence, hence, option (b) is the answer.
5. C initiating the argument is the best starter but is misplaced. B is rightly placed but C is misplaced. B is rightly placed as it picks up the argument from C and advances it appropriately. A with its 'fiscal picture' etc., should follow B but A is also misplaced. D and E are in order and rightly placed. CB and AD being the links, CBADE is the right sequence and option (b) is the answer as A and C are to be interchanged to make a coherent passage.
6. E being the most general statement or introducing the topic is the best starter but it is misplaced. B with its 'Three major companies' etc., should follow E as it picks up E's argument appropriately and advances the argument. C should be next its 'This has thrown' etc., refers to B's describing 'Three companies' have

'serious problems'. D must be next giving the reason behind the 'serious problems'. A is an appropriate conclusion but it also is misplaced, interchanging A and E would set right the sequence i.e., EBCDA, hence, option (b) is the answer.

7. A being the most general statement or initiating the argument must begin the passage. B should be the next, as it sums up the argument appropriately and gives the details of 'Problems relating to higher education'. C has the proper logical question, should follow B. Now comes the disruption, E should follow C with its 'That is the question' etc., the logical corollary to C's question, but it is misplaced in the end as the conclusion, which it is not. What D says is the appropriate conclusion of the passage which is also misplaced. So, D and E should be interchanged to make the sequence coherent, i.e., ABCED. Hence, option (a) is the answer.
8. B being the most effective and optimistic starter is the suitable statement as it initiates the topic telling that there is 'a shift in steel use', there are 'sunshine days again in the Indian steel industry.' A sustains the spirit or the force by stating that. C is the logical corollary with its 'A combination of factors' etc., D is rightly placed. E is rightly placed at the end, as what it says concludes the paragraph appropriately with its contrasting picture. A and B are misplaced which can be set right on interchanging them. BACDE is the sequence, hence, option (b) is the answer.
9. A telling BPO 'is one of the hottest career' etc., is the suitable starter. B with its details and data on BPO sector should be the next. But E, its 'This supersonic trajectory' etc., is the logical corollary of AB, so it is misplaced. D with its 'In addition' etc., is rightly placed. C with its 'In

addition to infrastructure facilities' etc., is the appropriate conclusion but it is also misplaced. So, C and E should be interchanged to make the right sequence i.e., ABEDC, hence, option (d) is the answer.

- 10.** A initiating the argument should obviously be the opening sentence. But then C with its 'Estimates vary' etc., should be next, so C is misplaced. B with its 'there are

at least thousand of them' being the logical corollary, should follow, which again is misplaced. D with its 'By definition' etc., has rightly followed. E appropriately concluding the sequence with its 'NGOs have, in this manner, a long history' etc., is rightly placed in the end. So, B and C have to be interchanged to make the sequence coherent—ACBDE, hence, option (d) is the answer.

This page is intentionally left blank

9

Critical Reasoning

In reasoning and argumentation, it is important to be focussed on the topic at issue. What it means for a student is—give reasons or evidence that bears on the topic, that is relevant to it. Although this sounds easy theoretically, but to a larger extent, ‘bad’ or invalid reasoning occurs because of loss of focus. Critical reasoning is one of the tools that IIM Indore IPM AT uses to evaluate this.

Before we move ahead, let us make ourselves aware of some of the basic concepts:

A critical reasoning paragraph which is usually an argument consists of the following:

1. **Premise(s):** statement of fact which are given.
2. **Assumption(s):** are gaps in the arguments and are unstated they are usually the basis of conclusion.
3. **Inference:** is what we draw from the premises. It is specific and indirect. If the assumption is stated it becomes an inference.
4. **Conclusion:** premise(s) + assumption = conclusion, it is holistic and direct in nature.

1. Argument—An argument is a claim backed by reason/s.

Go through this conversation to understand what is an argument:

Son—I need a laptop (Right now it's just a claim).

Father—Why? (Father is asking for reason)

Son—Because I have taken a course Quantitative Analysis, and most of the course work happens on laptop.

Father—Why laptop? Why not desktop?

Son—I need mobility too.

So son's initial claim of “laptop” is supported by two reasons:

- (i) A course in Quantitative Analysis
- (ii) Mobility

2. Inferences—Judgement based upon some evidence or assumptions or reasons or intuitive feelings.

Now we will learn some of techniques to identify the relevance of the reasoning and the ways in which reasoning goes awry.

Fallacy of Irrelevant Reason

Bad reasoning is said to be fallacious. Please understand that it need not be necessarily wrong. It may be true, but not relevant in the case given, and hence fails to establish logical connection between the argument and conclusion. Understand that relevance is not same as being strong reason.

Example 1

Hindus are protesting against breaking off the Ram-Setu, an ancient monument, because they believe that this monument is made by Lord Rama himself and breaking it will hurt their religious sentiments. According to a recent finding by a politician, “Rama did not have an Engineering degree, hence this monument should be broken.”

Explanation

There are two parts of this passage:

1st part—The monument was made by Lord Rama, and hence breaking it will hurt the sentiments of Hindus.

2nd part—Since Lord Rama did not have an Engineering degree, so he cannot construct a monument.

At the end, conclusion is derived—Since the monument was not made by Lord Rama, breaking it will not hurt the sentiments of Hindus.

Now we will try to find flaws in this whole passage:

1st part introduces the statements, and hence we will not verify that “breaking off the monument hurts the religious sentiments of Hindus or not?” The statement given that “breaking it will hurt their religious sentiments” is true.

2nd part puts logic to establish the connection with 1st part using the statement that “Rama did not have an engineering degree, and hence he cannot construct a monument”. If this statement is true and universally acceptable, then it is proved that:

Rama did not have an engineering degree
 $\Rightarrow$ he cannot construct the monument $\Rightarrow$ What Hindus believe is false $\Rightarrow$ So breaking the monument off will not hurt the sentiments of Hindus.

We can see that the statement of politician has the connotation that only engineers can construct any monument. Or in other words “any non-engineer cannot construct any monument” which is false.

Hence politician’s logic fails to establish its veracity, hence belief of the Hindus that monument was made by Lord Rama is not disapproved, and hence the conclusion is wrong. ■

Correlating the Wrong Ends

This occurs when on the basis of a certain result, it is tried to establish a conclusion without examining the proper credentials.

Example 2

During a recent survey done by a newspaper, it has been found that 65 per cent of the people who responded in the survey have voted as good governance as their most important expectation from the government. So, a party that uses good governance as its main issue in the coming election will win the election and form the government.

Explanation

Let us find out flaws in the above logic:

1. Survey results are based on the “people who responded” and does not consider the whole population. Hence any conclusion derived out of this sample of the respondents may not depict the correct expectation of the whole population.
2. People who responded to the survey results may not vote in the election, and hence any conclusion about “who will win the elections” is not definitely true. ■

Example 3

Beautiful monuments attract people, no doubt about it. Just look at this city’s beautiful monuments, which are among the most overcrowded monuments in the country.

The original argument bases a conclusion that one phenomenon causes another on an observed correlation between the two phenomena. Whole argument can be seen as following:

Premise: “Beautiful monument” correlated with “crowd of people”.

Conclusion: Beautiful monument causes “crowd of people”. ■

We have to take this conclusion as ‘given’ and we will not verify this.

Let us identify which of the following statements exhibit a pattern of reasoning most similar to the one exhibited in the argument above:

- a. Students who are scolded severely tend to misbehave more often than other students.

Hence, if a student is not scolded severely that student is less likely to misbehave.

Premise: Scolding students is correlated with misbehaviour among students.

Conclusion: Not scolding will be correlated with 'no misbehaviour'.

Despite the conclusion, in isolation with the statement given in the question, may be true, but it does not exhibit the same argument as in case of the statement given in the question which talks about one phenomenon causing other, and this statement talks about absence of one phenomenon causing the absence of other phenomenon.

Hence the reasoning is not similar to what is given in the original statement.

- b. During rainy season, dengue mosquitoes are more prevalent. Therefore, dengue mosquitoes must thrive in rainy season.

Premise: Dengue mosquitoes are correlated with rainy season.

Conclusion: Rainy season causes dengue mosquitoes.

In this case, one phenomenon leads to other phenomenon. Hence, the reasoning exhibited here is similar to the statement given in the question.

- c. ERP helps increase the work efficiency of employees. As a result, employees have more free time for their family.

This statement demonstrates a different pattern of reasoning than the original statement given in the question:

Premise: ERP causes increase in efficiency.

Assumption: Increase in efficiency causes free time.

Conclusion: ERP causes free time.

It can be seen above that 1st phenomenon causes the 2nd phenomenon and this 2nd phenomenon causes the 3rd phenomenon,

hence 1st phenomenon caused the 3rd phenomenon. This reasoning is not similar to the original one in the question.

Example 4

Beautiful monuments attract tourists, no doubt about it. Tourists bring revenue to the location. Just look at this city's beautiful monuments, which are among the most revenue generating locations in the country.

Understand the logic

There are three phenomenon:

1st phenomenon—Beautiful monument attract tourists.

2nd phenomenon—Tourists bring revenue.

Conclusion—Beautiful monuments are the most revenue generating locations. ■

Let us identify which of the following statements exhibit a pattern of reasoning most similar to the one exhibited in the argument above:

- a. ERP helps increase the work efficiency of employees. As a result, employees have more free time for their family.

This statement demonstrates the following pattern of reasoning:

Premise: ERP causes increase in efficiency.

Assumption: Increase in efficiency causes free time.

Conclusion: ERP causes free time.

It can be seen above that 1st phenomenon causes the 2nd phenomenon and this 2nd phenomenon causes the 3rd phenomenon, hence, 1st phenomenon caused the 3rd phenomenon. This reasoning is exactly similar to the original one in the question.

- b. Pesticides are known to cause health hazards for human beings. However, most health hazards occur in the regions where pesticides are not commonly used.

This statement demonstrates a different pattern of reasoning than the original argument. In fact, it contains two premises but no conclusion:

9.4 ■ Verbal Ability

Premise: Pesticides causes health hazards.

Premise: Pesticide-free regions are correlated with health hazards.

Generalization of the Situations

It has been found that if any company goes for sales promotion route, for example giving free samples, or giving atleast 20 per cent discount on the MRP, of establishing a shampoo brand, the company is bound to be the market leader in 5 years. Company XYZ, which produces computer motherboard has used the same sales promotion route. Hence company XYZ is going to be the market leader in coming 5 years.

Explanation

It is quite understandable that what is true for shampoo market may not be true for computer motherboard market because of (i) different target group, (ii) different expectations of the target group regarding the product features, (iii) involvement of the customers in buying the product. So we cannot have a ‘generalized’ method of being the market leader. The product category plays its own role in deciding the method to be used for establishing a brand and being a market leader.

So the conclusion suffers from the problem of “generalization”.

Equivocation

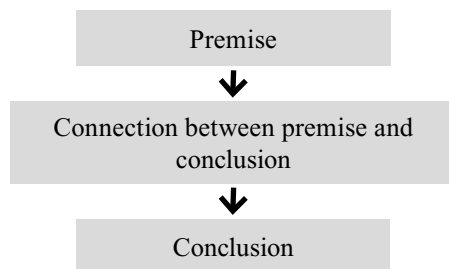
Equivocation is the fallacy that can result when an ambiguous word or phrase is used in different senses within a single argument.

It generally occurs because words have a contextual meaning, and seeing the words without the proper context will give only the ‘literal’ meaning of the word, without the proper assimilation of the metaphorical usage.

Strengthening/Weakening the Argument

There are several ways in which an argument can be strengthened or weakened. Let us understand that process:

There are three parts of a critical reasoning question:



In normal situations, a premise is a ‘given’ statement, and hence cannot be used to weakening or strengthening the argument. However, this should not be taken as a rule.

In maximum number of cases, strengthening or weakening happens at 2nd level—‘Connection between premise and conclusion’. This connection can happen using data or logical argument, and if a reliable data or logic can be given against the given in the question, then the argument has got weakened. On the other hand, if a reliable data or logic can be given in favour of the given in the question, then the argument has got strengthened.

Another way of weakening can happen using “Fallacy of irrelevant reason” as discussed at the starting of this concept → Show that despite the logic given is correct, but is not relevant in this case.

To understand this, let us take a very elementary example:

Researches done at XYZ university last year says that drinking carbonated drinks more than 300 ml per day reduces the life expectancy by 12 hours, in case of a healthy human being.

Strengthen This Argument

1. A similar research done at Kelloggs University also shows same result.

Weaken This Argument

1. Out of total 72 researches done at XYZ University last year, inferences of 59

researches have been proved to be questionable owing to the methodology adopted.

How to Approach CR

1. Firstly, pay attention to what is asked.

2. Read the given argument and mark important facts.
3. Employ the process of elimination of options to find the answer, avoiding too narrow choices or generalizations.

..... Practice Exercise

Exercise 1

1. The Prime Minister has announced our Governments intention of approaching the IAEA on India specific Nuclear safeguards. The Left parties, always opposing the nuclear deal, have threatened to topple the govt. The BJP is licking its lips in anticipation of a return to power. The population wonders whether another Rs 30,000 crore expense on elections will push up already galloping inflation.

Q. Identify the assumption in the above passage.

- (a) The IAEA will approve India's safeguards and the BJP will win the election.
 - (b) The BJP will win the election.
 - (c) The Left parties hope their threat will stop the Govt. from approaching IAEA and elections will cost Rs 30,000 crore.
 - (d) The population is indifferent to which party comes to power and only wonders about inflation woes.
 - (e) None of the above
2. Weather Forecasting in India still uses antiquated methods, which are slow, inaccurate and cumbersome. Advanced countries have adopted satellite based, computer extrapolated, weather predictions which are flexible, quick and can change their own mathematical models as swiftly as the winds which they predict.

Q. Identify the premise or premises on which this passage is based.

- (a) Indian weather forecasting is slow and cumbersome.
- (b) Forecasting in advanced countries is quick and flexible.
- (c) Computer and Satellite forecasting is faster than our methods.
- (d) (a) and (b), but not (c).
- (e) (a), (b), and (c)

3. There is a valid line of argument, which states that if Indians actually play a lot of cricket, this is good. It promotes good health, team camaraderie and positive mindedness. But what actually happens is that millions of people merely hear cricket on Radio or see it on TV and have never ever played it. On a typical India-Pakistan one day match, the country loses a few thousand crore rupees in poor productivity and absenteeism in offices. Is this what we want in the long term?

Q. Which of these statements best summarizes the passage?

- (a) Indians are talkers not performers.
- (b) Cricket should be promoted as a sport, not just as visual entertainment.
- (c) An attitude change is necessary in our people to convert their love of cricket from mere spectatorship to participation also.

9.6 ■ Verbal Ability

- (d) Absenteeism in offices will actually reduce if we decrease the amount of cricket shown on TV.
- (e) None of these
4. Americans are puzzled as to why the world, including most of their friends, view them with anger and disapproval. After all, they argue, it is their taxes which pay out billions of dollars for everything good in the world today from AIDS control to food for starving Sudan. It is their lives and funds which fight the terrorists and bad guys everywhere. It is their ingenuity which gives the world every technological marvel from the PC to the iphone at affordable prices. Is it mere sordid jealousy the world feels against them?
- Q.** Infer what the Americans want as per this passage:
- (a) Gratitude for all the good things they are doing.
- (b) The world should not be jealous of them.
- (c) Americans fail to understand the world's strange attitude towards them.
- (d) (a), (b), and (c).
- (e) Americans would like the world sympathetically understand and accept their contributions to the human race.
5. For 95 per cent of the time, well known psychopaths have been known to be normal, even gentle, people. Jack the Ripper was a regular churchgoer. Blue Beard was a ladies man of incredible charm who befriended one and all at the Kings court. Timothy McVeigh, the infamous Oklahoma bomber, was quiet, law abiding, intellectual and neighbourly. The police have had to rely on painstaking forensic work, huge patience and plain dumb luck to catch these mass murderers.
- Q.** Which of the following would strengthen the author's argument?
- (a) Mass murders do not sprout horns. You have to look for them among normal people.
- (b) Psychopaths are basically normal people.
- (c) Normal people can be psychopaths.
- (d) Catching a psychopath demands the same techniques from the police as is demanded by any other serious fellow.
- (e) both (a) and (d)
6. There are questions being raised on the Beijing Olympics. For instance, more than 2 million families have been displaced to make room for stadia and games facilities. Workers have been labouring at slave rates and sub-human conditions to erect these facilities. There are major issues related to air pollution levels of Beijing hurting the athletes. Tibet has become a sensitive issue. For a secretive dictatorship like China Government it must be galling that the Games may well prove a Pandoras Box.
- Q.** Which conclusion is best supported by this passage?
- (a) China would have been less embarrassed if it hadn't held the Olympics.
- (b) The world is taking this opportunity to take pot shots at China.
- (c) Tibetans who did not have a voice till now suddenly find themselves center stage.
- (d) The Chinese Government is dismayed at its carefully hidden dirty linen coming out in public.
- (e) The Chinese Government is determined to host a magnificent Olympics at any human cost.
7. In spite of knowing the bad effects of cigarette smoking on our health, governments around the world are hesitant to shut down cigarette companies. The tax revenues, the huge employment generated, the benefits to the powerful tobacco farmers, are only some of the reasons holding back the governments.
- Q.** Which of these statements would weaken the author's arguments?

- (a) Governments are being manipulated by rich and powerful tobacco lobbies.
 - (b) People enjoy smoking. They would not like it if the government did away with cigarettes.
 - (c) If the government banned cigarettes, a huge black market would develop, like in boot legging or drugs.
 - (d) The government would not mind a bit of danger to your health as long as the revenues come in.
 - (e) Many governments believe stronger legislation can and should curb smoking.
8. In West Bengal, Orissa, Chattisgarh, farmers and adivasis have refused to sell their land for industrialization. The State Governments are trying to explain that apart from compensation, the objective is to generate lucrative employment, not decimate their livelihood. A combination of middlemen, selfish politicians and rebels like Naxalites are trying to ensure there is no compromise possible.
- Q.** What can we infer from the above passage?
- (a) Farmers and adivasis of these states have refused to part with their land for industry.
 - (b) The state is unable to communicate its idealistic objectives to the affected people.
 - (c) Naxalites and others are misusing the situation for their own selfish ends.
 - (d) (a), (b), and (c).
 - (e) State Governments must industrialize to improve economy.
9. As per a UGC Study, the quality of engineers in Indian industry is actually diminishing in spite of outstanding training at the IIT's and other premium technical institutions. This is because a fair percentage of engineers choose to become MBA's where life in an air-conditioned

office is more comfortable than a greasy, hot, sweaty shop floor. The few who do M. Techs mostly go abroad on better job prospects. Hence the engineers left in India for engineering functions are from the non-premier institutions. This is a worrying development for our industries, that have to be satisfied with the second best, in spite of training the best.

Q. Which of the following statements closest echoes the author's argument?

- (a) The best Indian engineers are no longer interested in engineering.
- (b) Youngsters these days want to earn money comfortably, so they are opting out of dirty, greasy, factory shops.
- (c) In spite of giving best possible training in premier engineering colleges, India has to do without the best in its industrial factory floors.
- (d) All our efforts on world class engineering training has gone waste.
- (e) None of the above

10. Considerable press space has been expended on the damages of Iran or North Korea having nuclear weapons; or the dangers of nuclear proliferation from Pakistan. The real danger zone, erstwhile USSR, has been largely ignored. Huge quantities of fissile material have been allegedly left unguarded here. With the disintegration of the USSR, checks and balances on nuclear weapons and materials have been largely missing. The potential terrorist has a treasure trove of highly dangerous material and trained technicians available here.

Q. Which statement comes closest to the conclusion drawn by the author?

- (a) A potential terrorist has a treasure trove of dangerous material available in erstwhile USSR; this fact has hardly been noticed by the world.
- (b) Large quantities of nuclear fissile material are allegedly left unguarded at USSR.

9.8 ■ Verbal Ability

- (c) The press has been raising false alarms about Iran, N. Korea and Pakistan.
 - (d) The world has ignored the real danger zone from where fissile material can be stolen or proliferated.
 - (e) The USSR has been criminally careless about its nuclear stockpiles.
- 11.** Studies by Interpol suggest that crime rates in border areas of any country are higher than those in the interior, all over the world. Reasons speculated include alienation of border population from the rest of the country, or conversely their identification with the neighbouring country to whom they are geographically closer. Also, the thought that law and order and political levers of government emanating from the center of the country, the capital, get weaker and slacker as they reach the fringes; or even an out of sight, out of mind attitude at the capital.
- Q.** Which statement would strengthen the author's argument?
- (a) Criminals in the borders can commit crimes in their country and escape across the borders.
 - (b) Army and border patrols in border areas though present, look for external enemies rather than internal crimes.
 - (c) If you want a career in crime, stick to border areas.
 - (d) Imposition of Martial law in border areas makes good sense.
 - (e) Governments would be better off making extra efforts at tightening administration in border areas, by involving local people.
- 12.** No Indian has ever been a Wimbledon Tennis Champion. Fitness and competition levels are increasing every year. Competitors use latest technologies to train and equip themselves for the

tournament. Considering the caliber of the current crop of Indian players, Apollo Tyres ambitious Mission 2018, aiming to create a tennis champion in 10 years, seems a pipe dream.

Q. Conclude the passage:

- (a) So give up the idea and utilize the funds for some more worth while target, or sport.
- (b) It needs more than 10 years and cash to create a Wimbledon Champion.
- (c) But dreams come true. Look at Spain and Raphael Nadal, this years Champion.
- (d) The only way for Apollo Tyres to reach this target is to send 14–15 years olds with potential to USA or Europe for rigorous modern training.
- (e) There are Indian youngsters already training in USA and Europe. Induce them to play for India, and give them all facilities.

- 13.** Xenophobia against Asians in USA and UK has increased since 9/11, an elderly Sikh was murdered in USA, mistaken for an Arab. Intelligence Services tap twice as many as phones of Asians as they do of Nordics. Visa rules for Asians have been tightened unreasonably. Now Germany states they will not allow Iranian or Middle East students to study nuclear physics at their universities. Are these steps playing into the hands of terrorist recruiters?

Q. What would you infer from this passage?

- (a) Al Quaida recruiters are delighted with these developments.
- (b) It is time for Asian countries to impose retaliatory tit-for-tat restrictions on UK and USA.
- (c) Increasing Xenophobia is a dangerous trend—it can cause problems, not solve them.
- (d) There is no sense showing anger against decent law abiding Asians. It

- would be better to utilize energy to catch terrorists.
- (e) All of the above
14. Opinion based, not fact based, reporting, seems to be the fad for most TV Channels these days. In the Aarushi murder case, the channels have already named at least three suspects as guilty, whereas the CBI is still groping in the dark. Each channel has made its own calculations on future confidence vote of the government and is presenting it as fact. Political analysts gleefully state their own speculations as gospel truths. Truth is indeed a casualty these days.
- Q.** Which of these sentences would best conclude the paragraph?
- (a) The press—print and electronic would be well advised to exercise restraint and may be have self regulatory bodies to oversee broadcasts for veracity.
- (b) It would not be a bad idea for the Government to impose some discipline in the press, through legislation. It has been done in other countries.
- (c) Freedom of press does not mean freedom to distort facts, present opinion as fact.
- (d) People must give a thumbs down to blatantly opinionated channels via poor viewership.
- (e) None of the above
15. The connection between top industrialists and politicians in India is as old as it is murky. Politicians need funds, which industrialists give. The industrialists in turn, need government support in tax laws, favourable legislation etc., which the politician can give. It is a cozy symbiotic relationship. So why would anyone want to rock the boat?
- Q.** Which of these statements is not a premise?
- (a) Politicians need funds. Industrialist needs governmental support.
- (b) Industrialists pay politicians, who return the favour via favourable legislation.
- (c) This connection is old and murky.
- (d) It is a cozy symbiotic relationship.
- (e) Why would anyone want to rock the boat?
16. With crude oil price touching 146 dollars/barrel it is time to think small cars and petrol savers. It is time to think electric autos and Hydrogen cell vehicles. It is time to think CNG vehicles and hybrid technologies. It is time to think ethanol locos and natural gas furnaces. It is even probable that in our anxiety to save petrol, we will actually lower pollution levels since all the alternative technologies are more environment friendly than current petrol guzzlers.
- Q.** Which of the following would strengthen the author's argument?
- (a) Petroleum crude prices are expected to cross 200 dollars/barrel in the next year. May be clean air will be economically forced on us ultimately!
- (b) Thank God for alternative technologies. We would be back in Stone Age without them.
- (c) It is time to seriously look for more petroleum resources by drilling more, perhaps in the seas and the poles, where huge reserves of the hydrocarbon apparently exist.
- (d) Human ingenuity has found ways out of every crisis in history. Mankind will find a solution to this problem too.
- (e) None of the above
17. Why is it that humans have not yet come up with a food preparation which is truly delicious, even additive, but actually very good for health? Every one loves chocolate and ice cream, but dare not gorge on them due to fat problems, over eat, delicious kebabs and invite cholesterol. Burgers and Pizzas while yummy, simply have to be kept at bay or you face obesity worries. So tell me of a dish as tasty

9.10 ■ Verbal Ability

as any of these delicacies, which actually reduces cholesterol, keeps weight in check, improve haemoglobin count and which doctors prescribe you to go ahead and gorge on!

Q. What best would describe the mood of this passage?

- (a) Tremulous: The authors whine about how good food is always bad for health.
- (b) Longing: The author craves for decent food you can eat without guilt.
- (c) Disapproval: Humans have wasted time on a million inventions but not on a healthy, tasty food.
- (d) Tongue in check: The author is willing to chuckle at our self created predicament.
- (e) Humorous: He is being pleasantly sarcastic on our priorities in inventions.

- 18.** Religion has claimed more lives through history than all famines, earthquakes, wars and pestilences put together. Hundreds of thousands were martyred in the centuries long Christian-Muslim wars of the middle ages. The popes and the Church have, over the centuries, burnt countless so called heretics at the stake. Jews have kicked out huge numbers of Palestinians from their homes, while themselves losing 5 million of their own in the holocaust. Even today, Al Quaida and large numbers of Islamic militant organizations have declared Jihad against all other Kaffirs. Hindu extremists talk of imposing their own brand of Hinduism in India at the cost of secularism.

Q. Select a suitable conclusion to the paragraph?

- (a) Religion is a curse on humanity and we would be better off as agnostics—believe in God but not in religion.
- (b) Religion should be confined to the boundaries of one's house—not banned about in public.

- (c) Every religion is out to prove—even with violence—that our God is greater than your God.
- (d) There is a disconnect between the ideas and the practice of religions. The ideals preach peace but its followers use violence.
- (e) None of the above

- 19.** United Nations Food experts have recommended that India would be better served by eating more potatoes and less rice. Potatoes are easier to grow and harvest. They are more resistant to pests. They are easier to store. They deliver more calories and starch per kilo than rice. They are cheaper per kilo. Their yield per acre is higher. They need less kcal/kgm heat to cook. If somehow, attitude changes could be motivated in India's population, and more people switched to potatoes as a staple food, even to poorest of Indians population would be better served.

Q. What is not a premise in this passage?

- (a) Potatoes are easier to grow than rice.
- (b) Potatoes are easier to store than rice.
- (c) Potatoes need less heat to cook than rice.
- (d) Potatoes deliver more calories and energy to our body.
- (e) India would be better off eating more potatoes than rice.

- 20.** Teenagers are best reached via their favourite pastimes and hobbies—internet, music, movies, peer groups, sports etc. It is through these very formats they can be told of things that would be good for them in the long run—decency, patriotism, honesty, hard work, fair play, community feeling, harmony and tolerance. Being natural rebels, no teenager likes to be lectured. These values must be communicated to them in palatable ways of their own choice via their own favourite communication modes. Only then will the lessons stick.

Q. Which of these would continue the mood of this passage?

- (a) Everything can't be taught in schools & colleges.
- (b) Subtlety and sensitivity would help in reaching out to teenagers.
- (c) Being young, teenagers tend to have short attention spans. Long term issues must be communicated in special ways, which they are attracted to.
- (d) (a), (b), and (c).
- (e) (a) and (b)

- 21.** Mumbai's Municipal Corporation has a budget of Rs 116,000 crores with savings deposit of Rs 8,000 crores. They do not depend on State Governmental doles and generate their own revenue through Octroi (46 percent) etc. Yet year after year when rains clog the city's streets the most common excuse given is "lack of funds". Similar excuses are given for lack of cleanliness, solid waste mismanagement and hideous pollution. It is speculated that the Corporation authorities would rather keep themselves busy building flyovers and super highways with its potential for illegal gratification rather than tedious jobs like sewer and road cleaning where such "perquisites" are hardly on offer. So it is high time decent bureaucrats came into the picture, who would utilize huge funds available and rid Mumbai's citizenry of its perennial miseries.

Q. Name the premise/s on which this para is not constructed:

- (a) Mumbai's Corporation has enormous funds.
- (b) Mumbai's Corporation would arguably rather build highways and roads than clean sewers and pipelines.
- (c) The Corporation does not depend on State Government funding but generates its own huge revenue.
- (d) Mumbai's clogging during rains, solid waste disposal problems and pollution continue unabated.

- (e) Decent, honest, bureaucrats should be brought into control the corrupt political masters of the Mumbai's Corporation.

- 22.** Lobbying is the attempt by a person or a group, to pass or defeat a law. People trying to influence lawmakers are called lobbyists. From the days that earliest governments made rules and regulations, people and groups have worked for and against the rules. At first an individual might petition the ruler or the law making body to get his special requests. As populations and cities grew, people with some of the same interests organized groups and associations. Members of these special interest groups became lobbyists to work for what they wanted in the state or national capitals.

Q. Select the statement or statements, which could best continue the passage:

- (a) As industry and business grew, lobbying became the tool whereby taxes and tariffs could be manipulated to huge profits for petitioning companies.
- (b) Lobbying itself has now become a profession employing thousands of top grade professionals and enjoys huge turnovers.
- (c) Since lawmakers are supposedly on the side of the citizenry, and lobbyists on the side of their paymasters, government view lobbyists with suspicion.
- (d) Lobbyists these days are allegedly conduits for bribes and kickbacks to authorities and political parties.
- (e) To varying extents, all the above.

- 23.** Logic is about the form, or structure of an argument—about thinking from reasons or evidence to conclusion. Logic is not about the contents of an argument. The following two arguments, for example, are exactly the same logically—and they are both logically correct:

9.12 ■ Verbal Ability

If all house cats are felines and if all felines are mammals, then all house cats are mammals.

If all house cats are fish, and if all fish are insects, then all house cats are insects.

But because logic does not deal with house cats, feline, mammals, fish or insects, a logician—one who studies logic—might write this argument:

If all X is Y, and if all Y is Z, then all X is Z.

He would show, therefore, that logic is not concerned with content of the argument.

Q. After reading this passage, if I was a logician, I would say in summary:

- (a) I am not interested in contents of an argument.
- (b) I look for lines of thought from reasons to conclusion.
- (c) Specifics do not concern me.
- (d) I deal with universal generalities which would apply to all content.
- (e) None of these

- 24.** The growth of international commerce has been hampered by restrictive measures imposed by different nations. In order to gain revenue, nations impose duties or tariffs, on imports and exports. Tariffs are also used as a means of restricting imports. Tariffs may be used to protect a home industry, to reduce imports thus lessening the demand for a limited supply of foreign exchange, or to check declines in exchange rates. Such steps restrict trade.

Q. Select a suitable title for this passage which would convey its essence:

- (a) Protecting national commercial interest.
- (b) Methods used by nations to consume foreign exchange and increase revenue.

- (c) Functions of Tariffs.
- (d) How nations check declines in exchange rates.
- (e) Barriers to commerce.

- 25.** Communism is a form of government that advocates common ownership and use of all means of producing goods. Under a communist government, all property, industry and methods of distribution of wealth are owned and controlled by the government. Every citizen is expected to work for the government according to his ability and each is supposed to be rewarded according to his need. In recent years, the term “communist” mainly applies to China, Cuba, Vietnam and a few small pockets. Most East European countries even Russia who had adopted Communism have now rejected it because of its flawed tenets.

Q. What premise or premises in the above para give you a hint of why communism has been largely rejected till today?

- (a) Common ownership—Humans like owning things on their own, not give everything to the govt.
- (b) Property, industry & distribution is controlled by government. Where is the inducement to work hard and gain by it?
- (c) Each citizen works to the best of his talents but is paid only as per need. So a less talented working man is quite likely to be paid more simply because he needs it more.
- (d) It is implied that every citizens life under communism is pretty much controlled by the government.
- (e) All the above

..... **Answer Keys**

Exercise 1

1. (e)	2. (e)	3. (e)	4. (e)	5. (e)	6. (e)	7. (a)	8. (c)
9. (c)	10. (a)	11. (b)	12. (b)	13. (c)	14. (c)	15. (e)	16. (e)
17. (a)	18. (b)	19. (d)	20. (b)	21. (e)	22. (b)	23. (a)	24. (e)
25. (e)							

This page is intentionally left blank

1

Section Test

Instructions to the test takers:

1. There are 40 questions in this test.
2. Time allotted is 45 minutes
3. Each question carries 4 marks.
4. There is 1/4th negative marking for every wrong answer.

Direction for questions 1 to 3: *Each question below consists of a word printed in capital letters, followed by four lettered words or phrases. Choose the lettered word or phrase that is most nearly opposite in meaning to the word in capital letters.*

1. CONSOLIDATION :

- | | |
|-----------------|-------------------|
| (a) Instigation | (b) Fragmentation |
| (c) Opposition | (d) Restriction |

2. SECURE :

- | | |
|--------------|------------|
| (a) Unfasten | (b) Impart |
| (c) Implant | (d) Infest |

3. FRACAS :

- | |
|------------------------|
| (a) Rapture |
| (b) Relic |
| (c) Just reward |
| (d) Peaceful situation |

Direction for questions 4 to 8: *Read the statements given below and solve the questions.*

4. Certain messenger molecules fight damages to the lungs from noxious air by telling the muscle cells encircling the lungs airways to contract. This partially seals off the lungs. An asthma attack occurs when the messenger molecules are activated unnecessarily, in response to harmless things like pollen or household dust.

Which of the following, if true, points to the most serious flaw in the plan to develop a medication that would prevent asthma attack by blocking receipt of any messages sent by the messenger molecules referred to above?

- | |
|---|
| (a) Researchers do not yet know how the body produces the messenger molecules that trigger asthma attacks. |
| (b) Researchers do not yet know what makes one person's messenger molecules more easily activated than another's. |
| (c) Such a medication would not become available for several years, because of long lead times in both development and manufacture. |
| (d) Such a medication would be unable to distinguish between messages triggered by pollen and household dust and messages triggered by noxious air. |
5. In an attempt to promote the widespread use of paper rather than plastic and thus reduce non-biodegradable waste, the council of a small town plans to ban the sale of disposable plastic goods for which substitutes made of paper exist. The council argues that since most paper is entirely biodegradable, paper goods are environmentally preferable.

S1.2 ■ Verbal Ability

Which of the following, if true, indicates that the plan to ban the sale of disposable plastic goods is ill suited to the town council's environmental goals?

- (a) Although biodegradable plastic goods are now available, members of the town council believe biodegradable paper goods to be safer for the environment.
 - (b) The paper factory at which most of the towns people are employed plans to increase production of biodegradable paper goods.
 - (c) After other towns enacted similar bans on the sale of plastic goods, the environmental benefits were not discernible for several years.
 - (d) Since most townspeople prefer plastic goods to paper goods in many instances, they are likely to purchase them in neighboring towns where plastic goods are available for sale.
6. Crops can be traded on the futures market before they are harvested. If a poor corn harvest is predicted, prices of corn futures rise; if a bountiful corn harvest is predicted, prices of corn futures fall. This morning meteorologists are predicting much-needed rain for the corn-growing region starting tomorrow. Therefore, since adequate moisture is essential for the current crop's survival, prices of corn futures will fall sharply today.

Which of the following, if true, most weakens the argument above?

- (a) Corn that does not receive adequate moisture during its critical pollination stage will not produce a bountiful harvest.
- (b) Futures prices for corn have been fluctuating more dramatically this season than last season.
- (c) The rain that meteorologists predicted for tomorrow is expected to extend well beyond the corn-growing region.

- (d) Agriculture experts announced today that a disease that has devastated some of the corn crop will spread widely before the end of the growing season.

7. United States hospitals have traditionally relied primarily on revenues from paying patients to offset losses from unreimbursed care. Almost all paying patients now rely on governmental or private health insurance to pay hospital bills. Recently, insurers have been strictly limiting what they pay hospitals for the care of insured patients to amounts at or below actual costs.

Which of the following conclusions is best supported by the information above?

- (a) Although the advance of technology has made expensive medical procedures available to the wealthy, such procedures are out of the reach of low-income patients.
- (b) If hospitals do not find ways of raising additional income for unreimbursed care, they must either deny some of that care or suffer losses if they give it.
- (c) Some patients have incomes too high for eligibility for governmental health insurance but are unable to afford private insurance for hospital care.
- (d) If the hospitals reduce their costs in providing care, insurance companies will maintain the current level of reimbursement, thereby providing more funds for unreimbursed care.

8. Match the several meanings of the word **COMPLEX** with their appropriate usages.

Meaning	Usage
1. complicated	5. A new sports complex is coming up for the Common Wealth Games.
2. abnormal state of mind	6. Culture is a complex whole of many things.

Meaning	Usage
3. group of structures	7. She has a complex about being overweight.
4. mixture	8. His motives in carrying out the crime were complex.

- (a) 1-6, 2-8, 3-7, 4-5
 (b) 1-8, 2-7, 3-5, 4-6
 (c) 1-5, 2-7, 3-6, 4-8
 (d) 1-8, 2-5, 3-6, 4-7

Direction for questions 9 to 10: *Choose the option that fills the maximum number of blanks. The word may need some change of form.*

9. A. A _____ of experts is going to study the case
 B. The torch failed to work as it ran out of _____
 C. They refused to eat eggs laid by _____ hens
 D. The shore _____ opened fire
 (a) battery (b) group
 (c) power (d) artillery
10. A. We sailed into a beautiful and secluded _____
 B. A frightened animal at _____ can turn violent
 C. Exercise can help keep fat at _____
 D. Mom added some _____ leaves to the Rasam to improve its flavor
 (a) rest (b) bay
 (c) edge (d) shore

Direction for questions 11 to 13: *In each of the following questions, elated pair of words or phrases is followed by four lettered pairs of words or phrases. Select the lettered pair that best expresses a relationship similar to that expressed in the original pair.*

11. CURTAIN : STAGE ::
 (a) Footlight : Orchestra
 (b) Lid : Jar
 (c) Veil : Face
 (d) Screen : Film

12. INSOMNIA : SLEEP ::

- (a) Dyslexia : Read
 (b) Haemophilia : Bleed
 (c) Hyperactivity : Move
 (d) Malnutrition : Eat

13. JEER : DERISION ::

- (a) Fidget : Restraint
 (b) Cower : Menace
 (c) Slouch : Vigilance
 (d) Reprimand : Censure

Direction for questions 14 to 17: *Read the following passage and answer within its context.*

Nearly two thousand years have passed since a census decreed by Caesar Augustus became part of the greatest story ever told. Many things have changed in the intervening years. The hotel industry worries more about overbuilding than overcrowding, and if they had to meet an unexpected influx, few inns would have managed to accommodate the weary guests. Now it is the census taker that does the travelling in the fond hope that a highly mobile population will stay put long enough to get a good sampling. Methods of gathering, recording and evaluating information have presumably been improved a great deal. And where then it was the modest purpose of Rome to obtain a simple head count as an adequate basis for levying taxes, now batteries of complicated statistical series furnished by governmental agencies and private organizations are eagerly scanned and interpreted by sages and seers to get a clue for future events. The Bible does not tell us how the Roman census takers made out, and as regards our more immediate concern, the reliability of present-day economic forecasting, there are considerable differences of opinion. They were aired at the celebration of the 125th anniversary of the American Statistical Association. There was the thought that business forecasting might well be on its way from an art to a science, and some speakers talked about new-fangled computers and high-faulting mathematical systems in terms of excitement and endearment, which

S1.4 ■ Verbal Ability

we, at least in our younger years when these things mattered, would have associated more readily with the description of a fair maiden. But others pointed to a deplorable record of highly esteemed forecasts and forecasters with a batting average below that of the Mets and the President-elect of the Association cautioned that—high-powered statistical methods are usually in order where the facts are crude and inadequate, statisticians assume. We left his birthday party somewhere between hope and despair and with the conviction, not really newly acquired, that proper statistical methods applied to ascertainable facts have their merits in economic forecasting as long as neither forecaster nor public is deluded into mistaking the delineation of probabilities and trends for a prediction of certainties of mathematical exactitude.

14. According to the passage, taxation in Roman times were based on
 - (a) mobility
 - (b) wealth
 - (c) population
 - (d) census takers
15. The author refers to the Mets primarily in order to
 - (a) show that sports do not depend on statistics
 - (b) contrast verifiable and unverifiable methods of record keeping
 - (c) indicate the changes in attitudes from Roman days to the present
 - (d) illustrate the failure of statistical predictions
16. The author's tone can best be described as
 - (a) jocular
 - (b) scornful
 - (c) pessimistic
 - (d) humanistic
17. Disinterested is closest in meaning to
 - (a) bored
 - (b) unbiased
 - (c) not interested
 - (d) indifferent

Direction for questions 18 to 20: *Go through the passages given and solve the questions based on it.*

After becoming the global IT and ITES hub, India is poised to be the global Petri dish. Major Pharma companies are outsourcing clinical trials to the country in a big way. With pharma majors facing increased pressure on profit margins, spiraling R&D costs and increasing overheads, outsourcing of clinical research processes to third parties in developing countries seems a viable option.

Pharma companies are now looking to test drugs in a wider population to see if side-effects accrue as a result of difference in genetic or race profiles. With drug regulatory authorities amending rules on clinical research in India, MNC pharma companies are making a beeline for India.

However, there are enough studies and reports to prove that Indians are being used as guinea pigs. The Monthly Index of Medical Specialties (MIMS) notes in an editorial how developing countries with poor and illiterate patients, lax laws, obliging bureaucrats and fund-starved hospitals have become hunting grounds for foreign pharma majors to test new drugs.

Legally speaking, all clinical studies require the Drugs Controller-General of India's (DCGI) permission and also approval of the hospital's ethics committee before they can be administered to volunteers. The patient should also be explained the whole process and an informed consent should be taken in writing.

The Indian council of medical research has also laid down ethical guidelines for clinical trials. But therein lies the problem. In case the trial goes wrong, the patient is not left with a legal remedy. They law is also silent on compensation to be provided to the victim in case the trial goes awry. Interestingly, in the developed world, strong consumerism and insurance hassles are preventing patients from signing up for clinical trials.

18. Why is India a viable option for outsourcing clinical research processes?
- India is a developing country.
 - The population of India is increasing manifold.
 - India's success as major IT and ITes hub increasing its chances of growth in this sector too.
 - Clinical research processes involves high costs and outsourcing to India proves cheaper to the pharma companies.
19. What allows Indians to be used as guinea pigs?
- It is a matter of pride to be useful in research process.
 - Lack of stringent laws makes it easy to use patients as objects of assessment.
 - Clinical research being an upcoming market in India has increased the need for guinea pigs.
 - It is mandatory to test the drug on guinea pigs before launching in the market.
20. Why is conducting clinical trials in developed world difficult?
- As the population in developed world is less, it is difficult to find patient for clinical trials.
 - Lax consumerism policies make it difficult to conduct clinical trials in developed countries.
 - Clinical trials are increasingly conducted in developing countries and hence decreasing in developed world.
 - Patients are more vigilant in developed countries and therefore reluctant to undergo clinical trials.

Direction for questions 21 to 22: *Go through the passages given and solve the questions based on it.*

There are two major systems of criminal procedure in the modern world-the adversarial and

the inquisitorial. The former is associated with common law tradition and the latter with civil law tradition. Both systems were historically preceded by the system of private vengeance in which the victim of a crime fashioned his own remedy and administered it privately, either personally or through an agent. The vengeance system was a system of self-help, the essence of which was captured in the slogan "an eye for an eye, a tooth for a tooth." The modern adversarial system is only one historical step removed from the private vengeance system and still retains some of its characteristic features. Thus, for example, even though the right to institute criminal action has now been extended to all members of society and even though the police department has taken over the pre-trial investigative functions on behalf of the prosecution, the adversarial system still leaves the defendant to conduct his own pre-trial investigation. The trial is still viewed as a duel between two adversaries, refereed by a judge who, at the beginning of the trial has no knowledge of the investigative background of the case. In the final analysis the adversarial system of criminal procedure symbolizes and regularizes the punitive combat.

By contrast, the inquisitorial system begins historically where the adversarial system stopped its development. It is two historical steps removed from the system of private vengeance. Therefore, from the standpoint of legal anthropology, it is historically superior to the adversarial system. Under the inquisitorial system the public investigator has the duty to investigate not just on behalf of the prosecutor but also on behalf of the defendant. Additionally, the public prosecutor has the duty to present to the court not only evidence that may lead to the conviction of the defendant but also evidence that may lead to his exoneration. This system mandates that both parties permit full pre-trial discovery of the evidence in their possession. Finally, in an effort to make the trial less like a duel between two adversaries, the inquisitorial system mandates that the judge take an active

S1.6 ■ Verbal Ability

part in the conduct of the trial, with a role that is both directive and protective.

Fact-finding is at the heart of the inquisitorial system. This system operates on the philosophical premise that in a criminal case the crucial factor is not the legal rule but the facts of the case and that the goal of the entire procedure is to experimentally recreate for the court the commission of the alleged crime.

21. The primary purpose of the passage is to
- Explain why the inquisitorial system is the best system of criminal justice.
 - Explain how the adversarial and the inquisitorial systems of criminal justice both evolved from the system of private vengeance.
 - Show how the adversarial and inquisitorial systems of criminal justice can both complement and hinder each other's development.
 - Analyse two systems of criminal justice and deduce which one is better.
22. According to the passage, the inquisitorial system differs from the adversarial system in that
- It does not make the defendant solely responsible for gathering evidence for his case.
 - It does not require the police department to work on behalf of the prosecution.
 - It does not allow the victim the satisfaction of private vengeance.
 - It requires the prosecution to drop a weak case.

Direction for questions 23 to 26: 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 given OPTIONS to construct a coherent paragraph.

23. P. Besides, on slimming alone, an annual expenditure of \$10 to 15 billion a year has been estimated.

Q. All are potential buyers of designer hand bonds, nylon running shoes, polypropylene underwear pedometer for logging the mileage, special wrist bands to hold house keys, digital stop-watches for monitoring heart rate, reflecting gear for night-jogging etc.

R. England or other European countries are no exception to their trend.

S. It has been estimated that the turnover of the sporting industry here is about \$20 billion a year.

- (a) SRPQ (b) QSPR
(c) SPQR (d) SPRQ

24. P. Most notably excluded from any such consideration is the labour of the housewife.

Q. Unfortunately, this recognition has not spread to all fields of labour.

R. The question, therefore, of a weekly off for her has not crossed many minds.

S. Why, the work the housewife does within the confines of her home rearing children, cooking, washing, cleaning and doing other daily chores is not even thought of as work.

- (a) PQRS
(b) QPSR
(c) QPRS
(b) PSQR

25. P. He said "Most of my friends who have spoken on this amendment have quite forgotten that upto 1935 the North-West Frontier Province (NWFP) was not subject to the Shariat law.

Q. Characteristically, Ambedkar went to the heart of the matter and made important observations.

R. He pointed out that the Muslim Personal law was not immutable and uniform throughout India, contrary to what had been claimed in the amendment move by Muslim members.

S. This is not all and until 1937 in the rest of India, in various part, such as the United Provinces, the Central Provinces and Bombay, the Muslims to a large extent were governed by the Hindu law in the matter of succession.

- (a) PQSR (b) QRPS
(c) QRSP (d) PSRQ

26. P. But an unprecedented high rent may not be the meeting point of the prevailing demand and supply, says Pawan Sinha, a real estate watcher.

Q. A new house-hunter's illusions were dispelled on going to the "posh" localities, where her seemingly "sufficient" income could not get her more than a ramshackle "barsati" for Rs 4500 a month.

R. Some property consultants are of the view the rents howsoever high, have a rational basis – the ratio between demand and supply of property.

S. Others do not share it, saying it is due to the unrealistically inflated and sometimes "unreachable" rent-levels by haughty landlords.

- (a) PQSR (b) QRSP
(c) QRPS (d) QPRS

Directions for questions 27 to 30: In each of the following questions, a related pair of words or phrases is followed by the four lettered pair of words or phrases. Select the lettered pair that best expresses a relationship similar to that expressed in the original pair.

27. TRANSGRESSION : MORALITY ::

- (a) Mistake : Probity
(b) Gift : Generosity
(c) Presumption : Proprietary
(d) Misconception : Curiosity

28. BLOWHARD : BOASTFUL ::

- (a) Cynic : Perspicacious
(b) Misanthrope : Affected
(c) Exhibitionist : Embarrassed
(d) Toady : Obsequious

29. TEACHER : CERTIFICATION ::

- (a) Driver : License
(b) Officer : Handcuffs
(c) Librarian : Book
(d) Mechanic : Tool

30. FOOD : NOURISH ::

- (a) Fluids : Circulate
(b) Cells : Degenerate
(c) Antibodies : Protect
(d) Organ : Secrete

Direction for questions 31 to 40: Each passage is followed by questions based on its content. After reading the passage, choose the best answer to each question. Answer all the questions based on the following passage by understanding what is stated or implied in that passage.

Some recent historians have argued that life in the British colonies in America from approximately 1763 to 1789 was marked by internal conflicts among colonists. Inheritors of some of the viewpoints of early 18th Century progressive historians such as Beard and Becker, these recent historians have put forward the arguments that deserve evaluation. The kind of conflict most emphasised by these historians is class conflict. Yet with the Revolutionary War dominating these years, how does one distinguish class conflict within the larger conflict? Certainly not by the side a person was supported. Although many of these historians have accepted the earlier assumption that Loyalists represented an upper class, new evidence indicates that Loyalists, like rebels, were drawn from all socio-economic classes. (It is nonetheless probably true that a larger percentage of the well-to-do joined the Loyalists than joining the rebels.). Looking at the rebel side, we find little evidence for the contention that lower-class rebels were in conflict with the upper-class rebels. Indeed, the war effort against Britain tended to suppress class conflicts. Where it did not, the disputing rebels of one or another class usually became Loyalists. Loyalism thus operated as a safety valve to remove socio-economic discontent that exists among the rebels.

S1.8 ■ Verbal Ability

Disputes occurred, of course, among those who remained on the rebel side, but the extraordinary social mobility of 18th Century American society (with the obvious exception of slaves) usually prevented such disputes from hardening along class lines. Social structure was in fact so fluid even though when the recent statistics suggest a narrowing of economic opportunity as the latter half of the century progressed, that to talk about social classes at all requires the use of loose economic categories such as rich, poor, and middle class or 18th Century designations like 'he better sort'. Despite these vague categories, one should not claim unequivocally that hostility between recognisable classes cannot be legitimately observed. Outside of New York, however, there were very few instances of openly expressed class antagonism.

Having said this, however, one must add that there is much evidence to support the further claim of recent historians that sectional conflicts were common between 1763 and 1789. The 'Paxton Boys' incident and the Regulator movement are representative examples of the widespread and justified, discontent of western settlers against colonial or state governments dominated by eastern interests. Although the undertones of class conflict existed beneath such hostility, the opposition was primarily geographical. Sectional conflict which also existed between the North and South deserves further investigation. In summary, the historians must be careful about the kind of conflict they emphasise in 18th Century America. Yet those who stress the achievement of a general consensus among the colonists cannot fully understand that consensus without understanding the conflicts that had to be overcome or repressed in order to reach it.

31. The author considers the contentions made by the recent historians discussed in the passage to be
- (a) Potentially verifiable
 - (b) Partially justified
 - (c) Logically contradictory
 - (d) Capricious and unsupported

32. The author most likely refers to 'historians such as Beard and Becker' in order to
- (a) Point out historians whose views of history anticipated some of the views of the recent historians mentioned in the passage.
 - (b) Isolate the two historians whose work is most representative of the viewpoints of Progressive historians.
 - (c) Emphasise the need to find connections between the recent historian's writings and the work of earlier historians.
 - (d) Suggest that Progressive historians were the first to discover the particular internal conflicts in 18th Century American life mentioned in the passage.
33. According to the passage, Loyalism during the American Revolutionary War served the function of
- (a) Eliminating the disputes that existed among those colonists who supported the rebel cause.
 - (b) Drawing upper, as opposed to lower, socio-economic classes away from the rebel cause.
 - (c) Absorbing members of the socio-economic groups on the rebel side who felt themselves in contention with the members of other socio-economic groups.
 - (d) Channelling conflict that existed within a socio-economic class into the war effort against the rebel cause.
34. The passage suggests that the author would be likely to agree with which of the following statements about the social structure of 18th Century American society?
- I. It allowed greater economic opportunity than it did for social mobility.
 - II. It permitted greater economic opportunity prior to 1750 and after 1750.
 - III. It did not contain any rigidly defined socio-economic divisions.

- IV. It prevented economic disputes arising among the members of the society.
- (a) I and IV only
 - (b) II and III only
 - (c) III and IV only
 - (d) I, II and III only
35. It can be inferred from the passage that the author would be most likely to agree with which of the following statements regarding the socio-economic class and support for the rebel and Loyalist causes during the American Revolutionary War?
- (a) Identifying a person's socio-economic class is the least accurate method of ascertaining which side that person is supported.
 - (b) Identifying a person as a member of the rebel or of the Loyalist side does necessarily reveals the person's particular socio-economic class.
 - (c) Both the rebel and the Loyalist sides contain members of all socio-economic classes, although there were fewer disputes among the socio-economic class on the Loyalist side.
 - (d) Both the rebel and Loyalist sides contained members of all socio-economic classes, although the Loyalist side was made up primarily of members of the upper class.
36. The author suggests which of the following about the representatives of colonial or state governments in America from 1763 to 1789?
- (a) The governments inadequately represented the interests of people in western regions.
 - (b) The governments more often represented class interests than sectional interests.
 - (c) The governments were less representative than they had been before 1763.
 - (d) The governments were dominated by the interests of people of an upper socio-economic class.

37. According to the passage, which of the following is a true statement about sectional conflicts in America between 1763 and 1789?
- (a) These conflicts were instigated by eastern interests against western settlers.
 - (b) These conflicts were the most serious kind of conflict in America.
 - (c) The conflicts eventually led to openly expressed class antagonism.
 - (d) These conflicts contained an element of class hostility.

Passage 1

Many critics of Emily Brontë's novel *Wuthering Heights* see its second part as a counterpoint that comments on, if it does not reverse, the first part, where a 'romantic' reading receives more confirmation. Seeing the two parts as a whole is encouraged by the novel's sophisticated structure, revealed in its complex use of narrators and time shifts. Granted that the presence of these elements need not argue an authorial awareness of novelistic construction comparable to that of Henry James, their presence does encourage attempts to unify the novel's heterogeneous parts. However, any interpretation that seeks to unify of the novel's diverse elements is bound to be somewhat unconvincing. This is not because such an interpretation necessarily stiffens into a thesis (although rigidity in any interpretation of this or of any novel is always a danger), but because *Wuthering Heights* has recalcitrant elements of undesirable power that ultimately, resist inclusion in an all-encompassing interpretation. In this respect, *Wuthering Heights* shares a feature of *Hamlet*.

38. According to the passage, which of the following is a true statement about the first and second parts of *Wuthering Heights*?
- (a) The second part has received more attention from critics.
 - (b) The second part has little relation to the first part.

- (c) The second part is better because it is more realistic.
- (d) The second part provides less substantiation for a 'romantic' reading.

39. Which of the following inferences about Henry James's awareness of novelistic construction is best supported by the passage?

- (a) James, more than any other novelist was aware of the difficulties of novelistic construction.
- (b) James was very aware of the details of novelistic construction.
- (c) James's awareness of novelistic construction was derived from the reading of Bronte.

- (d) James's awareness of novelistic construction has led most commentators to see unity in his individual novels.

40. The author of the passage would be most likely to agree that an interpretation of a novel should

- (a) Not try to unite heterogeneous elements in the novel.
- (b) Not be inflexible in its treatment of the elements in the novel.
- (c) Not argue that the complex use of narrators or of time shifts indicates a sophisticated structure.
- (d) Concentrate on those recalcitrant elements of the novel that are outside the novel's main structure.

..... **Answer Keys**

1. (b)	2. (a)	3. (d)	4. (d)	5. (d)	6. (d)	7. (b)	8. (b)
9. (a)	10. (b)	11. (c)	12. (a)	13. (d)	14. (c)	15. (d)	16. (b)
17. (b)	18. (c)	19. (b)	20. (c)	21. (d)	22. (a)	23. (d)	24. (b)
25. (b)	26. (c)	27. (c)	28. (d)	29. (a)	30. (c)	31. (b)	32. (a)
33. (c)	34. (b)	35. (b)	36. (a)	37. (d)	38. (d)	39. (b)	40. (b)

..... **Selective Hints**

1. Consolidation means the process of uniting, the quality or state of being united, so the opposite of this will be fragmentation, which is option (c). Fragmentation is being broken into fragments. Whereas, option (a), instigation means suggesting, which cannot be opposite. Hence the answer is option (b).

2. Secure is to fixed or fastened so as not to give way, so option (a), unfasten will be opposite to it, that is to unlock. Option (b) impart means to convey which is not the opposite. Similarly, option (c) means to

insert and option d means take over, which is not related to the word given. Hence the answer is option (a).

3. Fracas means a noisy disturbance or quarrel, so the opposite will be peaceful situation, which is option (d). Option a, means joy, which is not true. Similarly, option (b) means ancient object, therefore not true. Hence the answer is option (d).

4. The medication to be developed is intended to prevent asthma attacks by suppressing the natural action of certain molecules in the lungs. Option (d) asserts

that this suppression would occur not only when the molecules action is superfluous, but also when it is necessary. This would be a serious flaw in the medication, so (d) is the best answer. Options (a) and (b) refer to a lack of knowledge about how the messenger molecules are produced or activated built not about how they act in the lungs. Option (c) describes how long the development might take, but does not rule out the possibility of success.

5. Option (d) is true. Townspeople are likely to circumvent the local ban by purchasing disposable plastic goods in neighboring towns. The ban is thus likely to be largely ineffective. Option (d) is therefore the best answer. None of options (a), (b) or (c) indicates that the ban is ill chosen as a means of reaching the town council's environmental goals.
6. The argument predicting a drop in the price of corn futures relies on news suggesting a good-sized corn crop. This prediction is undermined if there is, at the same time, news suggesting a small crop. Option (d) presents such news and is therefore the best answer. Option background information describing a stage at which rains are essential and option (c) makes rain over the entire corn-growing area seem more certain. Both are fully compatible with the argument and do nothing to weaken it. Past price changes option (b) cannot affect the eventual size of this year's corn crop, so it is not relevant to the argument.
7. The passage explains that the primary way hospitals have covered the cost of unreimbursed care in the past is no longer available to them. It follows that they have three options: finding a new way to cover that cost, reducing it by giving less unreimbursed care, or suffering a loss. This is essentially what option (b) concludes, so (b) is the best answer. The passage does

not touch on kinds of medical procedures administered in hospitals option (a). The passage gives no hint of who the paying patients are who do not rely on insurance, so option (c) is unsupported. Concerning options (d), the passage actually suggests that it is false.

9. 'Battery' fills the blanks in A, B and C (maximum number). In options (b), (c), (d), 'group' and 'power' fill no blanks, 'artillery' fills the blanks only in D all the three options are wrong.
10. 'Bay' fills the blanks in A, C and D (maximum number). In options (a), (c), (d), 'rest' fills the blank in only B, 'edge' and 'shore' fill no blank thus they are wrong.
11. Stage is covered with curtain; face is covered with veil, which is option (c). Option (a) is not true, as it is not related to the relationship above. Similarly, options (b) and (d) are not true. Hence the answer is option (c).
12. Insomnia is a sleep disorder that is characterised by staying asleep; dyslexia is a reading disorder, which is option (a). Other options are not related to disorders, as mentioned in the relationship above. Hence the answer is option (a).
13. Jeer means make rude and mocking remarks, jeer and derision are synonyms; reprimand and censure are synonyms, means criticism. Whereas, option (a) is incorrect, as fidget means move restlessly and restraint is self-control, which are not synonyms. In option (b), cower is to shrink and menace is danger, therefore it is not related. Option (c), slouch means lazy and vigilance means to be alert, which are antonyms, hence not true. Hence the answer is option (d).
14. The actual reason for the desperate need is that 'hits' help them overcome the uncertainties associated with how consumers

51.12 ■ Verbal Ability

will react to the movies. Thus, option (b) gives the reason.

15. The statement aims at establishing that we are involved in a process of bookkeeping. Option (c) speaks of this. Hence, only option (c) forms a sound basis.
16. Contextually, option (a) is the appropriate answer.
17. Option (d) is the appropriate answer, which is elaborated upon in the last paragraph.
18. The complete focus of the passage is on showing, through examples, that sports and intellectual activity are inextricably linked. Hence the viewpoint of the author can be deduced to be option (c). Other options are contradicted in various parts of the passage.
19. Option (b) is the obvious answer. The author is trying to show that mental activity is enhanced if people engage in simple physical activity. Option (a) is nowhere mentioned in the paragraph and option (d) is incorrect.
27. Moral Transgression is against the moral standards of a society; presumption is an idea that is taken to be true on the basis of probability, which is option (c). Other options are not true as they are not related in the similar way. Hence the answer is option (c).
28. Blowhard is the synonym of boastful (showing excessive pride); toady is synonym of obsequious so, the answer is option (d) as toady means flatterer (synonym of obsequious). Option (a), cynic is doubter and perspicacious is accurate which is an antonym. Option (b) is also not true. Hence the answer is option (d).
29. Teacher uses his certificate to teach; driver uses his license to drive a car, therefore option (a) is the answer. Option (b) is incorrect as officer uses handcuffs; similarly,

option (c) is also not true. Option (d) is not true as mechanic uses tool but it is not specified. Hence the answer is option (a).

30. Food provides nourishment; antibodies provide protection, so the answer is option (c). Other options are related to properties. Likewise, the properties of cell is to degenerate. Hence the answer is option (c).
31. Author considers the contentions made by the recent historians discussed in the passage to be partially justified, as it is given in the passage that looking at the rebel side, we find little evidence for the contention that lower-class rebels were in conflict with the upper-class rebels. All other options are incorrect as they are not related to the passage above. Hence the answer is option (b).
32. The author most likely refers to historians such as Beard and Becker in order to point out the historians whose views of history anticipated some of the views of the recent historians mentioned in the passage which is option (a) and is direct from the passage. So, no need to see all other options. Hence the answer is option (a).
33. The answer is option (c), as Loyalism thus operated as a safety valve to remove socio-economic discontent that exist among the rebels is given in the passage which is related to absorbing members of socio-economic groups on the rebel side who felt themselves in contention with members of other socio-economic groups. Option a is incorrect, as eliminating the disputes ...is not mentioned in the passage. Similarly, options (b) and (d) are incorrect as per the passage given. Hence the answer is option (c).
34. Information I and IV is not mentioned in the passage but II and III is present. So, option (b) is correct, the rest of all are incorrect. Hence the answer is option (b).

35. Here option (b) is correct, as it given that identifying a person as a member of the rebel or of the Loyalist side does necessarily reveal that person's particular socio-economic class which is true as per the passage. Whereas, option (a) is incorrect as the content in it is not related to the passage. Similarly, options (c) and (d) are incorrect. Hence the answer is option (b).
36. The author suggests that the governments inadequately represented the interests of people in western regions as a representative of colonial or state governments in America from 1763 to 1789 which is option (a). Option (b) is incorrect, as it is not mentioned in the passage. Similarly, options (c) and (d) are incorrect. Hence the answer is option (a).
37. The answer is option (d), as it is mentioned about the sectional conflicts in America between 1763 and 1789. Hence the answer is option (d).
38. According to the first sentence, the first part of the novel tends to confirm the 'romantic' reading more strongly than the second. Therefore, option (d) is correct and rest of all are incorrect as nothing in the passage suggests that critics have paid more attention to the second part, that the two parts have little relation or that the second part is better. Hence the answer is option (d).
39. The fourth sentence implies that James represents a very high degree of authorial awareness of novelistic construction and that no such claim is necessarily being made for Bronte. Thus, option (b) is correct. Option (a) is incorrect, since the passage does not imply that there are particular difficulties that James understood uniquely among novelists. Option (c) is also incorrect as it is not mentioned in the passage, similarly option (d). Hence the answer is option (b).
40. Here option a is incorrect, as the author does not indicate that the unification of different elements is to be avoided in interpretation generally. By contrast, the author's parenthetical statement about rigidity does present a general warning against inflexibility of interpretation and is that it supports option (b). Option (c) is incorrect, as the passage does not include that, also option (d) is incorrect. Hence the answer is option (b).

This page is intentionally left blank

2

Section Test

Instructions to the test takers:

1. There are 40 questions in this test.
2. Time allotted is 45 minutes
3. Each question carries 4 marks.
4. There is 1/4th negative marking for every wrong answer.

Direction for questions 1 to 4: *The underlined part of the statements could be corrected or expressed more appropriately using one of the four options that follow.*

1. In the Netherlands, a larger percentage of the gross national product is spent on defence of their coasts from rising seas than is spent on military defence in the United States.
 - (a) In the Netherlands, a larger percentage of the gross national product is spent on defence of their coasts from rising seas than is spent on military defence in the United States.
 - (b) In the Netherlands they spend a larger percentage of their gross national product on defending their coasts from rising seas than the United States does on military defence.
 - (c) The Netherlands spends a larger percentage of its gross national product defending its coasts from rising seas than the military defence spending of the United States.
 - (d) The Netherlands spends a larger percentage of its gross national product on defending its coasts from rising seas than the United States does on military defence.
2. While some propose to combat widespread illegal copying of computer programs by attempting to change people's attitudes toward pirating, others by suggesting reducing software prices to decrease the incentive for pirating, and still others by calling for the prosecution of those who copy software illegally.
 - (a) by suggesting reducing software prices to decrease the incentive for pirating, and still others by calling.
 - (b) suggest reducing software prices to decrease the incentive for pirating, and still others are calling.
 - (c) by suggesting the reduction of software prices to decrease the incentive for pirating and still others call.
 - (d) suggest the reduction of software prices for decreasing the incentive for pirating, and still others call.
3. Proponents of artificial intelligence say they will be able to make computers that can understand English and other human languages recognize objects, and reason as an expert does-computers that will be used to diagnose equipment breakdowns, deciding whether to authorize a loan, or other purposes such as these.

S2.2 ■ Verbal Ability

- (a) as an expert does, which may be used for purposes such as diagnosing equipment breakdowns or deciding whether to authorize a loan.
- (b) like an expert-computers that will be used for such purposes as diagnosing equipment breakdowns or deciding whether to authorize a loan.
- (c) like an expert, the use of which would be for purposes like the diagnosis of equipment breakdowns, or the decision whether or not a loan should be authorized.
- (d) like an expert, to be used to diagnose equipment breakdowns, deciding whether to authorize a loan or not, or the like.

Direction for questions 4 and 5: *Which among the following set of words appropriately fits in the blank spaces in the sentence?*

4. "India is an immensely _____ country with many _____ pursuits, vastly conviction, widely _____ customs and a _____ feast of viewpoints".
- (a) Diverse, distinct, disparate, divergent, veritable
 - (b) divergent, disparate, distinct, veritable, diverse
 - (c) distinct, disparate, diverse, divergent, veritable
 - (d) diverse, divergent, distinct, disparate, veritable
5. "Indian texts include _____ religious expositions and _____ defence. They also contain lengthy and _____ between defenders of religiosity on one side and advocates of general _____ on the other".
- (a) elaborate, protracted, sustained, controversies, skepticism
 - (b) protracted, sustained, controversies, skepticism, elaborate
 - (c) elaborate, protracted, controversies, skepticism, sustained
 - (d) elaborate, sustained, protracted, skepticism, controversies

Directions for questions 6 to 10: *In each of the following questions, a related pair of words or phrases is followed by the four lettered pair of words or phrases. Select the lettered pair that best expresses a relationship similar to that expressed in the original pair.*

6. PERSCIENCE : FUTURE ::
- (a) Irrationality : Sanity
 - (b) Predictability : Past
 - (c) Erudition : Emotions
 - (d) Talkativeness : Loquacity
7. PSYCHOLOGIST : NEUROSIS ::
- (a) Ophthalmologist : Cataract
 - (b) Dermatologist : Fracture
 - (c) Rash : Orthopaedist
 - (d) Infant : Paediatrician
8. PASTORAL : RURAL ::
- (a) Harvest : Autumn
 - (b) Sleepy : Nocturnal
 - (c) Metropolitan : Urban
 - (d) Wild : Agricultural
9. MONK : DEVOTION ::
- (a) Maniac : Pacifism
 - (b) Explorer : Contentment
 - (c) Visionary : Complacency
 - (d) Rover : Wanderlust
10. VERVE : ENTHUSIASM ::
- (a) Loyalty : Duplicity
 - (b) Devotion : Reverence
 - (c) Intensity : Colour
 - (d) Generosity : Elation

Directions for questions 11 to 13: *In the following questions choose the word which is the exact OPPOSITE of the given words.*

11. OBLIVIOUS
- (a) Apparent
 - (b) Alert
 - (c) Nonchalant
 - (d) Absent minded
12. ABROGATE
- (a) Enact
 - (b) Revoke
 - (c) Rescind
 - (d) Repeal

13. BANAL

- | | |
|--------------|--------------|
| (a) Ordinary | (b) Original |
| (c) Insipid | (d) Moderate |

Direction for questions 14 to 17: Read the passage given below and solve the questions based on it.

Another style which is only partially dependent on situational factors for its effectiveness is the Pioneering-Innovative management. Like Likert, Khandwalla preferred to use the expression 'management' rather than 'leadership', though his theory could easily be taken for a theory of leadership styles of top executive. He accepted that the operative mode of the top management sets the tone for the lower levels. He therefore administered a questionnaire to the top level executives of 75 varied organizations. In addition to other variables, the responses disclosed a mode of functioning which he labeled as 'PI Management'. PI Management is characterized by a strong emphasis on attributes such as (1) Adapting freely to changing circumstances without concern for past management practices or traditions; (2) Marketing new and novel products or services; (3) Acquiring the latest most sophisticated plant, machinery and equipment; (4) High return on investments even if they involve high risk; (5) High quality and high price orientation in marketing company's established products or services; (6) Innovation and experimentation in every area of management; (7) Ability to come up with original solutions and novel ideas; (8) Being a pioneer within the industry in marketing technologically sophisticated products and services.

Managements that score high on PI claim to pursue a business strategy of pioneering, novel, technologically sophisticated, high quality products and plants. They seem willing to take necessary risks attendant on this strategy. Since they seek to be pioneers, they cannot afford not to adapt or innovate. Indeed, they try to be aggressively adaptive and innovative, not merely technologically but also in various areas of management. Interestingly enough.

The current levels of PI in organizations are more strongly influenced by strategic decisions taken in the past than the other way around. That is, the past PI has an insignificant effect on present norms, decisions and managerial functions. For example, the past policy of recruiting creative managers at junior levels deliberate efforts to inject pioneering and innovative practices regarding business strategies (with reference to diversification, integration, marketing), operating modes (e.g. autonomy, accountability, cooperation), and personnel (e.g. reward and punishment, communication) were found to have significant effects on the current levels of PI; but past PI did not influence any of it. Similarly, past norms regarding excellence, expertise, dedication and the lower levels of dependency facilitated current PI levels, but not the other way around. In sum, PI management is an outcome rather than a cause of managerial policies and practices. Furthermore, PI management is more effective in an environment which offers opportunities than one which is highly controlled.

Once PI management becomes operative, it improves overall performance, the organization's growth, public image as well as adaptability to circumstances improve. It heightens the achievement and result orientation of top management and lowers authoritarian norms at middle management levels. In order to realize the organisation's goals, the PI executives seek out a complex, turbulent but favorable environment. It is worth noting that past PI is negatively related to the maintenance of friendly relations with colleagues. PI 'perhaps temporarily lowers friendship ties at senior management levels.' Relationship orientation, particularly primary relationship, is probably not part of the PI package. Relationship is an offshoot of the 'affiliative orientation which is a business typical of the traditional style of management. According to Khandwalla "a traditional top management wedded to the status quo, may breed a blabby kind of affiliative, even somewhat task-oriented, work ethic at the next level of management, but

S2.4 ■ Verbal Ability

a politicized', cliquish, conflict ridden, low work ethic, passivity prone culture at middle-junior management levels. Also, the tenure of senior managers tends to be long in conservative set-ups. This may breed a fairly strong, affiliative orientation among the old timers." Khandwalla devised an essentially PI-like strategy for the turnaround management of sick enterprises.

A few years later, Khandwalla added that it is the 'humane' rather than the 'surgical' turnaround strategy. Turnaround and PI styles should be considered as a whole and integrated model in which the relative relevance of each depends on the health of the organization. The sick ones need turnaround to be followed by PI management in order to make the organization even more vibrant and healthy. The underlying basic assumption in both of them is the centrality of the task system which must be built, restructured and managed rationally and scientifically.

14. According to the passage, managers who adopt PI management style
- (a) avoid risks
 - (b) adopt sophisticated technology
 - (c) do not adapt or innovate
 - (d) None of the above
15. Which of the following is NOT a correct statement?
- (a) Organization's growth is regulated by PI Management Style.
 - (b) Organization's image improves with PI Management Style.
 - (c) PI Management improves organization's adaptability.
 - (d) PI Management improves the result orientation of organization.
16. According to the passage:
- (a) Effectiveness of 'Pioneering – Innovative Management' style is not dependent on situational factors.
 - (b) Situational factors have no influence on 'Pioneering – Innovative Management' style.

- (c) Effectiveness of 'Pioneering – Innovative Management' style is partially influenced by situational factors.
- (d) Situational factors totally control 'Pioneering – Innovative Management style'.

17. Which of the following is a correct statement?

- (a) the present norms and managerial functions are influenced by Pioneering – Innovativeness.
- (b) Pioneering – Innovativeness of the past has no significant influence on present norms and managerial functions.
- (c) The Pioneering – Innovativeness of the past has very little impact on present norms and managerial functions.
- (d) None of the above

Direction for questions 18 to 21: *Each question consists of a number of sentence which, 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 choices options.*

18. A. The men jumped up and rushed to the river.
B. They poured it on the glowing bed of charcoal.
C. The water gurgled out and the dying embers hissed and sent up little curls of vapour.
D. They quickly came back with pitchers laden with water.
- (a) DABC (b) ADBC
(c) CBAD (d) BADC
19. A. Failure to put the right person at the right place could prove expensive for the organization.
B. All managers are decision makers.
C. The rightness of a decision largely depends upon whether or not the manager has utilized the right persons in right ways.

- D. The effectiveness of managers is largely reflected in their track record in taking the right decisions.
 (a) DCBA (b) BDCA
 (c) ABCD (d) BACD
20. A. I also believe in the possibility as well as the desirability of applying science to problems arising in social science.
 B. Believing as I do in social science, I can only look with apprehension upon social pseudo science.
 C. I am a rationalist, which means that I believe in discussion and argument.
 D. I may say why I have chosen this particular subject.
 (a) CDAB (b) DCAB
 (c) BCAD (d) DBAC
21. A. The investigation was confined to manufacturing firms in the area.
 B. Those concerned with mining and quarrying, construction, transport, and trade and commerce, were excluded.
 C. The number of workers employed by the firms in the area ranged from a dozen to approximately 35,000.
 D. A long search produced a comprehensive list of 203 manufacturing firms.
 (a) ABDC (b) BCDA
 (c) DCBA (d) CBDA

Direction for questions 22 to 25: Each question consists of sentences each of which contains one or two idioms. Four possible meanings labeled options (1) through (4) are provided below each sentence. Choose the one which best expresses the meaning of the idiom.

22. I would like to see Ramu do his own work for a change instead of always back-seat driving.
 (a) driving a car from the back
 (b) being critical of work being done by others
 (c) offering advice
 (d) annoying

23. He proved to be quite a wet blanket at the party for he spoke to no one and morosely sat by himself.
 (a) he was crying
 (b) discouraged the rest from having fun
 (c) he wet the blanket
 (d) he had covered himself with a wet blanket
24. Debu had a chequered career since I first knew him as a clerk in the local bank.
 (a) had a variety of jobs and experiences
 (b) a career which helped him make lots of money
 (c) a career where he signed a lot of cheques
 (d) did odd jobs
25. Women should be paid the same as men when they do the same job, for surely, what is sauce for gander is sauce for the goose.
 (a) both goose and gander should be equally treated
 (b) what is thought suitable for a man should also be for a woman
 (c) goose and gander eat the same sauce
 (d) the principle of equal treatment should be implemented

Direction for questions 26 to 27: Read the statements given below and solve the questions.

26. When fossil fuels like coal, oil and other substances are burnt, they produce carbon dioxide which is already present in the atmosphere. However, as the carbon dioxide level rises, it leads to the greenhouse effect. Already there is a lot of carbon dioxide which has caused an increase in the temperature, in order to stem this trend, growth in industrial production must be slowed down or methods of production without carbon dioxide emission must be found.

Which of the following, if true, would tend to weaken the impact of the above conclusion?

S2.6 ■ Verbal Ability

- (a) Most of the carbon dioxide responsible for the greenhouse effect comes from automobiles.
- (b) Many cold countries would benefit from a rise in temperature.
- (c) Carbon monoxide is more harmful than carbon dioxide.
- (d) Industry is soon shifting to synthetic fuel extracted from waste.

27. The latest step in the progression from management ownership to employee ownership is the movement to ownership by unions. Employee ownership can save depressed and sick units.

All the following statements, if true, provide support to the claim made above, except

- (a) Employee participation in the management boosts the confidence of the workers.
- (b) Employee union ownership drives up the salaries & wages.
- (c) Employee union ownership enables the workers to have a share in the profits.
- (d) Employee ownership generally improves the performance of workers.

Directions for questions 28 to 30: In the following questions choose the word which best expresses the meaning of the given word.

28. BELLICOSE

- (a) Aggressive
- (b) Peaceful
- (c) Scenic
- (d) Thoughtful

29. DAPPER

- (a) Untidy
- (b) Ungrateful
- (c) Steady
- (d) Tidy

30. EUPHONIOUS

- (a) Pleasant-sounding
- (b) Studious
- (c) Stern
- (d) Capable

Direction for questions 31 to 34: Read each sentence to find out if there is any error in it. The error, if any, will be in one part of the sentence. The letter of that part is the answer. If there is no error, the answer is 'D'.

- 31. Mr. Anand, (a)/ our representative, (b)/ he will attend the meeting on our behalf (c)/ No error (d)
- 32. Everyone thinks (a)/ that the red pendant (b)/ is most unique(c). / No error (d)
- 33. I advised Raveena (a)/ to engage two porters instead of one (b)/ because the luggage was too much heavy for a single person to handle(c). / No error (d)
- 34. If I knew that my friend had planned (a)/ to visit the town today, (b)/ I would have cancelled my meeting(c). / No error (d)

Direction for questions 35 to 40: Read the passage and solve the questions based on it.

As Gilbert White, Darwin and others observed long ago, that all species appear to have the innate capacity to increase their numbers from generation to generation. The task for ecologists is to untangle the environmental and biological factors that hold this intrinsic capacity for population growth in check over the long run. The great variety of dynamic behaviours exhibited by different populations makes this task more difficult, some populations remain roughly constant from year to year; others exhibit regular cycles of abundance and scarcity; still others vary wildly, with outbreaks and crashes that are in some cases plainly correlated with the weather and in other cases not.

To impose some other order on this kaleidoscope of patterns, one school of thought proposes dividing populations into two groups. These ecologists posit that the relatively steady populations have 'density-dependent' growth parameters; that is, rates of birth, death and migration which depend strongly on population density. The highly varying populations have

‘density-independent’ growth parameters, with vital rates buffeted by environmental events; these rates fluctuate in a way that is wholly independent of population density.

This dichotomy has its uses, but it can cause problems if taken too literally. For one thing, no population can be driven entirely by density-independent factors all the time. No matter how severely or unpredictably birth, death and migration rates may be fluctuating around their long-term averages, if there were no density-dependent effects, the population would, in the long run, either increase or decrease without bound (barring a miracle by which gains and losses cancelled exactly). Put another way, it may be that on average 99 per cent of all deaths in a population arise from density-independent causes and only one per cent from factors varying with density. The factors making up the one present may seem unimportant and their cause may be correspondingly hard to determine. Yet, whether recognised or not, they will usually determine the long-term average population density.

In order to understand the nature of the ecologist’s investigation, we may think of the density-dependent effects on growth parameters as the ‘signal’ ecologists are trying to isolate and interpret, one that tends to make the population increase from relatively low values or decrease from relatively high ones, while the density independent effects act to produce ‘noise’ in the population dynamics. For populations that remain relatively constant or that oscillate around repeated cycles, the signal can be fairly easily characterised and its effects described, even though the caustic biological mechanism may remain unknown. For irregularly fluctuating populations, we are likely to have too few observations to have any hope of extracting the signal from the overwhelming noise. But it now seems clear that all populations are regulated by a mixture of density-independent effects in varying proportions.

35. The author of the passage is primarily concerned with
 - (a) Discussing two categories of factors that control population growth and assessing their relative importance.
 - (b) Describing how growth rates in natural populations fluctuate over time and explaining why these changes occur.
 - (c) Proposing a hypothesis concerning population sizes and suggesting ways to test it.
 - (d) Proposing a fundamental question about environmental factors in population growth and presenting some currently accepted answers.
36. It can be inferred from the passage that the author considers the dichotomy discussed in the third paragraph to be
 - (a) Applicable only to erratically fluctuating populations
 - (b) Useful, but not only if its limitations are recognised.
 - (c) Dangerously misleading in most circumstances.
 - (d) A complete and sufficient way to account for observed phenomena.
37. Which of the following statements can be inferred from the last paragraph?
 - (a) For irregularly fluctuating populations, doubling the number of observations made will probably result in the isolation of density-dependent effects.
 - (b) Density-dependent effects on population dynamics do not occur as frequently as do density-independent effects.
 - (c) It is sometimes possible to infer the existence of a density-dependent factor controlling population growth without understanding its causative mechanism.

S2.8 ■ Verbal Ability

- (d) At present, the ecologists do not understand any of the underlying causes of the density-dependent effects they observe in populations dynamics.
- 38.** According to the passage, which of the following is a statement about density-dependent factors in population growth?
- (a) They ultimately account for long-term population levels.
 - (b) They have little to do with long-term population dynamics.
 - (c) They are always more easily isolated and described than those that are density-independent.
 - (d) They include random environmental events.
- 39.** According to the passage, all of the following behaviours have been exhibited by different populations EXCEPT
- (a) Roughly constant population levels from year to year.
 - (b) Regular cycles of increases and decreases in numbers.
 - (c) Erratic increases in numbers correlated with the weather.
 - (d) Unchecked increases in numbers over many generations.
- 40.** The discussion concerning population in the second paragraph serves primarily to
- (a) Underline the importance of even small density-dependent factors in regulating long-term population densities.
 - (b) Advocate more rigorous study of density-dependent factors in population growth.
 - (c) Prove that the death rates of any population are never entirely density-independent.
 - (d) Give an example of how death rates function to limit population densities in typical populations.

..... **Answer Keys**

1. (d)	2. (d)	3. (b)	4. (a)	5. (a)	6. (d)	7. (a)	8. (c)
9. (d)	10. (b)	11. (b)	12. (a)	13. (b)	14. (d)	15. (a)	16. (c)
17. (c)	18. (b)	19. (b)	20. (b)	21. (a)	22. (b)	23. (b)	24. (a)
25. (b)	26. (a)	27. (b)	28. (a)	29. (d)	30. (a)	31. (c)	32. (c)
33. (c)	34. (a)	35. (a)	36. (b)	37. (c)	38. (a)	39. (d)	40. (a)

..... Selective Hints

6. Prescience and future are synonyms; talkativeness and loquacity are synonyms, therefore the answer is option (d). Option (a) is incorrect as it is an antonym or not related. Similarly, options (b) and (d) are not satisfying the relationship so they are not true. Hence the answer is option (d).
7. A psychologist treats a neurosis; an ophthalmologist treats a cataract, so option (a) is the answer. Whereas option (b) is not correct as dermatologist treats skin diseases, similarly, options (c) and (d) are not true. Hence the answer is option (a).
8. Pastoral describes the rural areas; metropolitan describes the urban areas, so answer is option (c). Option (a) is incorrect as it is not satisfying the relationship above. Similarly, options (b) and (d) are incorrect. Hence the answer is option (c).
9. Devotion is the characteristic of a monk; wanderlust is the characteristic of a rover as rover means wanderer, so the answer is option (d). Option (a), maniac means devotee and pacifism means love of peace which is not related. Also option (b) is not true as it is not satisfying the relationship, similarly option (c) as visionary means inspired and complacency is admiration which is incorrect. Hence the answer is option (d).
10. Verve and enthusiasm are synonyms; devotion and reverence are synonyms, so the answer is option (b). Whereas, option (a), loyalty means obedience and duplicity means fraud, that are antonyms. Option (c) is not related to the relationship, also option (d) is not true. Hence the answer is option (b).
11. Oblivious means lacking awareness, forgetful, so the opposite will be option (b) that is alert. Option (a), apparent means clear which is not true. Option (c), nonchalant means enthusiasm which is not related to the word given. Hence the answer is option (b).
12. Abrogate is to revoke (negate), so the opposite will be enact which means to approve that is option (a). Options (b), (c) and (d) are synonyms of the word abrogate. Hence the answer is option (a).
13. Banal means ordinary (boring), so the opposite is original, which is option (b). Hence the answer is option (b).
28. Bellicose means demonstrating aggression and the willingness to fight. Hence the answer is option (a).
29. Dapper means neat and trim in dress and appearance, so the closest meaning to this is tidy, which is option (d). Hence the answer is option (d).
30. Euphonious is a sound which is pleasant to the ears, so the answer is option (a). All other options are not related to the word given. Hence the answer is option (a).
31. He will attend the meeting on our behalf; this sentence has two subjects, so the superfluous subject 'he' has to be removed. Hence the answer is option (c).
32. Most unique, the word unique by itself is superlative, so it does not need any qualifier. Hence the answer is option (c).
33. Too much heavy, a common mistake made by the Indian speakers, too heavy is the correct expression. Much can't be used as a part of this expression. Hence the answer is option (c).
34. If I had known that, we use the structure of the past perfect tense to talk about unfulfilled conditions of the past. Hence the answer is option (a).

S2.10 ■ Verbal Ability

35. The author of the passage is primarily concerned with discussing two categories of factors that control population growth and assessing their relative importance which is directly given in the passage. Options (b), (c) and (d) are not true. Hence the answer is option (a).
36. Author considers the dichotomy (division) as useful, but not only if its limitations are recognised, which is mentioned in the passage in line 15. Hence the answer is option (b).
37. It is sometimes possible to infer the existence of a density-dependent factor controlling population growth without understanding its causative mechanism; this can be inferred from the last paragraph which is given in the passage above. Hence the answer is option (c).
38. As it is given in the passage that, No matter how severely or unpredictably birth, death and migration rates may be fluctuating around their long-term averages, if there were no density-dependent effects, the population would, in the long run, either increase or decrease without bound, this depicts to option (a) as an answer. All other options are incorrect. Hence option (a) is the answer.
39. The answer is option (d) which is not mentioned in the passage. Whereas, the content in options (a), (b) and (c) are already mentioned in the passage. Hence the answer is option (d).
40. The answer is option (a), which is clearly mentioned. Other options are not mentioned. Hence the answer is option (a).

3

Section Test

Instructions to the test takers:

1. There are 40 questions in this test.
2. Time allotted is 45 minutes
3. Each question carries 4 marks.
4. There is 1/4th negative marking for every wrong answer.

Direction for questions 1 to 10: *Each passage is followed by questions based on its content. After reading the passage, choose the best answer to each question. Answer all the questions by following a passage on the basis of what is stated or implied in that passage.*

Passage 1

A Marxist sociologist has argued that racism stems from the class struggle that is unique to the capitalist system, that racial prejudice is generated by capitalists as a means of controlling workers. His thesis works relatively well when applied to discrimination against Blacks in the United States, but his definition of racial prejudice as ‘radically-based negative prejudgments against a group generally accepted as a race in any given region of ethnic competition’, can be interpreted as also including hostility towards such ethnic groups like the Chinese in California and the Jews in medieval Europe. However, since prejudice against these latter peoples was not inspired by capitalists, he has no reason that such antagonisms were not really based on race. He disposes thusly (albeit unconvincingly) of both the intolerance faced by Jews before the rise of capitalism and the early 20th century discrimination against Oriental people in California, which inconveniently, was instigated by workers.

1. The passage supplies information that would answer which of the following questions?
 - (a) What accounts for the prejudice against the Jews in medieval Europe?
 - (b) What conditions caused in discrimination against Oriental people in California in the early 20th century?
 - (c) Which groups are not in ethnic competition with each other in the United States?
 - (d) What explanation did the Marxist sociologist give for the existence of racial prejudice?
2. The author considers the Marxist sociologist’s thesis about the origins of racial prejudice to be
 - (a) Unoriginal
 - (b) Unpersuasive
 - (c) Offensive
 - (d) Obscure
3. It can be inferred from the passage that the Marxist sociologist would argue that in a non-capitalist society racial prejudice would be
 - (a) Pervasive
 - (b) Tolerated
 - (c) Non-existent
 - (d) Forbidden
4. According to the passage, the Marxist sociologist’s chain of reasoning him to assert that prejudice towards Oriental people in California was

S3.2 ■ Verbal Ability

- (a) Non-racial in character.
- (b) Similar in origin to prejudice against the Jews.
- (c) Understood by Oriental people as ethnic competition.
- (d) Provoked by workers.

Passage 2

By 1950, the results of attempts that relate brain processes to mental experience appeared rather discouraging. Such variations in size, shape, chemistry, conduction speed, excitation threshold, and the like as had been demonstrated in nerve cells which remained negligible in significance for any possible correlation with the manifold dimensions of mental experience. Over the turn of the century, it had been suggested by Hering that different modes of sensation, such as pain, taste, and colour, might be correlated with the discharge of specific kinds of nervous energy. However, subsequently developed methods of recording and analysing nerve potentials failed to reveal any such qualitative diversity. It was possible to demonstrate by other methods the refined structural differences among neuron types; however, proof was lacking that the quality of the impulse or its conduction was influenced by these differences, which seemed to influence the developmental patterning of the neural circuits instead.

Although qualitative variance among the nerve energies was never rigidly disproved, the doctrine was generally abandoned in favour of the opposing view, for explaining that nerve impulses are essentially homogeneous in quality and are transmitted as 'common currency' throughout the nervous system. According to this, it is not the quality of the sensory nerve impulses that determines the diverse conscious sensations they produce, but rather the different areas of the brain into which they discharge and there is some evidence for this view. In one experiment, when an electric stimulus was applied to a given sensory field of the cerebral cortex of a conscious human subject, it produced a sensation of the appropriate modality

for that particular locus, i.e., a visual sensation from the auditory cortex and so on. Other experiments revealed slight variations in the size, number, arrangement and interconnection of the nerve cells, but as far as psycho-neural correlations were concerned, the obvious similarities of these sensory fields to each other seemed much more remarkable than any of the minute differences.

However, cortical locus, in itself, turned out to have little explanatory value. Studies showed that sensations as diverse as those of red, black, green and white, or touch, cold, warmth, movement, pain, posture and pressure apparently may arise through activation of the same cortical areas. What seemed to remain quite strange was some kind of differential patterning effects in the brain excitation; it is the difference in the central distribution of impulses that counts. In short, brain theory suggested a correlation between mental experience and the activity of relatively homogeneous nerve-cell units conducting essentially homogeneous impulses through homogeneous cerebral tissue. To match the multiple dimensions of mental experience, the psychologists could only point to a limitless variation in the spatiotemporal patterning of nerve impulses.

5. The author suggests that, by 1950, the attempts to correlate mental experience with brain processes would probably have been viewed with
 - (a) Indignation
 - (b) Impatience
 - (c) Pessimism
 - (d) Defiance
6. The author mentions 'common currency' primarily in order to emphasise the
 - (a) Lack of differentiation among nerve impulses in human beings.
 - (b) Similarity of the sensations that all human beings experience.
 - (c) Similarities in the views of scientists who have studied the human nervous system.
 - (d) Continuous passage of nerve impulses through nervous system.

7. The description of an experiment in which electric stimuli were applied to different sensory fields of the cerebral cortex tends to support the theory that
- The presence of stimuli in different cortical areas cannot account for the diversity of mental experience.
 - Variation in spatiotemporal patterning of nerve impulses correlates with variation in subjective experience.
 - Nerve impulses are essentially homogeneous and are relatively unaffected as they travel through the nervous system.
 - The mental experiences produced by sensory nerve impulses are determined by the cortical area activated.
8. According to the passage, some evidences exists that the area of the cortex is activated by a sensory stimulus that determines which of the following?
- The nature of the nerve impulse.
 - The modality of the sensory experience.
 - Qualitative differences within a modality.
- II only
 - III only
 - I and II only
 - II and III only
9. The passage can most accurately be described as a discussion concerning historical views of the
- Anatomy of the brain.
 - Physiological correlates of mental experience.
 - Manner in which nerve impulse are conducted.
 - Mechanics of sense perception.
10. Which of the following best summarises the author's opinion of the suggestion that different areas of the brain determine perceptions produced by the sensory nerve impulses?
- It is a plausible explanation, but it has not been completely proved.
 - It is the best explanation of brain processes currently available.
 - It is disproved by the fact that the various areas of the brain are psychologically very similar.
 - There is some evidence to support it, but it fails to explain the diversity of mental experience.
- Direction for questions 11 to 13: Answer the questions independently.**
11. Because the number of surgeons is growing faster than the number of operations and the non-invasive medical therapies are increasingly replacing surgery, the average annual number of operations per surgeon has fallen by one-fourth in recent years. It can be concluded that, if these trends continue, a dangerous decline in the level of surgical skill will occur.
- The argument above is based on which of the following assumptions?
- A surgeon's skill cannot be properly maintained unless the surgeon performs operations with a certain minimum frequency.
 - Surgeons now spend a large percentage of their time performing non-invasive medical procedures.
 - All doctors, but especially surgeons are receiving poorer training in medical school than they were a few years ago.
 - The level of skill of each individual surgeon has declined in recent years.
12. Fewer than half of the jobs in the United States conform even loosely to the standard forty-hour, nine-to-five weekday schedule, according to the demographic experts. This is largely due to the rapid increase in the number of service firms and in the proportion of the United States labour force these firms employ, the experts say.
- Which of the following, if true, best helps to explain how the growth of the service sector has had the effect noted above?

S3.4 ■ Verbal Ability

- (a) In order to supplement their incomes, a small percentage of workers in other sectors of the economy take service sector jobs as well.
 - (b) New service sector firms have arisen to fill the need of day care for children, a need that was created by the increasing number of families in which both parents are employed.
 - (c) More part-time than full-time jobs have been created through the application of new technologies to traditional occupations.
 - (d) The largest and fastest growing segment of the service sector caters to leisure activities pursued outside the standard nine-to-five weekday schedule.
13. Recent surveys show that many people who seek medical help are under a great deal of stress. Medical research also shows that stress can adversely affect an individual's immune system, which is responsible for combating many infections. Thus when a person is under stress, he or she is more likely to become ill.

Which of the following, if true, would most strengthen the conclusion above?

- (a) Many businesses that provide health insurance for their employees also provide seminars on stress management.
- (b) Many businesses report a significant decrease in absenteeism presented during periods when employees feel pressured by the management.
- (c) There is a marked decrease in the number of complaints presented at college infirmaries during vacation times.
- (d) There is a marked increase in the number of illness treated at college infirmaries around the time of examinations.

Direction for questions 14 to 18: *Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are four sets of words. Choose the word or set of words for each blank that best fits the meaning of the sentence as a whole.*

14. During the 1960's, assessment of the family shifted remarkably from general endorsement of it as a worthwhile, stable institutions to widespread _____ it as an oppressive and bankrupt one whose _____ was both imminent and welcome.
- (a) flight from, restitution
 - (b) fascination with, corruption
 - (c) rejection of, vogue
 - (d) censure of, dissolution
15. It is _____ for a government to fail to do whatever it can to eliminate a totally _____ disease.
- (a) folly, innocuous
 - (b) irresponsible, preventable
 - (c) crucial, fatal
 - (d) detrimental, insignificant
16. Dramatic literature often _____ the history of a culture in that it takes as its subject matter the important events that have shaped and guided the culture.
- (a) repudiates (b) anticipates
 - (c) recapitulates (d) confounds
17. The legislatures of 1563 realised the _____ of trying to regulate the flow of labour without securing its reasonable remuneration and also so the second part of the statute dealt with establishing wages.
- (a) intricacy (b) anxiety
 - (c) futility (d) necessity
18. Scientists who are on the cutting edge of research must often violate common sense and make seemingly _____

assumptions because existing theories simply do not _____ newly observed.

- (a) radical, confirm
- (b) vague, incorporate
- (c) absurd, explain
- (d) mistaken, reveal

Direction for questions 19 to 21: *In each of the following questions, a related pair of words or phrases is followed by the four lettered pair of words or phrases. Select the lettered pair that best expresses a relationship similar to that expressed in the original pair.*

19. SUPERIMPOSE : ABOVE ::

- (a) Focus : Around
- (b) Insert : Between
- (c) Splice : Below
- (d) Fuse : Behind

20. TAMPER : ADJUST ::

- (a) Misinterpret : Communicate
- (b) Warp : Deform
- (c) Confess : Well
- (d) Undermine : Stop

21. METAPHOR : LITERAL ::

- (a) Biography : Accurate
- (b) Melody : Spoken
- (c) Poem : Rhythmic
- (d) Anthem : Patriotic

Direction for questions 22 to 26: *Each question consists of a number of sentence which, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the four choices lettered (A) through (E).*

- 22. A.** He was equally attracted to philosophy and considered himself as a disciple of the American pragmatist William James.
- B.** Karel Capek, Czech novelist, dramatist, short story writer and a journalist was educated at the universities of Prague, Berlin and Paris.

- C.** When as a result of the versatile Treaty (1919), the new state of Czechoslovakia came into existence.
- D.** Capek training in biology provided the theme for his science fantasies which are simply influenced by the early works of H. G. Wells.
- E.** He became passionately involved in his country's political life.

- (a) BDAEC (b) ADCBE
(c) EDACB (d) DACEB

- 23. A.** Repelled by the licentiousness of urban life, Benedict retreated with his family servant to the Sabine Mountains, where he became a monk, led a monastery and eventually wrote the rule, a 73-chapter handbook on prayer and work that led to the founding of the Order of Saint Benedict, a group of monastic communities.
- B.** Benedict's studies took him from Norcia to Rome, a city he found degenerate and full of vice.
- C.** A tradition founded several generations earlier that encouraged Christians in Europe (and eventually, the Middle East) to leave their families of origin and trade communal life in society for monastic life in the desert, either alone or in small clusters led by abbots.
- D.** He lived at the time of the rise of Christian monasticism.
- E.** Saint Benedict was born around 480 CE in Norcia, Italy, an area of south-eastern Umbria now best known for its wild boar sausage.
- (a) EDCBA (b) DCBEA
(c) ABCDE (d) EDCAB
- 24. A.** Products of mutual funds and insurance companies all aimed specifically at women are an example of this fact.
- B.** For this purpose, we looked at the district wise figures for working women.

S3.6 ■ Verbal Ability

- C. They influence a lot of consumption decisions and hence there is a distinctive attempt to target them.
- D. The census provides interesting data on the presence of women in different areas in the country, but what is more important is the extent of employment.
- E. Women are a very important target group for a whole host of corporates.
- (a) DCEAB (b) DBECA
(c) ECABD (d) ECADB
25. A. The dangers of conflicting irrational majoritarianism with enlightened consensus are, indeed, great in developing democracy.
- B. Real democracy is about mediating the popular will through a network of institutional structure and the law of the land.
- C. While law making and governance are meant to articulate the latter, the judiciary is supposed to protect the former from any kind of excess that might occur, unwittingly or otherwise, in the conduct of legislative and governmental functions.
- D. The principle of separation of powers is meant to embody a desirable tension between individual rights and social consensus.
- (a) ABCD (b) BACD
(c) DCAB (d) DABC
26. A. First may be necessary for immediate relief.
- B. However, to cure the problem from the root, treatment at the elemental level is a must.
- C. Therefore synergy of modern medical science and ancient Indian wisdom is in the interest of humanity.
- D. Allopathic treatment is symptomatic while Ayurveda treats at an elemental level.
- (a) DBAC (b) DABC
(c) DCBA (d) BDCA

Direction for questions 27 to 29: *In the following questions choose the word which best expresses the meaning of the given word.*

27. SANCTIMONIOUS

- (a) Devout
(b) Theoretical
(c) Hypocritical
(d) Empirical

28. RECALCITRANT

- (a) Craven (b) Disobedient
(c) Rash (d) Provident

29. RETENTIVE

- (a) Repetitious (b) Averse
(c) Forgetful (d) Holding

Directions for questions 30 to 33: *In the following questions choose the word which is the exact OPPOSITE of the given words.*

30. DEBILITATE

- (a) Lively (b) Criticise
(c) Weaken (d) Strengthen

31. DEBONAIR

- (a) Awkward (b) Friendly
(c) Pleasant (d) Relaxed

32. FURTIVE

- (a) Stealthily (b) Open
(c) Secret (d) Modern

33. CAJOLE

- (a) Implore (b) Glance at
(c) Belittle (d) Ennoble

Direction for questions 34 to 35: *Choose the option that fills the blank space coherently.*

34. Poverty is one of the most hindering parameters of the growth of any country. Poverty means living the life below the poverty line. If a person is having difficulties in survival and is struggling for the fulfilment of the basic needs (food, water and shelter) then he/she is said to be facing the situation called poverty.

- (a) Thus, poverty is a shameful situation for any independent country whether it is industrial or non-industrial.
- (b) Poverty can only be finished if everyone in the country is given education so that he/she gets employment.
- (c) Here, population also plays a significant role.
- (d) Food, shelter and water are the basic necessities for a person to survive.

35. It represents a segment which is not legitimate. It practises that parallel economy means an illegal economic operation or otherwise known as activities which are contrary to the principles of economic policy pursued in an economy. It is well-known that there is a large quantity of money, income and wealth which has been and is being made owned which is unaccounted in our tax system and therefore, has not suffered tax.

- (a) This act is illegal and should be banished.
- (b) This form is known as black money.
- (c) Therefore, this economic operation should be banned as fast as possible.
- (d) Government should be aware of this and should definitely take some serious action.

Direction for questions 36 to 40: Read the passage given below and solve the questions based on it.

Discussion of the assimilation of Puerto Ricans in the United States has focused on two factors; social standing and the loss of national culture. In general, excessive stress is placed on one factor or the other, depending on whether the commentator is North American or Puerto Rican. Many North American social scientists, such as Oscar Handlin, Joseph Fitzpatrick and Oscar Lewis, consider Puerto Ricans as the most recent in a long line of ethnic entrants to

occupy the lowest rung on the social ladder. Such a 'socio-demographic' approach tends to regard assimilation as a benign process, taking for granted increased economic advantage and inevitable cultural integration, in a supposedly egalitarian context. However, this approach fails to take into account the colonial nature of the Puerto Rican case, with this group, unlike their European predecessors, coming from a nation politically subordinated to the United States. Even the 'radical' critiques of this mainstream research model, such as the critique developed in *Divided Society*, attach the issue of ethnic assimilation too mechanically to the factors of economic and social mobility and are thus unable to illuminate the cultural subordination of Puerto Ricans as a colonial minority.

In contrast, the 'colonialist' approach of island-based writers such as Eduardo Seda-Bonilla, Manuel Maldonado-Denis and Luis Nieves Falcon tends to view assimilation as the forced loss of national culture in an unequal contest with imposed foreign values. There is, of course, a strong tradition of cultural accommodation among other Puerto Rican thinkers. The writings of Eugenio Fernandez Mendez clearly exemplify this tradition and many supporters of Puerto Rico's commonwealth status share the same universalising orientation. But the Puerto Rican intellectuals who have written most about the assimilation process in the United States all advance cultural nationalist views, advocating the preservation of minority cultural distinctions and rejecting what they see as the subjugation of colonial nationalities.

This cultural and political emphasis is appropriate, but the colonialist thinkers misdirect it, overlooking the class relations at work in both Puerto Rican and North American history. They pose the clash of national cultures as an absolute polarity, with each culture understood as static and undifferentiated. Yet both the Puerto Rican and North American traditions

S3.8 ■ Verbal Ability

have been subject to constant challenge from cultural forces within their own societies, forces that may move toward each other in ways that cannot be written off as mere ‘assimilation’. Consider, for example, the indigenous and Afro-Caribbean traditions in Puerto Rican culture and how they influence and are influenced by other Caribbean cultures and Black cultures in the United States. The elements of coercion and inequality, so central to cultural contact according to the colonialist framework play no role in this kind of convergence of racially and ethnically different elements of the same social class.

36. The author’s main purpose is to
- (a) Criticise the emphasis on social standing in discussions of the assimilation of Puerto Ricans in the United States.
 - (b) Support the thesis that assimilation has not been a benign process for Puerto Ricans.
 - (c) Defend a view of the assimilation of Puerto Ricans that emphasises the preservation of national culture.
 - (d) Indicate deficiencies in two schools of thought on the assimilation of Puerto Ricans in the United States.
37. According to the passage, cultural accommodation is promoted by
- (a) Many supporters of Puerto Rico’s commonwealth status.
 - (b) Manuel Maldonado-Denis
 - (c) The author of *Divided Society*.
 - (d) The majority of social scientists writing on immigration.
38. It can be inferred from the passage that a writer such as Eugenio Fernandez Mendez would most likely agree with which of

the following statements concerning the members of minority ethnic groups?

- (a) The members of such groups generally encounter a culture which is static and undifferentiated.
 - (b) It is necessary for the members of such groups to adapt to the culture of the majority.
 - (c) Social mobility is the most important feature of the experience of members of such groups.
 - (d) Social scientists should emphasise the cultural and political aspects of the experience of members of such groups.
39. The author implies that the Puerto Rican writers who have written most about assimilation did not engage in which of the following?
- (a) Consider assimilation as benign.
 - (b) Resist cultural integration.
 - (c) Describe in detail the process of assimilation.
 - (d) Take into account the colonial nature of the Puerto Rican case.
40. It can be inferred from the passage that the ‘colonialist’ approach is so called because its practitioners
- (a) Support Puerto Rico’s commonwealth status.
 - (b) Have a strong tradition of cultural accommodation.
 - (c) Pose the clash of national cultures as an absolute polarity in which each culture is understood as static and undifferentiated.
 - (d) Regard the political relation of Puerto Rico to the United States as a significant factor in the experience of Puerto Ricans.

..... Answer Keys

1. (d)	2. (b)	3. (c)	4. (a)	5. (c)	6. (a)	7. (d)	8. (a)
9. (b)	10. (d)	11. (a)	12. (d)	13. (d)	14. (d)	15. (b)	16. (c)
17. (c)	18. (c)	19. (b)	20. (a)	21. (b)	22. (a)	23. (a)	24. (d)
25. (c)	26. (b)	27. (c)	28. (b)	29. (d)	30. (d)	31. (a)	32. (b)
33. (c)	34. (a)	35. (b)	36. (d)	37. (a)	38. (b)	39. (a)	40. (d)

..... Selective Hints

- The answer is option (d), which would answer the information in the passage as the explanation of racism is given in the 1st line of the passage. All other options are sub-parts of the passage which the author has talked about. Hence the answer is option (d).
- The author defines the sociologist's argument from capitalism; however he then argues that 'since prejudice against these latter peoples was not inspired by capitalists, he has no reason that such antagonisms were not really based on race'. Hence he points out a flaw in the argument. He then claims the author 'disposes thusly (albeit unconvincingly) of both the intolerance faced by Jews before the rise of capitalism and the early 20th century discrimination against Oriental people in California, which inconveniently, was instigated by workers'. Thus, the author is clearly sceptical of the argument and the reason is that the argument is unpersuasive which means baseless. Hence the answer is option (b).
- The answer is option (c), which can be directly inferred from the 1st line of the passage. Whereas all other options does not match with the author's view. Hence the answer is option (c).
- In the last line of the passage the tone of author is such that this theory is not able to explain the occurrence of racial discrimination in other communities such as Jews and Chinese, therefore options (b), (c) and (d) are out of the question. Hence the answer is option (a).
- The answer is option (c) as it is given in passage that by 1950, the results of attempts relates brain processes to mental experience appeared rather discouraging, which is related to pessimism. Whereas option (a), indignation means distress which is not related to discourage, also option (d), defiance means opposition which the author is not talking about. Hence the answer is option (c).
- Author in the passage stated that "The nerve impulses are essentially homogeneous in quality and are transmitted as 'common currency' throughout the nervous system. The different areas of the brain, into which they discharge and there is some evidence for this view." This brings the answer as option (a) that is lack of differentiation among nerve impulses in human beings, whereas all other options are not related to 'common currency'. Hence the answer is option (a).

7. In an experiment, it is given that, when an electric stimulus was applied to a given sensory field of the cerebral cortex of a conscious human subject, it produced a sensation of the appropriate modality for that particular locus, i.e., a visual sensation from the auditory cortex, which is related to option (d). Whereas in option (a), it is not true according to the experiment, also options (b) and (c) are not true. Hence the answer is option (d).
8. The answer is option (a), as it is clearly given in 2nd paragraph of the passage that, sensory field of the cerebral cortex of a conscious human subject; it produced a sensation of the appropriate modality for that particular locus, i.e., a visual sensation from the auditory cortex. Other two parts are not as per the passage. Hence the answer is option (a).
9. The most accurately described as a discussion concerning historical views be the physiological correlates of mental experience that is option (b). Other options are not concerning the historical view. Hence the answer is option (b).
10. The answer is option (d), as it is given in the passage, 'to match the multiple dimensions of mental experience psychologists could only point to a limitless variation in the spatiotemporal patterning of nerve impulses'. Other options cannot be termed as the summary of the passage. Hence the answer is option (d).
11. As the argument is talking about the surgery which is growing faster than the number of operations and also in the last sentence it is written as a dangerous decline in the level of surgical skill will occur if the number of operations per surgeon has fallen by one-fourth. Option (b) provides the percentage which is not mentioned in the argument, in option (b) training in medical school given which the argument is not talking about it. Option (d) can be the conclusion not the assumption based on the argument. Hence the answer is option (a).
12. The answer option (d) is best suited to explain how the growth of the service sector has had the effect that is the outcome. Whereas in option (b) it is talking about the income which is not mentioned in the argument above, option (b) is talking about the increasing in number of families which is not the part of an argument at all and option (c) mentions an application of new technologies to traditional occupations which is not a part of an argument. Hence the answer is option (d).
13. In the argument, there is a marked increase in the number of illness treated at college infirmaries around the time of examinations would most strengthen the conclusion of the argument as it is mentioned in the last line of the passage that when a person is under stress, he or she is more likely to become ill, that is a person is in stress when there is time of examinations. So, option (d) is true. Whereas, option (a) is not true as it is not related to stress. Similarly, options (b) and (c) are also not true. Hence the answer is option (d).
14. 1st sentence clearly mentions that assessment of family has *shifted* from general endorsement of it as a worthwhile, which is a positive sentiment. Hence 1st blank space should be filled with a negative word. Only option (c) and (d) provide a negative connotation word at the place of 1st blank space. Further, as the negative sentiment is the prevailing mood, hence dissolution (which means dissolve) is imminent (meaning 'going to happen') and welcome. Hence option (d) is the answer.
15. The answer is option (b), as it is given in the statement that if the government failed

to eliminate this should be a completely preventable disease and then this government is irresponsible. Whereas, option (a) does not match with the statement folly where it means foolishness and innocuous is harmless. Similarly, options (c) and (d) cannot be the answer. Hence the answer is option (b).

16. The statement having 'in that it takes' indicates that the second part of the sentence is an explanation or restatement of the first part, so according to this, options (a) and (d) does not fit in the sentence. Option (b) also is not true as it would require literature to anticipate the history of the culture, in a sense predicting it or happening before the events themselves, that's an interesting hypothesis but not the one suggested by the tense of the statement, where the subject matter are the events that "have shaped" the culture, so option (c) is left which means to summarise. Hence the answer is option (c).
17. The sentence talks about the fact that how the legislators realised that control of the influx of people is not valid unless giving them a reasonable salary, so the second part of the deal with the question of wages Act. So, the answer here is option (c), futility means pointlessness. Hence the answer is option (c).
18. The answer is option (c), as it is clearly related to the statement given. Here absurd means illogical. However, the rest of all options are not the best fit for the sentence. Hence the answer is option (c).
19. Superimpose is to place or lay over another that is related to above; insert in between is related, so, option (b) is the answer. Option (a) is not related as given. Options (c) and (d) are also not true. Hence the answer is option (b).
20. Because of Tamper, it becomes difficult to adjust. Similarly, because of misinterpretation,

it becomes difficult to communicate. All other options are not true as they are not satisfying the relation. Hence the answer is option (a).

21. Metaphor is the antonym of literal; melody is the antonym of spoken, so the answer is option (b). Other options do not share the same relation. Hence the answer is option (b).
22. Sentence D mentions 'Capek' and sentence B has the full name Kael Capek. So statement B will come before statement D. Now look at the options. In options (b), (c) and (d), statement D comes before statement B, so these options are rejected. Hence, option (a) is the answer.
23. The opening sentence is E as it throws light on Saint Benedict who is the main theme. Sentence D should be followed after E as it talks about the place where Benedict lived. Then D would be following C as it talks about the tradition. B and A are mandatory pairs as in B it is told that Benedict after studying went to Rome which was full of vice and in A 'repelled by the licentiousness.....a group of monastic communities' where Benedict repelled the law which is defined in earlier sentences. Hence (a) is the correct option.
24. 'This fact' at the end of A refers to C. Thus CA is a sequence and option A gets ruled out. Again, 'this purpose' in B is a reference to D. Thus DB is a sequence and option C gets ruled out. 'They' in C is a reference to 'women' in E. So, clearly we have two sequences and that is ECA and DB. If you place DB first, it doesn't make sense. Hence option B is ruled out.
27. Sanctimonious means making a show of devoutness so the closest meaning to this is hypocritical that is option (c). Other options are not related to the word given. Empirical means actual which is not related. Hence the answer is option (c).

S3.12 ■ Verbal Ability

- 28.** Recalcitrant is having uncooperative attitude towards authority or discipline, the word similar to this is disobedient, that is option (b) whereas, all other options are not related to the word given. Hence the answer is option (d).
- 29.** Retentive is able to retain things, that is holding is an answer which is option d. Option (b) means opposed to which is not true. Similarly, options (a) and (c) are not related to the word. Hence the answer is option (d).
- 30.** Debilitate is weaken, opposite will be strengthen, that is option (d). Options (a) and (b) are not related to the word. Option (c) is the synonym of debilitate. Hence the answer is option (d).
- 31.** Debonair is confident (cultured), opposite will be awkward that is option (a). All other options are not related to the word given. Hence the answer is option (a).
- 32.** Furtive means attempting to avoid notice or attention (secret), so the opposite will be open that is option (b). Options (a) and (c) are synonyms of furtive. Hence the answer is option (b).
- 33.** Cajole means to flatter, opposite will be to discourage that is option (c). Whereas, option (a), implore means to beg which is not true, similarly, option (d), ennoble means to praise which is also not related to the word cajole. Hence the answer is option (c).