8th EDITION

How to Prepare for VERBAL ABILITY AND READING COMPREHENSION

for

CAT

COMMON ADMISSION TEST

& Other Management Examinations

Arun Sharma
Meenakshi Upadhyay

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Educational Consultants

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To
our son
Shaurya

Preface to the Eighth Edition

The CAT 2017 did not surprise us this time and showed a lot of consistency especially in the VA- RC section. It maintained the exact same pattern as seen in CAT 2016, unlike CAT 2015 which had many changes. The CAT is changing from time to time. We, as authors and trainers, try our best to keep abreast of the latest pattern of the exam and provide content to you, which is up to date and relevant for the exam.

Some changes in the CAT exam that have been seen over the years are as follows:

- The number of questions as well as the number of sections have again changed.
- Now there are again three sections in the exam as opposed to the earlier two and four sections.
- The number of questions in each of the three sections is variable, adding up to a total of 100 questions.
- A totally new question type of questions without options was introduced in CAT 2015, where one has to type in the answer [TITA].This has now remained the same for CAT 2016 and CAT 2017.
- CAT has introduced 2–3 different question types over the years in the verbal section like: Summary of the Paragraph, Phrasal Verbs, Irrelevant Sentence and Paragraph Completion or the Last Sentence of the Paragraph.
- The size of the comprehension passages has also reduced to a

maximum of one-page passage as opposed to longer passages in the earlier CAT exam.

- The number of questions in the comprehension section is now limited to 17–24 questions with a break up of 3–6 questions per passage. The verbal section fluctuates between 10–17 questions.
- The VA+RC Section had a total of 34 questions in CAT 2015,2016 and 2017.
- CAT 2017, like CAT 2016, had 24 questions in Reading Comprehension and 10 questions in Verbal Ability.

Keeping in mind the new trends, we have introduced the following changes and chapters in this 8th edition of the book:

1. Two Fully solved original CAT 2017 papers [of both slots] with detailed solutions to give you the latest perspective of the exam.
2. Keeping in mind the popular demand of our students we have introduced the chapter of fully solved exam papers of XAT and IIFT [more than 5 years each]. This new section has been added at the end after the CAT Questions in each Chapter. This new Chapter is called the "Flavour of the Exams".
3. The latest CAT pattern Verbal Question from the latest CAT 2017 sources have been included in each of the relevant chapters.
4. Chapters in verbal ability like Paragraph Jumbles, Summary of the Paragraph and Irrelevant Statements have been modified and updated according to the latest CAT 2016& 2017 pattern. These are the most important chapters in verbal ability now.

The other highlights of the book are as follows:

1. Fully solved Reading Comprehension sections LOD 1 and 2—with detailed solutions.
2. Inclusion of the new TITA question type without options.
3. Inclusion of tips and tricks for solving grammar related Sentence Correction questions.

4. Addition of new Mock Tests based on the latest pattern.
5. Inclusion of three important chapters (topics) from which questions have started coming in the CAT exam regularly last 2–3 years. This includes Phrasal Verbs, Irrelevant Sentence and Paragraph Completion or the Last Sentence of the Paragraph.
6. Inclusion of a new chapter—Summary of the Passage which made a comeback in CAT 2015 after many years.
7. Addition of seven fully solved tests in Reading Comprehension with solutions according to the latest CAT pattern.
8. Addition of the Chapter on Phrasal Verbs with a comprehensive list of Phrasal Verbs which will be a good resource for the student for revision and learning.
9. Removal of questions from the book which have lost their relevance now, due to the changing pattern of the CAT.
10. All the newly added question types have fully solved questions with detailed solutions and theory which would be helpful for reference.

The book is totally in sync with the exam and aims to provide a one-stop solution for CAT and MBA exam aspirants.

As a student preparing for these highly competitive examinations, we would like to remind you that a thorough preparation of the English Section is imperative for success in CAT.

Through this book, we are providing the reader with an invaluable resource for improving the language section score drastically. Contained in this book is the very best advisory for every question type as also for developing your skills in comprehending and understanding the English language. Your job is to ensure that you follow the process diligently.

To quote an often repeated saying,

“Champions do not become champions when they win the event, but in the hours, weeks, months and years they spend preparing for it. The victorious performance itself is merely the demonstration of their

championship character."
So, prepare well and gear up to face your challenges.
Good Luck!

SHARMA

MEENAKSHI UPADHYAY

Key Issues in Preparation

For many CAT aspirants, especially those who do not have an English-medium education background, this section represents the biggest hurdle in the CAT and indeed so, in most other management entrance exams.

At the same time, even for students who have the best education and are seemingly good at English, the experience of the past few years' CAT papers shows us that being good at speaking and conversing in English might not guarantee you a top percentile score.

The Role of Reading in Developing Your Language Skills

The most commonly heard advice for career aspirants when it comes to preparing for all important sections is "read more and more". So, it is your right to ask, "If I read more and more, would I get a solution to my problem in the language section in a time frame of say, four months?"

The answer to this question is largely in the negative. The reason is that for you to develop your scores in Verbal Ability (VA) and Reading Comprehension (RC) by just reading more and more, you require maybe a two-to-three years cycle of preparation. Four months would be more like merely scratching the surface.

We are not saying for a moment that reading is not important for preparing yourself for this section. Reading more and more remains one of the primary activities that you would still need to do, but rather than doing it blindly, it would be better for you if you did it with a clear purpose.

First, let us try to set the objectives of reading more and more.

1. Sentence Comprehension is the Core Skill in English

One of the key problems aspirants face when they take the CAT is that the language is too complex and the options for the answer to the question asked are too close to each other for comfort.

Your comfort with the language you read in the examination is going to depend on three broad factors. These give rise to the possibilities of the kind of language you are going to face:

1. Short Sentences (10–15 words long) versus Long Sentences (25+ words long)
2. Easy Vocabulary versus Tough Vocabulary
3. Familiar Topic versus Unfamiliar Topic

So obviously, short sentences, easy vocabulary and familiar topics would be the easiest to handle while you would have to grapple with long sentences, tough vocabulary and unfamiliar topics.

Needless to say, when aspirants face such language they lose control over the solving of questions based on such paragraphs and passages.

So obviously, one of your primary objectives must be to improve your skill in handling the most complex language scenarios that the above three dimensions can throw up.

What we are referring to would be clear from the following example:

Consider this paragraph from a reading comprehension section of the CAT 2008 question paper:

“Finally, while we still have some other past societies to consider before we switch our attention to the modern world, we must already be struck by some parallels between the Maya and the past societies. As on Mangareva, the Maya environmental and population problems led to increasing warfare and civil strife. Similarly, on Easter Island and at Chaco Canyon, the Maya peak population numbers were followed swiftly by political and social collapse. Paralleling the eventual extension of agriculture from Easter Island’s coastal lowlands to its uplands, and from the Mimbres floodplain to the hills, Copan’s

inhabitants also expanded from the floodplain to the more fragile hill slopes, leaving them with a larger population to feed when the agricultural boom in the hills went bust. Like Easter Island chiefs erecting ever larger statues, eventually crowned by Pukao, and like Anasazi elite treating themselves to necklaces of 2000 turquoise beads, Maya kings sought to outdo each other with more and more impressive temples, covered with thicker and thicker plaster – reminiscent in turn of the extravagant conspicuous consumption by modern American CEOs. The passivity of Eater chiefs and Maya Kings in the face of the real big threats to their societies completes our list of disquieting parallels."

The above paragraph contains 202 words and has six sentences, giving an average sentence length of 33.66 words! And this is more of a rule than exception. An aspirant whose comfort level consists of 10-word sentences would be badly out of his depth in such a paragraph.

So, the first point we would like to make here is:

You should focus on improving your ability to comprehend longer sentences with complex vocabulary on unfamiliar topics.

Do all your reading activity with this goal in mind and you would suddenly realise that a three-year cycle of development would crash into four months.

Remember, improved comprehension of sentences could well be the game-changer you are looking for in your language preparations!

2. CAT Questions are More about Logic Than about Language

Consider a Sample Question and its Options

The question was based on a passage in Reading Comprehension (which obviously cannot be reproduced here due to space constraints) but we want you to focus just on reading the options well. Very often one sees that aspirants make an error in an answer simply because they have not understood what the question is asking and what the options are saying.

So, read the options carefully and try to slot them into clear-cut

compartments.

The question was:

What is the thematic highlight of the passage?

1. In the absence of strong biological linkages, reciprocal roles provide the mechanism for coordinating human behaviour.
2. In the absence of reciprocal roles, biological linkages provide the mechanism for coordinating human behaviour.
3. Human behaviour is independent of biological linkages and reciprocal roles.
4. Human behaviour depends on biological linkages and reciprocal roles.
5. Reciprocal roles determine normative human behaviour in society.

If you were to observe the options carefully you would realise that all the options are talking about the interrelationship between three concepts viz:

A. Biological Linkages
B. Reciprocal Roles
C. Human Behaviour

With this understanding if you were to look at the options they can be rewritten as:

1. In the absence of strong A, B provides the mechanism to coordinate C
2. In the absence of B, A provides the mechanism to coordinate C
3. C is independent of A and B
4. C depends on A and B
5. B determines C

Once you have this kind of clarity in your mind about what each of these options is saying all you need to do is to understand the purpose of what the author is saying in the passage. Now if you were to read the following random extracts from the passage, what do you conclude is the author saying?

Statements From the First Paragraph

Human Biology does nothing to structure human society.

Giving birth is certainly not sufficient to be a mother but, as adoption and fostering show, it is not even necessary!

Statements from the Second Paragraph

The fine detail of what is expected of a mother or a father or a dutiful son differs from culture to culture, but everywhere behaviour is coordinated by the reciprocal nature of roles. Husbands and wives, parents and children, employers and employees, waiters and customers, teachers and pupils, warlords and followers—each makes sense only in its relation to the other.

Statements from the Fourth Paragraph

The American sociologist Erving Goffman built an influential body of social analysis on elaborations of the metaphor of social life as drama. Perhaps his most telling point was that it is only through acting out a part that we express character.

Correct Option

It is clear that the author is indeed talking about a relationship between B (reciprocal roles) and C (human behaviour). So, clearly 2 and 3 are rejected. Option 4 can be rejected based on the fact that the author is saying the opposite of the dependence of C on A. In fact, he is saying that C does not depend on A. So, we are in between Options 1 and 5.

In order to choose the correct option from these, you need to read the options clearly and take a call.

Option 1 is talking about the “absence of strong biological linkages” in a society. Hence, all you need to do to eliminate this option is to ask yourself the question—“Can biological linkages ever be absent in a society?” Your mind would tell you clearly that this cannot happen. Hence, we are only left with Option 1 which indeed is the key argument that the author is taking.

Key Arguments

Obviously, the point of discussing this question with you is to make a certain argument about your preparation process for the language section. And the

key arguments one is trying to make are:

1. Solving a language question is an exact science, i.e., just as solving a Quantitative Aptitude or Data Interpretation question. This section too always has one clear answer. The only issue is whether you have developed your mind enough to see it!
2. Even if you have good command over English you should not take this section lightly and do your preparations to develop your reliability to score well always. Remember they test more of your logical thinking ability rather than your level of English. So, knowing English is no guarantee to scoring well in this section. Focus on clearing the cobwebs from your mind, induce clarity in your thought and you should be well on your way!

3. Concluding Note

It has always been our effort to help and guide you with the best possible study material and practice questions so that you get a simulated experience of the whole process before you take the actual exam. As the saying goes, "The will to win is not nearly as important as the will to prepare to win. Everyone wants to win, but not everyone wants to prepare to win. Preparing to win is where the determination that you will win, is made. Once the game or test or project is underway, it is too late to prepare to win. The actual game, test or project is just the end of a long process of getting ready, in which the outcome was really determined. So, if you want to win, you must want to prepare to win. Once you prepare to win, winning is almost anti climatic."

ALL THE BEST!!

ARUN SHARMA
MEENAKSHI UPADHYAY

Preface to the First Edition

The English section, comprising Verbal Ability and Reading Comprehension, is one of the most crucial components of the Common Admission Test (CAT). Questions worth 50 marks have been appearing from this section regularly for the past five years. As teachers in this field for the past 11 years, we have found it extremely difficult to recommend one single book that would comprehensively cover the entire English portion of the CAT. This constant dilemma, coupled with the overwhelming response that we received for *How to Prepare for* ***Quantitative Aptitude*** *for the CAT* and *How to Prepare for* ***Data Interpretation*** *for the CAT*, prompted us to think of preparing a book on *How to Prepare for* ***Verbal Ability and Reading Comprehension*** *for the CAT*. Besides CAT, this book would effectively meet the requirements of exams like XAT, IIFT, IRMA, CET, MAT, UPMCAT, and Bank PO examinations, where the English section is essentially a very vital component.

However, conceptualising and compiling a book which would provide a one-stop solution for English was not an easy task. And the inputs that we got from our sources regarding the expectations from such a book were no less demanding. They talked about a book which should help students:-

(a) *improve* their reading,

(b) give substantial inputs on how to read and *retain* it,

(c) teach accurate ways of *interpreting* the written material (*Refer Part I on* ***Reading Skill Development***),

(d) have exhaustive *practice of Reading Passages*,

(e) have exhaustive *practice for Reading Comprehension questions*,

(f) have *CAT questions*,

(g) provide the *correct approach to solve CAT questions* in the limited timeframe (*See section on* ***Illustrated CAT Passages***),

(h) have *solved examples* of previous year CAT Reading Comprehension questions,

(i) have *difficulty-based exercises* (one of the unique features of our previous books—*See the* ***Level of Difficulty (LOD)*** *exercises given at various sections*),

(j) provide students with a *rich vocabulary*—graded, if possible and suggest ways of enriching it,

(k) have sections on root words, origin of words, foreign words, prefixes, and suffixes,

(l) cover all *vocabulary-based question types* (like Antonyms, Synonyms, Odd-mans outs, and Analogies),

(m) cover question types and solving techniques for Fill in the Blanks/Cloze Tests; single and double blanks,

(n) provide a comprehensive solution to the all important question types of Paragraph Jumbles and Critical Reasoning (areas which we have covered in an extensive manner),

(o) have a section on Sentence Correction since it puzzles everyone and

(p) cover the all important Verbal Reasoning portion (where the inputs are too enormous to write in a single line).

Efforts have been made to accommodate the all these points. Basically, the book has been prepared in such a fashion that it would help students having varying requirements.

Structure

The book has been divided into four parts.

1. Reading Comprehension
2. Verbal Ability
3. Verbal Reasoning
4. Mock Test Papers

Let us now briefly look at the suggested approach for each part of the book.

Part I: Reading Comprehension

While going through the first part on Reading Comprehension your focus should be on:

(a) Improving your reading skills (ability to read, grasp and retain information)

(b) Improving your ability to predict questions that might be framed on a passage even as you read the passage (In fact, there is an entire chapter devoted to CAT passages which illustrate what you should perceive at each stage within the reading of a passage)

(c) Understanding the various types of questions that are framed under Reading Comprehension and how to solve these question types

(d) Gaining extensive practice through the Level of Difficulty (LOD) 1, LOD 2 and CAT Exercises provided

PART II: Verbal Ability

The second part of the book concentrates on three levels of the language viz., word level, sentence level and paragraph level.

The word level, apart from giving you a glimpse and practice of the various vocabulary-based question types asked in competitive exams, also contains an exclusive section to help you develop your vocabulary. This section has Word Lists based on three levels of difficulty—the words

segregated on the basis of the frequency of appearance of the word in the CAT examination. To make full use of this feature in this book, you are required to work under a proper routine and go through the Word Lists in increasing order of difficulty.

Besides we have also given a comprehensive and rare collection of roots, prefixes and suffixes as well as foreign origin words, which is rather a unique feature of this book.

You will also get adequate question exposure and practice questions under the following question types: Fill in the blanks, Grammatical error-based questions, Paragraph Jumbles, etc.

PART III: Verbal Reasoning

This section exposes you to the various questions types in verbal reasoning viz., Critical Reasoning, Syllogisms, Binary Logic and Logical Deductions. Adequate practice sets for each of theses question types have been provided for improving your skills.

Part IV: Mock Test Papers

This part has eight Mock Test Papers designed in the pattern of CAT questions.

Efforts have been made to make the book as student-friendly as possible. Any suggestion for improvement will be highly acknowledged and appreciated.

ARUN SHARMA
MEENAKSHI UPADHYAY

Acknowledgements

I would like to begin by being grateful for the guidance and inspiration given by my late grandparents Dr. S. N. Upadhyay and Smt. Indira R. Upadhyay. The values and beliefs that they instilled in me have been a source of constant inspiration in my life.

I am thankful to my late father, Mr. G. S. Upadhyay, whose stories and knowledge inculcation have had a very special significance for me, and my mother, Sandhya, who, with her unflinching support through thick and thin, has helped me reach where I am today. I also owe thanks to my sister, Jaysashree, who introduced me to the wonderful world of books and unfolded the voracious reader in me, and my brother, Sachindra, who has always been there whenever I needed him. Special mention and thanks are also due to my brother-in-law and sister-in-law, Aparna and Dr. Rajarshi.

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My husband, Arun, has been a pillar of strength in whatever I have done. This book would have been impossible without him.

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The wonderful people at McGraw Hill Education, with their amazing insights and professional guidance, are responsible in bringing out this book. They are a constant source of learning for us. We extend our special thanks to the team—Mr. Tanmoy Roychowdhury, Ms. Shukti Mukherjee, Mr. Vikash Tiwari and Mr. Piyaray Pandita.

ARUN SHARMA

Frequency Analysis Table of Question types inVA and RC in CAT 2014 and 2015

Topic	*No.of Qs 2014*	*No.of Qs 2015*	*No.of Qs 2017*	*Comments*
1. Reading Comprehension	16	18-20	24	5 Passages with 3 or 6 Questions (Total 24 Qs)
2. Paragraph Jumbles	4	3-5 without options	4 (TITA) without options	

3. Paragraph Completion/				
Last sentence of the paragraph	3	3–4		
4. Phrasal Verbs				
+ Sentence Correction	4			
5. Irrelevant Sentence	4	3–4 (TITA)	3 (TITA) without options	
6. Critical Reasoning	3	1–2		
7. Summary of the paragraph (New question type)		3–4	3	
Total		34		

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PART One

Building Skills for Reading Comprehension

All the chapters in this part will help you to hone your Reading Comprehension (RC) skills in the following ways:

- Helping you to create your daily reading scheme underlining the importance of RC in CAT papers.
- Making you (i) understand vocabulary in context, main ideas and implied main ideas, and transition and idea organisation patterns; (ii) identify supporting details, facts, inferences, and judgements; (iii) recognise author's purpose and tone; and (iv) evaluate strength of argument.
- Helping you understand (i) what is RC (ii) how to read RC passages, and (iii) how to think and react while reading a CAT reading comprehension passage.
- Helping you practice RC exercises at different difficulty levels.

Key Components of this Part:

- Seven-Dimension approach to better reading skills
- An introduction to the various types of RC questions

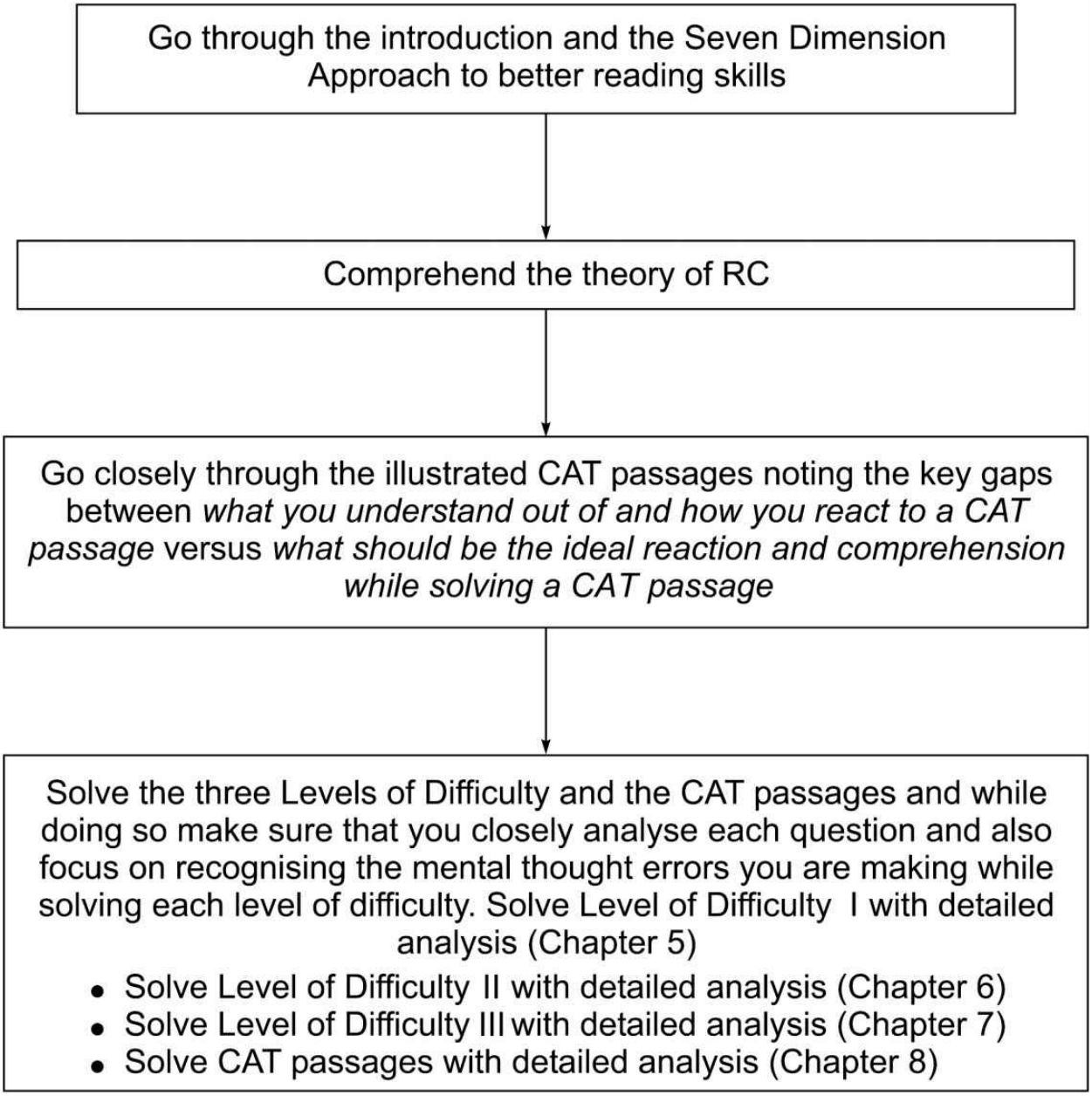
- Thorough explanation and analysis of RC
- Bit-by-bit explanation of CAT passage from CAT papers of 2003 and 2006
- LOD Exercises

SECTION 1

READING COMPREHENSION

Section 2

LOD Exercises


Go through the introduction and the Seven Dimension Approach to better reading skills
Comprehend the theory of RC
Go closely through the illustrated CAT passages noting the key gaps between *what you understand out of and how you react to a CAT passage* versus *what should be the ideal reaction and comprehension while solving a CAT passage*
Solve the three Levels of Difficulty and the CAT passages and while doing so make sure that you closely analyse each question and also focus on recognising the mental thought errors you are making while solving each level of difficulty. Solve Level of Difficulty I with detailed analysis (Chapter 5)
• Solve Level of Difficulty II with detailed analysis (Chapter 6)
• Solve Level of Difficulty III with detailed analysis (Chapter 7)
• Solve CAT passages with detailed analysis (Chapter 8)

SECTION

1

Reading Comprehension

In this section, we will be concentrating on helping you build your Reading Comprehension (RC) skills. We start this chapter with a basic introduction of Reading Comprehension and by giving you a basic framework for developing your reading skills.

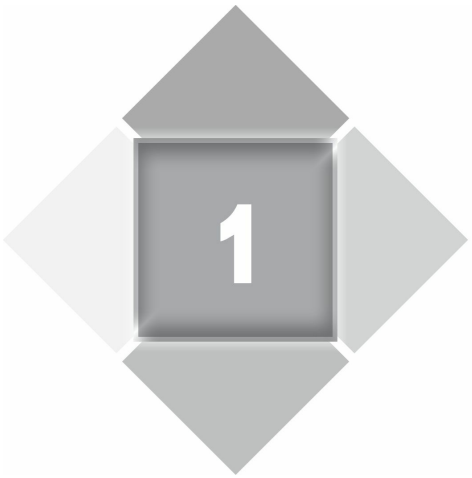
Chapter 2 increases the focus on the development of reading skills by dividing reading skills into seven clear-cut dimensions. The reader is expected to first understand each of these skill dimensions and then to focus his self development efforts on each of these reading skill dimensions.

Chapter 3 focusses on the theory and question types of Reading Comprehension giving the reader a clear glimpse into the various question types to expect in RC.

Chapter 4 gives the reader a rare insight into the mind and the mental processes of CAT cracker by taking the reader through the actual thinking that goes towards the solving of real CAT passages.

LIST OF CHAPTERS

1. Introduction
3. Theory of Reading Comprehension
2. The Seven Dimension Approach to Better Reading Skills
4. Illustrative CAT Passages (Solved)



Introduction

Reading Comprehension (RC) forms one of the most critical parts of the CAT question paper.

To Bell the CAT
Every year, over the past 20 years of the CAT, RC has constituted anything between 15–30% of the total number of questions in the exam.

Thus, for instance, while CAT 2003 (re-exam) had 25 marks out of 150 from the RC section, CAT 2004 had 25 marks out of 150 (16.66%) and CAT 2005 had 20 marks out of 150 (13.33%). Since CAT went online, 10 questions out of the total 60 from the whole paper, are from RC carrying 16.66% weightage in the exam. Hence, developing the appropriate level of skills for tackling the reading comprehension section is something that a student preparing for CAT simply cannot afford to ignore during the preparation phase for the CAT exam. Needless to say, the correlation between good Reading Ability and good Reading Comprehension Ability is very high. Hence, in order to develop your ability to solve reading comprehension questions, your first focus should be to take your reading ability up from its current level (whatever that might be.)

READ MORE AND MORE

This advice is what you will come across from every trainer across the country. However, what is not so readily available for students is what skills should one focus on developing while reading, as well as under what framework of self development should one take up the task of reading more and more. Consequently, in our decade long experience of training students, we have seen that students normally end up trying to blindly read more and more without a framework, a direction or a focus. As a result, the returns from reading that students achieve are not proportional to the effort that they put into their reading.

Picking Contextual Clues

We have always believed that blindly reading, without working in a framework, will result in sub-optimal results. Hence, a major thrust of our initial emphasis in this section will be to give you a framework for developing your reading habits. Before we go into that aspect, let us look at another issue which we believe is of utmost importance for you to understand.

THE PROCESS OF WRITING AND ITS RELEVANCE TO THE PROCESS OF READING

Language can be defined as a set of sounds which has been developed in order to convey ideas from one mind to another. Prior to the invention of the first languages, humans used to convey ideas either through sign language or through pictorial representations (as borne out in the paintings in caves through which messages were conveyed). The invention of language represented a paradigm shift in man’s ability to communicate his thoughts and ideas to other fellow humans. Initially, all communication used to be oral and passed on orally from generation to generation. Speaking and listening were the two opposite ends of this chain of communication.

As the complexity of human life increased, the introduction of the written word was necessitated. In this chain of communication, reading is basically the reverse process of writing. A piece of writing is incomplete unless it is read by a reader. In this context, understanding the act of writing can take you a long way towards becoming a good reader.

The Cream of the Piece

Since any and every reading that you do involves comprehending and connecting to the author of the passage, in order to become a good reader you need to understand the process through which a good writer goes while writing any piece—(be it as short as a paragraph long to a passage of 1000 words to a full length book).

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

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

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

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

‘to photocopy the idea structure of the author into your mind’. Remember a crucial point:

The Cream of the Piece

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

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

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

The relevance of preparing well for the RC section does not simply end there. In fact, a closer look at the questions and question types asked under the head of Verbal Ability in the CAT, XLRI and other Management entrance papers of the past few years, clearly points at the overwhelming requirement of good reading habits for this section. Let us take a closer look at the question types in Verbal Ability asked in the CAT over the past few years to illustrate the importance of good reading habits for solving the same.

Verbal Ability Question Type 1: Paragraph Jumbles (Frequency of use: Consistently used every year over the last 12 years)

This has been one of the most favorite question types of examiners over the last 12 years. In this question type, a set of sentences which constitute a paragraph, are jumbled. The student is supposed to find out the correct order

of sentences so as to form a coherent paragraph. For instance, try solving this question, which appeared as a two mark question in CAT 2005.

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

(a) Similarly, turning to caste, even though being lower caste is undoubtedly a separate cause of disparity, its impact is all the more greater when the lower-caste families also happen to be poor.

(b) Belonging to a privileged class can help a woman to overcome many barriers that obstruct women from less thriving classes.

(c) It is an interactive presence of these two kinds of deprivation—being low class and being female—that massively impoverishes women from the less privileged classes.

(d) A congruence of class deprivation and gender discrimination can blight the lives of poor women very severely.

(e) Gender is certainly a contributor to societal inequality, but it does not act independently of class.

1. EABDC
2. EBDCA
3. DAEBC
4. BECDA.

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

(a) Identification of opening sentence,

(b) Identification of the topic sentence,

(c) Getting and understanding the main idea in the question,

(d) Identifying transitions of ideas,

(e) Ordering of ideas,

(f) Slotting in the details in their right places,

(g) Understanding Vocabulary in context.

All the above are reading skills which we will learn about in the later part of this chapter.

Verbal Ability Question Type 2: Inappropriate Usage of Word

Here, we would look into the usage of a single word in four different contacts. These type of questions were first introduced in CAT 2003.

In each question, the word at the top is used in four different ways. Choose the option in which the usage of the word is incorrect or inappropriate.

Hand

1. I have my hand full, I cannot do it today.
2. The minister visited the jail to see the breach at first hand.
3. The situation is getting out of hand.
4. When the roof of my house was blown away, he was willing to lend me hand.

Reason

1. Your stand is beyond all reason.
2. Has she given you any reason for her resignation?
3. There is little reason in your pompous advice.
4. How do you deal with a friend who doesn't listen to a reason?

Other words that have been asked are: Help, Paper, Business, Service, For, Near, etc.

There is no way you can study grammatical rules to help you improve your ability to solve these kinds of questions—nor does it have anything to do with vocabulary since the words given are extremely easy in nature.

The Cream of the Piece

As you must have understood, your ability to solve these questions depends directly on the extensiveness of your reading habits and how often and in what form of usage you have seen the word

earlier.

Verbal Ability Question Type 3: Paragraph Completion

In this question type, introduced for the first time in CAT 2005, the question contains a paragraph where the last statement has been removed. The student is expected to decide the appropriate option which best completes the paragraph.

Consider the following question that was a two mark question in the CAT 2005 paper:

The following question has a paragraph from which the last sentence has been deleted. From the given options, choose the one that completes the paragraph in the most appropriate way.

Federer's fifth grand slam win prompted a reporter to ask whether he was the best ever. Federer is certainly not lacking in confidence, but he wasn't about to proclaim himself the best ever. "The best player of this generation, yes", he said, "but nowhere close to ever. Just look at the records that some guys have. I'm a minnow."

1. His win against Agassi, a genius from the previous generation, contradicts that.
2. Sampras, the king of an earlier generation, was as humble.
3. He is more than a minnow to his contemporaries.
4. The difference between 'the best of this generation' and 'best ever' is a matter of perception.

The correct answer here is 3.

CAT aspirants in 2005 faced a lot of difficulty in solving this question type. Needless to say, solving this question needs an ability to catch:

(a) the author's topic,

(b) the main idea he/she is trying to convey and

(c) understand the transitions he/she is using in the paragraph.

Needless to say, it is not possible to eliminate the doubts that crop up in one's mind while solving such questions… only a good reader with a lot of reading exposure would be able to clearly see an answer to such a question. If you want to be able to see the answer to such questions, minus any ambiguities, development of good reading skills is the only way out.

(And considering that there were a clear 8 marks in 4 questions, it gave a clear advantage to the 'good reader'.)

Verbal Ability Question Type 4: Identifying Grammatically Correct/ Incorrect Sentence(s):

Consider the following question asked in CAT 2005.

This question consists of four sentences on a topic. Some sentences are grammatically incorrect or inappropriate. Select the option that indicates the grammatically correct and appropriate sentence(s).

A. People have good reason to care about the welfare of animals.

B. Ever since Enlightenment, their treatment has been as a measure of mankind's humanity.

C. It is not a coincidence that William Wilberforce and Sir Thomas Foxwell Buxton, two leaders of the movement to abolish the slave trade, helped found the Royal Society for the Prevention of cruelty to animals in 1820s.

D. An increasing number of people go further: mankind has a duty not to cause pain to animals that have the capacity to suffer.

1. A & D
2. B
3. A& C
4. C&D

The correct answer here is 1.

As you must have realized, solving these questions is not about cramming

up complex grammatical rules. Even if you are given a comprehensive book on grammar to consult while solving these questions, you are unlikely to come out with the relevant rule which applies to the particular sentence under consideration. Then, on what skills would you depend to solve these kinds of questions? To draw a parallel, let us ask you a question in turn. How would you solve a similar question if it were asked in your mother tongue? Would you rush to the nearest available grammar book? Unlikely! In fact, your ability to solve such a question would depend solely on the frequency of the number of times that you have seen the particular nuance of the language being used. If you have not been exposed to the same, it is unlikely that you will be able to apply any sort of logic to solving this question type.

Verbal Ability Question Type 5: Summarising a Paragraph.

Consider the following question which appeared in CAT 2003.

Four alternative summaries are given below. Choose the option that best captures the essence of the text.

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

A. Some decisions are obvious under certain circumstances. You may, for example, readily accept a relative's offer to free holiday accommodation or step in for your boss when she is away.
B. Some decisions are no-brainers, You need not think when making them. Examples are condo offers from in-laws and job offers from bosses when your bank account is low or boss is away.
C. Easy decisions are called " no-brainers" because they do not require any

cerebral activity. Examples such as accepting free holiday accommodation abound in our lives.

D. Accepting an offer from in-laws when you are short on funds and want a holiday is a no-brainer. Another no-brainer is taking the boss's job when she is away.

1. A
2. B
3. C
4. D

The correct answer here is 1.

As for the previous questions, solving this question depends on your ability to understand the author's topic sentence, get a grip of the main idea, identify where the details are and what is the message conveyed through them—all skills of reading rather than anything else.

The Cream of the Piece

A closer look at other question types on Verbal Ability will further bear out this fact that—**strong reading exposure, habits and skills are a must in order to solve questions of Verbal Ability.**

It is due to this fact that Part I of this book on English is devoted to helping the student develop the skills set required to be a good reader. You are required to clearly understand the framework required for developing good reading habits, which is explained in the following part of the chapter. After that, you need to follow through consistently by applying the same framework in your daily reading scheme.

YOUR DAILY READING SCHEME

How Much Time Should I Spend on Reading Daily?

If you want to have any hope of developing your reading skills, the authors recommend a minimum of two hours per day of reading, over a year's time.

(Needless to say, if you are trying to achieve this in a shorter time span, the minimum recommended reading will go up proportionately.)

What Kinds of Stuff Should I Read?

Well, a true and frank answer to that question would be more like everything and anything under the sun. But where and at what level you start off your reading (under the framework we will be mentioning below) would depend on how much of a reader you have been during your school and college life. Remember, whatever your current reading skills are, there is always a level of writing which will challenge you. The basic concept that you need to adhere to for your reading exercises is that you should read things that constantly challenge and invigorate your mind. However, be careful to ensure that the challenge that the reading material puts forth to you should be small and not too big. If the material you choose to read is too challenging, the end result might be that you lose comprehension and subsequently, your interest in reading—an end result we are definitely not targeting!

So, when deciding the sources from which you are going to do your daily dose of reading, first of all define what level of writing represents a challenge for you. Then, you should identify the source/s (newspapers, magazines and books) that will give you that level of writing.

Thus, for instance, for some students, the editorials in a national daily represent a challenge, while for some others, the same level of challenge might be experienced in advanced philosophical (read: heavy) text.

In our experience, based on their reading exposure levels, students might be classified under four categories:

1. The Poor Reader

This category of students has had no exposure to reading in English. Most students whom we have encountered under this category come from vernacular medium schooling backgrounds (although that is not an absolute rule since even convent school educated students might belong to this

category if their reading exposure has been poor.)

Consider the following excerpt, which will prove challenging for students belonging to this category:

"I was deeply embarrassed last week before a distinguished audience of sophisticated investors abroad–they virtually called me a liar. A year ago, I had reassured them that our stellar reformers—Manmohan Singh, Chidambaram and Montek—would not only ensure that our economic reforms would continue but they might even accelerate. A year later, the reforms are stuck and they were angry. I could not pretend that the reformers had become victims of coalition politics, for insiders tell me that the problem is with the Congress Party itself, which has lost the will of reform.

Luckily, I was bailed out by the Indian economy, which continues to grow robustly, and has been doing so for two decades, contemptuously ignoring our governments. The only way to explain this contradiction is that politics and economics are increasingly getting divorced in India, and we may have become like Italy, where they used to say, the economy grows at night when the government is asleep. Stephen Roach, the chief economist of Morgan Stanley, who exercises considerable influence on investor minds explains: 'India is on the cusp of something big. After my third trip there in 18 months, I am as enthusiastic about India as I was about China in the late 1990s. What excites me is the potential for an increasingly powerful internal consumption dynamic—the missing link in most development models.'

The Cream of the Piece

If you think you belong to *the poor reader* category, your initial reading should start off with editorials of good quality national level newspapers (like *The Hindu*, *The Hindustan Times*, *The Deccan Herald*, *The Times of India*, *The Pioneer*, *The Indian Express*, etc.), analysis based articles in these newspapers and analytical articles in national level current issues magazines (like *India Today*, *Frontline*, *Week*, etc.). You can also graduate to books written in simple English (both fictional and non fictional).

2. The Average Reader

In this category, students do not have a basic problem in reading and understanding English (since most of them are educated in English Medium schools). However, what we have seen is that in spite of the advantage of having studied in English medium schools, this category of students have not developed their reading skills, simply because they have not worked towards developing their reading habits. This group of students faces problems the moment they are confronted with a slightly complex or an unfamiliar topic. Thus, they might have no problem reading about the latest exploits of the

Indian cricket team, but give them a topic about the latest advances in medical technology or for that matter, Freud's interpretation of a dream and they lose contact with the subject matter of the passage.

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

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

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

The Cream of the Piece

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

3. The Good Reader

This category of reader has developed himself through consistently being in touch with reading. His/her reading exposure includes reading novels (fictional mainly), coffee table books on self development and newspapers on a daily basis. He/she will not face problems in reading and connecting to the author's message in either of the above two extracts.

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

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

The Cream of the Piece

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

4. The Excellent Reader

This category of reader has gone beyond the levels required to connect to any of the above three extracts. He/she has typically read a lot on diverse topics and at varying levels of language usage. If you think you belong to this category, you can skim through the reading lessons and frameworks in the next part of this chapter (since we believe you might already be aware of all the points we are making). All you need to do is to continue your good work and further expand your level of exposure and increase the coverage of topics with which you are familiar.

Consider this extract, that might prove challenging to you if you belong to this level:

Man is seen as a component of this order of things, and his psychic-mental life as reproduction of the life of the cosmos, in both its material and its mode of organization. This view was advanced in the sixth century B.C. by the thinkers of the Miletian school (Thales, Anaximander, Anaximenes) and by Heraclitus of Ephesus. They were all products of the commercial-industrial and cultural centres of Asia Minor—the Greek colonial city-states*, in which new social and economic relationship were being formed, with maximum destructive effect upon the old order of tribal society.

These thinkers of classical times did not all take the same form of matter to be the primary material of the world: Thales held that this was water ; Anaximander, that it was vague, boundless essence (apeiron**); Anaximenes, that it was air; and Heraclitus, that it was fire. The “nature philosophers” of classical times, explaining the natural world as proceeding from a single, all-penetrating primary principle, supposed that the particular form of life and behaviour which language (still reflecting the level of mythological thinking) designated as “the soul”, must likewise be a manifestation of this principle.

The Cream of the Piece

Whichever level you belong to, a common objective for you as an MBA/CAT aspirant will be to increase and develop the scope of subjects with which you can claim familiarity.

To Bell the CAT

A closer analysis of the CAT question papers of the past decade reveals very clearly, that familiarity with certain topics is a must for all aspirants. Not just the passages but even the shorter Verbal Ability questions are normally extracted from one of the following topics/subjects:

(1) Economics
(2) Management
(3) History
(4) National and International Polity
(5) Sociology
(6) Humanities
(7) Philosophy
(8) Psychology
(9) Art, Music and culture
(10) Science and Technology (incl. Medicine and Information Technology.)
(11) Miscellaneous

A WORD OF CAUTION: THINGS THAT DO NOT WORK

Why Speed Reading Does Not Work, and in Fact is not Needed

There are a lot of books and trainers around who talk about speed reading, promising inexperienced readers a never before and almost magical jump in their reading abilities. However, in our experience of training thousands of students, we have seen the futility of speed reading techniques. The fact that

the ‘magic’ wears off the moment you try to read anything outside the provided exercises has been a constant in our years of experience of having trained students. In fact, the moment a ‘speed reading trained student’ is confronted with something remotely heavy, the speed reading techniques stop working.

The basic reason why these reading techniques do not work under the examination reading conditions is that these techniques are designed for sparse and easy reading materials. (Speed reading is typically defined for ordinary, non technical matter). On the contrary, the passages and extracts used in the CAT, XLRI and other top management entrance exams are dense in terms of their content. They contain too much information and any attempt at skimming and scanning (which are recommended speed reading techniques) result in a loss of comprehension. Sometimes, missing on a crucial sentence might just end up making you lose your connection with the author totally.

Furthermore, at what speed (in words per minute) do you think you need to read in order to do well in the RC section? Take a guess… 400, 500, 700, or even more??? Incidentally, these are the kinds of reading speeds that speed reading books promise you that they will help you achieve.

Now consider this fact. A typical CAT passage is anywhere between 800 to 1200 words. The questions further form approximately 300 to 500 words. This means that in order to read a passage and solve the questions, all you need to do is read and completely understand anywhere between 1100 to 1700 words. CAT 2005 had 3 passages constituting 20 marks in all, and students had approximately 20 to 22 minutes to solve the same. A total of 3073 words — translates to a ridiculous reading speed requirement of 139.68 words per minute if you want to solve all the three passages. If you add the fact that most successful CAT aspirants solved only two out of the three passages, the statistic becomes even more ridiculous—especially in the light of the tall claims of 600 to 800 words per minute that these speed reading trainers and books claim that they can help a student achieve. Looking at it from another angle—if someone was able to achieve these reading speeds

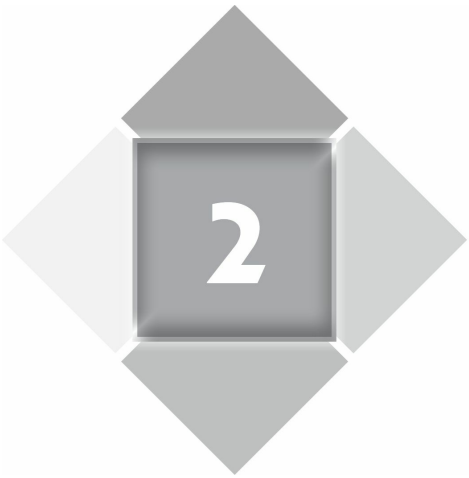
he/she should have been able to complete the 20 marks in the RC section in CAT 2005 in about five minutes flat!! Doesn't happen, does it?

To Bell the CAT

A look at CAT 2003 gives a similar picture:

5702 words in five passages (including their questions) were required to be read for 25 questions (reading speed of 228.08 wpm if you were, to solve all five passages). CAT qualifiers attempted at most, 3 passages out of the five, in about 25 minutes. This required a reading speed of approximately 134 wpm.

Where does the need for speed reading arise? It simply does not.



The Seven Dimension Approach to Better Reading Skills

INTRODUCTION

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

Basic Dimensions	Dimension 1:	Understanding Vocabulary in Context
	Dimension 2:	Identifying and Understanding Ideas
	Dimension 2(A):	Identifying and Understanding Main Ideas
	Dimension 2 (B):	Identifying Implied Main Ideas
	Dimension 3:	Identifying Supporting Details
	Dimension 4:	Identifying Relationships between Ideas
	Dimension 4 (A):	Understanding the Use of Transitions
	Dimension 4 (B):	Idea Organization patterns.
Advanced Dimensions	Dimension 5:	Identifying Facts, Opinions and Inferences.
	Dimension 5 (A):	Facts and Opinions
	Dimension 5 (B):	Inferences
	Dimension 6:	Identifying Purpose and Tone
	Dimension 7:	Recognising Arguments and their Common Structures.

Fig. 2.1 Seven Dimensions of Reading Skills

BASIC DIMENSIONS OF READING SKILLS

Dimension One: Developing the Ability ofUnderstanding Vocabulary in Context

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

During the process of reading, we often come across situations where we are unaware of the meaning of particular words. The presence of unfamiliar words in a piece of writing might lead to one of two types of situations:

(a) The meaning of the word totally breaks the comprehension of the sentence, leading to uncertainty in the interpretation of the passage.

Consider the following example:

(i) And the courtier said " May I ***genuflect***?"

(ii) Since, Ecuador's presidents are limited to one term, Mr.Gutierrez might also back his former boss. If so, things really could get *loco*.

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

(b) The meaning of the word can be understood (or pieced together) based on the context in which it is used.

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

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

Judge John Hass imposed a publication ban on the ***testimony*** of Philip Sartre, former head of Amans and Mather, an advertising agency, as he is to stand trial on fraud charges.

Here, the word testimony means statement.

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

Here, charismatic means magnetic.

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

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

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

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

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

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

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

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

Let us look at the following examples:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

1. The ***exhilaration*** experienced by the parents when their child starts to walk is common to all cultures. The child's first steps give a feeling of **intense happiness** to the parents.
2. Coming face to face with his first love, left Sameer in a ***poignant*** mood. He was **touched** by the irony of the situation.
3. The ***felony*** committed by the robber was sure to make him pay. After all, serious **crime** seldom goes unpunished.
4. Although he had sworn not to ***divulge*** her secret, he **revealed** it to his best friend, Rajeev.
5. The *emancipatory* or **liberatory** significance of situating ordinary life and the world of duality and dualism in terms of a philosophy of non duality, lies in the fact that ultimately most of the categorical errors, those deep fundamental errors constitutive of our misunderstanding of being, which are at the same time constitutive of the superficial, oppressive and mystifying levels of social beings which dominate and screen our life world, is the fact that they turn on misidentifications.
6. Let us look at how a block operates, how potentially free, unbound energy becomes *fixated* or **stuck** or alternatively–in the case of a weakness of attention/one-pointedness/mindfulness– becomes *dissipated* or **dispersed**.

(D) Antonyms (Opposites or Contrasts) Just like same meaning words, there are situations where opposite meaning words give the contextual clues. Antonyms normally are signaled by a contrast statement/phrase, like however, on the other hand, but, yet, as against, although, etc.

Consider the following examples. In these examples, the italicised words are antonyms (have opposite meanings):

1. Although my grand father was always ***profuse*** in his criticism, his praise was always **scarce**.
2. A ***sedentary*** lifestyle is the root cause of all diseases, hence, regular exercise to stay **active** is a must to prevent disease.
3. The ***homogeneity*** of the mixture was broken by the presence of a **variety** of stuff in it.

(E) General Sense of the Paragraph or Passage In many cases, the contextual clues can be seen on the basis of the general sense of the paragraph (or sometimes, even the entire passage.)

Consider the following paragraph as an example.

Oddly, things are looking up for American International Group (AIG). Yes, the **embattled** global insurer has admitted overstating past earning and has postponed filing its financial statement with the Securities and Exchange Commission(SEC), provoking questions about how much the company is really worth; yes, there was an embarrassing **kerfuffle** between lawyers over the possible removal of

critical documents in Bermuda; yes, regulators are looking through an ever-expanding list of suspect deals; and yes, Maurice "Hank" Greenberg, the brilliant executive who built AIG, has been forced to sever his formal ties with the firm. But a company as aggressive as this has faced litigation before. Even as the headlines seem ever more dire, AIG and Mr. Greenberg already looked poised for a modest comeback.

In the context of the above paragraph:

embattled means:

(a) Healthy
(b) Profitable
(c) Stressed or beleaguered

The answer is obviously, stressed, and this can be deduced from the overall meaning of the passage.

Kerfuffle means:

(a) dialogue
(b) talks
(c) **commotion**

The answer is obviously, c.

In your normal everyday reading exercises, try to identify sentences and paragraphs where contextual clues fitting in one of the patterns above, help you to understand the meaning of a word with which you were unfamiliar.

Dimension Two (A): Ability to Identify and Understand Main Ideas

The ability to identify main ideas is perhaps the most important factor for good reading skills.

The main idea is the answer to the question: What is the main point that the author is trying to make in the paragraph?

For instance, read the following paragraph:

Most people do not worry much about physics or politics when for example, they look at the colours of a rainbow. Nor do they pause much when they use a remote control for their T.V. set, talk on the mobile phone, listen to the radio, cook food in their microwave oven, open their car door from a distance, or surf the internet without wires. Yet, these are all phenomena of electromagnetic radiation. How humans harness electromagnetic waves— and specifically those in the radio frequency part of the

spectrum—has become so important that old and new ways of thinking are now lining up for a tense confrontation that will affect numerous businesses and billions of consumers.

The old mindset, supported by over a century of technological experience and 70 years of regulatory habit, views spectrum—the range of frequencies, or wave lengths, at which electromagnetic waves vibrate—as a scarce resource that must be allocated by government or bought and sold like property. The new school, pointing to cutting edge technologies, says that spectrum is by nature, abundant and that allocating, buying or selling parts of it will one day seem as illogical as, say, apportioning or selling sound waves to people who would like to have a conversation.

What is the main point that the author is trying to make in this paragraph? In order to discover the main idea, you should first determine the topic being discussed. In the above paragraph, for example, the topic is 'harnessing of electromagnetic radiation'. The main idea is that 'old and new ways of thinking are confronting each other with respect to the way we are harnessing electromagnetic waves.'

The main idea is something like an umbrella idea—the author's primary point about the topic. All the other material in the paragraph falls under the main idea (and is called the supporting detail, which consists of examples, illustrations, causes and reasons, evidence in the form of factual information, etc.).

(A) The Concept of the Idea Sentence In a paragraph, authors often present the main idea to the readers, in the form of a single sentence, called the **'Idea Sentence'.** For example, in the given extract both the topic and the point about the topic are expressed in the last sentence of the first paragraph. Thus, the outline of the above paragraph can be shown as:

Topic: Harnessing of Electromagnetic radiation.

Main idea (as expressed in the idea sentence): There is a conflict of opinion about the harnessing of electromagnetic radiation between the old and the new way of thinking.

Supporting details:

1. The old way of thinking is that the spectrum of radiation is a scarce resource and its scarcity must be respected by making people buy and

sell it like property.

2. The new way of thinking is that the spectrum is abundant by nature and buying and selling it will seem illogical one day.

The Cream of the Piece

You should always remember that the topic is the subject of a selection. It is normally expressed in a few words. Since Reading Comprehension passages do not have the topic mentioned, your first objective while reading a passage should be to identify the topic of the passage. In such a case, the question —'Who or what is the passage about?', is a useful question to ask oneself, as the answer to this question is the topic of the selection.

Once you have found the topic of the selection, the next step is to find the main idea which the author is trying to convey. For this purpose, you should ask yourself the question: 'What is the main point of the author about the topic?'

Note that it is not necessary that authors present the entire main idea of the paragraph in one sentence.

Sometimes, the main idea might be distributed across two to three sentences in the paragraph.

Consider the following selections. The topic and the idea sentence/s in each of these passages have been described below it.

They have a dismal track record when it comes to predicting economic growth, exchange rates or the direction of the stock market. So, you might have expected economists to despair at the thought of forecasting sports result. Not at all. Efforts to work out the numbers of medals which countries are likely to get in the Athens Olympics, which start on August 13th , are well under way.

The topic is forecasting sports results and the last sentence is the idea sentence.

"You want rubies! We can do business!" the anonymous caller promised a lucrative deal over the phone: stump up dollars in advance and he would produce a glittering hoard in Johannesburg. But your correspondence refused; so the caller instead produced some colorful abuse, sneered at British sexual prowess, and hung up.

It is rare for any attempted African scam to be executed so inelegantly. Advance-fee frauds often lure victims to part with tens of thousands of dollars on the promise of huge, but somehow plausible, later gains. Nigerians, especially, are renowned for elaborate and persuasive tales: "my uncle the president, died leaving me a million to smuggle to your country; let me use your bank account to hide

the cash and you will get a slice; oh, and pay me a few thousand dollars in advance for handling fees".

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

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

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

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

The Twinsburg meeting is of interest to more people than just the twins themselves. Every year, the festival attracts dozens of scientists who came to prod, swab, sample and question the participants. For identical twins are natural clones: the odd mutation aside, they share 100% of their genes. That means studying them can cast light on the relative importance of genetics and environments in shaping particular human characteristics."

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

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

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

The Cream of the Piece

1. The idea sentence is usually supported by all the information in the remaining part of the paragraph. Hence, a useful way to check if you have got the idea sentence and hence, the main idea correctly is by asking yourself the question—"Is the sentence you have identified as the idea sentence supported by all the other material in the paragraph?"
2. Be careful not to select a topic that is too broad or too narrow.
3. The idea sentence can occur at either the start or the middle or the end of the paragraph. Paragraphs could be written in any of the following structures.

A. Idea Sentence at the start of the paragraph (within the first two sentences). This is the most commonly used structure in writing. In such cases, the paragraph can follow any of the following structures:

(i) **Idea Sentence**—Supporting Detail/comment—Supporting Detail/comment—Supporting Detail/comment —Supporting Detail/comment

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

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

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

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

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

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

Some authors like to make a point at the beginning of the paragraph and reiterate it at

the end of the paragraph. In such cases, the following structure will be used:

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

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

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

Dimension Two (B): Identifying Implied Main Ideas

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

What is the main point that the author is trying to make in the paragraph?

The only difference will be that the answer to the question will not be found in one or more idea sentences.

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

For Your Better Understanding

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

1. Even by the standards of ASEAN, it was a dismal performance. The leaders of the other nine members of the Association of South-East Asian Nations used their summit in Bali this week to ladle praise on Myanmar for its "positive" and "pragmatic" recent policies. These, it appeared, meant the transfer of Myanmar's most famous citizen, the Nobel laureate Aung San Suu Kyi, from prison to house arrest, and the publication of a "road map" for democracy. Since a return to democracy has been promised by Myanmar's current junta ever since it took power in 1988, and since Miss Suu Kyi won an election in 1990 that has never been recognised, the Myanmar map looks as forlorn as the Middle Eastern one.

The disgraceful treatment meted out to Miss Suu Kyi is only the most obvious outrage committed by South-East Asia's most repressive and incompetent government. The generals do not just imprison thousands of political prisoners: they have turned their country into a place where life expectancy has collapsed to around 55, and growth has vanished. The World Health Organisation ranks the efficacy of Myanmar's health system at 190 out of 191 nations.

Topic : _____

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Main Idea : _____

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2. In Pakistan—they are katchi abadis, in Cuba—focos isalubres, in India —bustees and in Brazil—favelas. Whatever the local name of slums, there are a lot of them and they are growing fast. A new report, "The Habitat," by the United Nations agency responsible for "human settlements", says that in 2001, just under a billion people were living in slums—about a third of the world's city dwellers. In the last decade, urban populations in less developed regions increased by a third. On present trends, says the UN report, 2 billion people could be living in slums by 2030.

In Africa, many parts of the middle East, Latin America and Asia, migrants are leaving farm land which is unable to support them, and arriving in cities which are unprepared to deal with them. This has been a long term trend, and is unlikely to abate no matter how awful the slums become. In 1800, only 2% of the world's population was urbanized; by 2008, more than half of the world will be. Because such migration is so predictable, and long established, it might seem surprising that many governments are ill-equipped for it. But there is little new in that either: the now—rich countries fared just as badly when their cities first began to grow rapidly.

Topic : _____

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Main Idea : _____

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3. The main factor in the California recall election is the economically underestimated effect of charisma, or rather Governor Grey Devis's utter lack of it. No one can calculate the cost of having uninspiring

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

America struggled in the Depression, but eventually rebounded under brilliant Franklin Roosevelt, in spite of the war. We boomed under the spell of dashing young John Kennedy and declined under smart-but-creepy Richard Nixon and dull Gerald Ford. We muddled along under earnest Jimmy Carter and boomed, after a rough start, under ebullient Ronald Reagan. We fell into recession under the often-unintelligible George Bush senior and then boomed under charming Bill Clinton, before declining once again under plain-spoken George Bush junior. Mr. Davis's problem is that he is perceived not only as ineffectual but insipid; a bad combination for any leader.

Topic : _____

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Main Idea : _____

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4. Pre-Election budgets are not what they used to be. Once upon a time, governments could be relied on to ply the electorate with extravagant giveaways in the run-up to polling day. But today's voters are an edgeable-lot, so a more subtle approach is required. Gordon Brown's second pre-election budget, like his first, avoided traditional tax bribes to the electorate as a whole. Instead, Britain's chancellor opted for a selection of sweeteners, carefully directed at vital electoral target groups such as pensioners, poorer families and aspiring home-buyers.

But the similarity between the two budgets ends there. In 2001, the public finances were exceeding healthy. Including measures announced in his pre-budget report, Mr. Brown was able to give away £8 billion ($12billion) in the fiscal year ahead while still forecasting a comfortable surplus. In this budget, Mr. Brown was in a much weaker position. Even the wee sweeties he handed out were far too much,

bearing in mind how bad the figures now look.

Topic : _____

_____

Main Idea : _____

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5. The World Bank is the world's biggest development agency—a sprawling bureaucracy that is extremely difficult to run well. Its leader needs to know about development, be able to articulate a workable vision and be a good manager. Mr. Wolfowitz scores passably on two counts. He is not an economist or a banker, but has first-hand experience of developing countries. He has public-sector management experience—not least as number two at the Pentagon, although the bungling in Iraq raises questions about just how good his management skills are.

The biggest concern is that Mr. Wolfowitz is an idealist some would say a Utopian, whose career has been guided by zeal to bring democracy to the world—regardless of what the world might make of that ambition. Thus far,—Mr. Wolfowitz has focused on the relationship between democracy and security, but his belief in the power of democracy will surely colour his views of economic development as well.

Topic : _____

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Main Idea : _____

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6. If one considers how Nigeria has handled its oil revenues over the past 30 years, its quest for debt relief seems laughable. Its oil wells have yielded hundreds of billions of dollars, which its politicians have

largely stolen or squandered. Nigeria is scarcely less poor than before its oil boom began. And, since successive governments borrowed against future oil receipts and wasted that money too, the country is saddled with some $34 billion in foreign debt. Such a record suggests that extra cash freed up by debt relief would be frittered away.

But look at the past year and a half, and a different picture emerges. A new economic team, led by the finance minister, a former World Bank Director called Ngozi Okonjo-Iweala, has made strenuous efforts to impose discipline. Recent high oil prices have generated an unexpected revenue surplus, which previous Nigerian governments would have spent. This one has saved it, on the wise assumption that prices will eventually fall. The federal government has also cajoled Nigeria's 36 states to save their share of the windfall. This is unprecedented. State governments are powerful, jealous of their prerogatives and often the kind of folk who, ahem, are glad that a governorship confers immunity from prosecution.

Topic : _____

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Main Idea : _____

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7. Will China and Russia be the new Axis of Oil? Supply and demand trends, plus this week's surprise from the OPEC cartel, suggest that these emerging giants may yet up-end energy market.

With oil prices above $30 a barrel, OPEC was not expected to cut output quotas at its meeting in Algeria this week, merely to clamp down on quota busting, which adds some 1.5m barrels per day (bpd) to official quotas of 24.5m bpd. But, on February 10th, it agreed to cut quotas by 1m bpd from April.

Why? "The second quarter is a bad quarter," explained one oil minister. He was talking of the risk of price collapse as the northern-

hemisphere winter (when demand peaks) gives way to warmer spring (when oil use declines). Yet, OPEC may be playing with fire. Edward Morse of HETCO, an energy trader, points out that inventories are currently unusually low. Even if OPEC cuts output by half of what it threatens, he says, there may still be sharp price spikes: “There’s no cushion left.”

Topic : _____

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Main Idea : _____

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8. There are now, according to Ben Bradshaw, a farming minister, about 1.5m deer roaming Britain—more than at any time since the last Ice Age. One reason is milder weather. Another is that farmers increasingly sow grain and rape seed in autumn rather than spring, because crops grow more vigorously in spring and so produce better yields. That provides fodder for deer in winter. At last, it seems, an agricultural technique which improves farmers’ profits and boosts wildlife.

Not quite. Autumn planting may help see deer through hard times. But it is also blamed for a decline in numbers of certain bird species.

Graham Appleton, of the British Trust for Ornithology, says that autumn and winter planting means less grain lying around fields in winter. Naturalists think that may explain why corn bunting numbers are down by 41% since 1994, grey partridge by 18% and yellowhammer by 13%. Autumn-seeded crops also grow all too quickly for field nesters such as skylarks (down 14%).

Topic : _____

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Main Idea : _____

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9. The poison pill is one of the most egregious creatures of American corporate law. It exists to stop shareholders enjoying their full ownership right by threatening, if triggered, to dilute the value of those shares in certain circumstances by a firm's board. They first caught on in the 1980s, when boards used them to deter hostile takeover bids—hostile atleast, to the board, though not necessarily to shareholders.

How strange, then, to find a poison pill being used (seemingly) in a good cause, against somebody who has (apparently) given many shareholders a lousy deal. This is the latest twist in the remarkable affair involving Hollinger International, a newspaper group, and its long time controlling owner, Conrad Black. This week, Hollinger International board launched a campaign, including the creation of a poison pill, to stop Lord Black selling control of the firm to wealthy Barclay brothers.

Topic : _____

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Main Idea : _____

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10. A new computer virus, the fastest spreading ever, was this week making the rounds among unprotected computers running on Microsoft Windows. Such incidents of online vandalism by what are often presumed to be geeky teenage hackers are, sadly, routine. But this virus, called MyDoom by some and Novarg by others, seems to be of a different nature—conpriratorial and political. That is because its main feature, besides humiliating Microsoft, is to turn infected machines into weapons against a controversial company called SCO.

SCO, a tiny software firm in Utah, and Microsoft, the world's

largest software firm, have only one thing in common. Both are passionately hated by "open-source" software programmers, who typically believe that computer code should be freely shared instead of sold as property. Microsoft is hated chiefly because it represents the opposite model, proprietary software, and because its operating system, Windows, is the main rival to Linux, the best-known open-source software today.

Topic : _____

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Main Idea : _____

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_____

The Solutions

1. *Topic :* Myanmar's failure in ASEAN

Main Idea Sentence : Even by…. recent policies (First two sentences)

2. *Topic :* Spiraling Slums

   Main Idea: Whatever the local name of slums, there are a lot of them and they are growing fast.

3. *Topic :* Economic effects of Inappropriate Leadership

   Main Idea : No one can calculate the cost of having uninspiring leaders but we would do well to consider past American presidents.

4. *Topic :* Gordon Brown's Pre-Election Budget

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

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

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

6. *Topic :* Nigeria's changing face

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

7. *Topic :* A surprise cut in oil supplies.

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

8. *Topic :* Deer Oh! Dear

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

9. *Topic :* A new use for the poison pill

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

10. *Topic :* Computer security

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

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

Dimension Two (C): Identifying Central Points

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

The Cream of the Piece

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

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

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

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

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

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

Dimension Three: Ability to Predict and Identify Supporting Details

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

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

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

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

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

Here, The topic and main idea come out of the first sentence of the paragraph. The supporting details are in the form of examples which make

the main idea clearer. There are two supporting details:

Supporting Detail 1: Your bank account is low, but you have a two week vacation coming up and you want to get away to some place warm to relax with your family. Will you accept your in-laws' offer to free use of their Florida beachfront condo? Sure.

Supporting Detail 2: You like your employer and feel ready to move forward in your career. Will you step in for your boss for three weeks while she attends a professional development course? Of course!

2. Supporting Details as a Reason or a Series of Reasons: Read the following extract, where the supporting details appear as reasons.

Is your credit card your biggest source of worries? Unsolicited calls, indecipherable language, hidden charges, rude customer (un)care executives... Well, the Reserve Bank of India has just put an end to all these unfair practices. Arm yourself with details of the RBI notification and make sure you throw the rules at the bank if you are troubled again.

To begin with, banks have been asked to keep the language simple. Most important terms and conditions should be highlighted and advertised, and sent separately to customers. RBI has also instructed card issuers to dispatch bills on time and the customer should be given at least one fortnight for making payments before the interest is charged. Banks should quote annualised percentage rates on cards and the rate along with the annual fee should be shown with equal prominence. The RBI has also directed banks to provide explanation to the customer within 60 days if he questions any bill. Besides, the credit card companies would be responsible for all acts of omission or commission of their agents, so they should be extremely careful about the quality of service while out-sourcing various credit card operations. Further, the banks should ensure confidentiality of the customer's records and privacy.

Here, the topic is credit card companies, while the main idea is the RBI's putting an end to the unfair practices of credit card companies. (These are seen in the first two sentences.)

There are four supporting details in the second paragraph.

Supporting Detail 1: To begin with, banks have been asked to keep the language simple.

Supporting Detail 2: The RBI has also directed banks to provide explanation to the customer within 60 days if he questions any bill.

Supporting Detail 3: Besides, the credit card companies would be responsible for all acts of omission or commission of their agents.

Supporting Detail 4: Further, the banks should ensure confidentiality of the customer's records and privacy.

Consider another example which includes both reasons and examples as supporting details:

Foreign jaunts on business, after the first few times, can get rather boring. Jet lag, early morning meetings, bad weather, local language, and even bland food can turn these trips into a chore rather quickly. Software professionals soon realise that there are just so many parks or castles you can visit when you are in the US or Europe. You can get used to countries rather quickly. If you have been visiting Korea a few times, chances are that you are no longer thrilled about going to Taiwan even if it has a completely different history.

There is a way around it. You could try collecting old maps, for instance. Pradip Shah, a seasoned finance professional, still looks forward to his trips to Manhattan, even if they are just for a couple of days. And that's after years of going to the US. His visits to Amsterdam include a mandatory visit to the same shop on the Dam Street for as long as he can remember. And in Sydney and London, it is the same story. Shah's rendezvous has everything to do with maps. He collects them and puts them up in his office in South Mumbai.

In the first paragraph above, the supporting details are first given in the second sentence of the paragraph, in the form of reasons. The sentence 'Jet lag, early morning meetings, bad weather, local language, and even bland food can turn these trips into a chore rather quickly,' gives a set of reasons for the main idea—'why foreign business jaunts can get rather boring.'

These are followed by two examples as further supporting details—

There are just so many parks or castles you can visit when you are in the US or Europe.

If you have been visiting Korea a few times; chances are that you are no longer thrilled about going to Taiwan, even if it has a completely different history.

In the second paragraph, the author gives us one way of avoiding the boredom—collecting maps. Pradip Shah's example and the three examples he uses to explain what he does are supporting details in the form of examples.

Supporting Detail: His visits to Amsterdam include a mandatory visit to the same shop on the Dam Street for as long as he can remember.

Division of Supporting Details into Major and Minor Supporting Details: In the last paragraph of the above passage, we came across an instance of major and minor details. Let us first understand the distinction between the two. We will then look at how the two are present above.

The Cream of the Piece

In any piece of writing, the **major details** are used to explain and develop the main idea. **Minor details**, on the other hand, help to explain and clarify the major details.

For instance, in the last paragraph of the above passage, the example of Pradip Shah has been taken to explain the strategy of collecting old maps as one of the ways of getting over boredom. Pradip Shah represents the major detail, while the specific examples of Manhattan, Amsterdam, Sydney and London have been used in order to explain and clarify the major detail.

Strategies for Identifying Supporting Details Apart from the fact that you need to practice these skills more and more, there are some specific strategies that will help you predict upcoming supporting details.

Strategy One: Anticipating Lists When the author uses what can be called a ‘list word’, as a reader you can predict an oncoming list (of reasons, causes, effects, examples, factors, merits/demerits, etc).

Being prepared for the same will help you better map the author’s idea structure. Some words that announce an oncoming list are:

1. A few
2. Some
3. A series of
4. Several
5. A number of
6. First of all
7. Sometimes, the author might use a specific number to prepare you for an oncoming list. Thus, he might use something like—Three specific

reasons, Two examples, etc.

8. Another common structure used by authors involves the relative grading of the components of a list. Thus, the author might talk about **Principal and subsidiary reasons** or **effects**

Strategy Two: Identifying Additions: Additions introduce major details. Words that announce additions include:

1. On top of
2. Moreover
3. Also
4. In addition to
5. Next
6. After this
7. Lastly
8. Firstly
9. Secondly, etc.

The Cream of the Piece

Mind Mapping—Understanding the structure of the passage to get a better grip of the same: As already explained earlier, your objective while reading is to create your own skeleton/map of the passage and the closer it is to the skeleton/map of the author, the better will be your understanding. Supporting details are a crucial factor while trying to create these mental structures. Improving your skill in identifying and then predicting supporting details will go a long way towards helping you gain a closer insight to what the author is trying to convey.

Before moving on to the next dimension, the student is advised to work on his ability to identify supporting details in the structures mentioned above.

Dimension Four (A): Understanding the Use of Transition and Idea Organisation Patterns

Most writers have a tendency to use structures/words/phrases that show

relationships between ideas. The use of these structures/words/phrases in writing, guides the reader in a similar way as a road sign helps a tourist understand directions.

These relationship structures and words/phrases can be classified under the following categories:

(A) Transitions

(B) Idea Organisation

Let us now look closely at each of these relationships:

(A) Transitions Transitions are words or phrases that show the relationship between ideas. They are like milestones on a road that guides travelers. Consider the following statements:

Your skills at the English language can be substantially improved. You need to improve your vocabulary.

Your skills at the English language can be substantially improved. First of all, you need to improve your vocabulary.

You might have found the second item easier to understand. The only difference between the two items is the presence of the words ‘first of all’. They give you an indication that the writer is planning on explaining several ways of improving your English language. Hence, you can anticipate an upcoming list of ways in the next few sentences. Based on this anticipation, you can prepare a mental framework of the structure of the idea presented by the author.

Transition words or phrases, can be classified in the form of:

(a) Addition Words These words signify an addition to the thought. An addition transition can be identified with the use of any of the following types of words.

also	further	secondly
next	in addition	furthermore

firstly	lastly	finally
moreover	another	one
additionally		

The following examples will clarify addition transitions for you:

(i) An important dental warning sign is bleeding of gums. Another is a tooth that shows sensitivity to hot or cold.

(ii) In the early seventies, there were three youngsters who broke into the world of professional tennis simultaneously. The first was Jimmy Connors, the next Bjorn Borg and the third Vijay Amritraj. Together, they were known as the ABC of tennis.

(iii) The diesel passenger car is a peculiarity seen exclusively in the Indian transportation scenario. Another is the steam engine driven train. You would not find these anywhere in the world.

(b) Chronology Words These words signify a chronological relationship between the ideas presented under the structure. The following words signify chronology.

before	first	last
eventually	soon	next
after	then	previously
finally	until	now
while	since	following
preceding	second	immediately
during	often	later
as soon as	frequently	when
during	subsequently	one after the other

The following examples will clarify the concept of chronology words.

(i) The performance of the company has been extremely encouraging during the last quarter.

(ii) During the winter months, the whole of the Indian Railway system is paralysed due to the fog that

prevails across the breadth of North India.

(iii) Tiredness sets into an office worker by the time he has his lunch. It worsens by the time he gets home.

(B) Idea Organisation Patterns Very often, authors use standard structures to connect between different ideas. The ideas might be **supportive to** or **illustrative of** the central idea.

The Cream of the Piece

Idea organisation might occur in one of the following formats:

1. The list of items format
2. The chronological format
3. (a) The Idea–Example/Illustration format
   (b) The Idea–Restatement/Reiteration format
4. The Comparison format
   (a) The Contrast format
   (b) The Parallelism/Similarity format
5. (a) The Cause and Effects format (Single cause and multiple effects)
   (b) The Causes and Effect format (Multiple causes and single effects)

Before we take a closer look at each of these, it is imperative for you to understand that these idea organisation patterns may be applied in a format where the entire structure appears in a short span of two to three lines at one extreme. On the other hand the structure might be used in such a format that it is applied to an entire paragraph. In fact, at times, an idea structure might span the length of an entire passage.

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

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

While the theoretical contents of this book have been created after a lot of painstaking research, language being a field of endless possibilities, there will

always be more idea organisation structures which might come across while you read. Hence, we would like to encourage the readers of this book to not only try to identify one of the above listed idea organisation structures during their reading, but to also try to discover more methods of idea organisation whenever they read.

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

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

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

A third technology is “mesh networking”. In a mesh, each receiver of a signal also re-transmits it. Every meshed laptop computer, for instance, in effect becomes a node or router on its network. This has three advantages. One is that, as with spread spectrum, signals can be sent at very low power, since they only have to travel to the next user’s node, which will be hundreds of meters, instead of kilometers, away. Another is that each newcomer to the network not only uses, but also adds, capacity. A third is that the network will be robust, since traffic can be rerouted easily if nodes fail, the approach already taken by the internet.

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

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

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

principle structure in a paragraph or even in a passage.

Idea Organisation Pattern 2: **The chronological format:**

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

The Cream of the Piece

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

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

Consider the following example that illustrates the same:

No President wants to hear that the economy has stopped producing new jobs three months before election-day. But for George Bush, the news that only 32,000 new jobs were created in July is doubly troubling. This paltry number makes it almost certain that he will be the first president since Herbert Hoover to face the electorate with an economy that has fewer jobs than when he took office (as John Kerry's campaign delights on pointing out). What makes this all the more embarrassing, however, is that the White House has lately gone out of its way to claim responsibility for the short-term performance of the jobs market.

After enduring months of a "jobless" recovery, George Bush's team was quick to claim credit earlier this year when the pace of jobs growth finally accelerated. John Snow, the Treasury Secretary, argued that the creation of over 300,000 new jobs in March "clearly demonstrated" that Mr. Bush's tax cuts were working. These tax cuts, he suggested, were "driving job creation". The administration did not simply claim that the huge fiscal expansion of the past three years had helped cushion America's recession (which would have been correct). It went much further. Tax cuts, intoned every Bush official, were the elixir behind the jobs recovery.

Now that the payroll figures have weakened, the Bush team is squirming. White House aides offer a slew of reasons why the statistics which just a few month ago " clearly demonstrated" the wisdom of Mr. Bush's economic policies should now be discounted. The president himself pretends the bad news

simply does not exist. “We have a strong economy and it’s getting stronger,” he claimed only hours after the jobless figures were released on August 6th.

The truth is that America’s economy has cooled during recent months. Consumer spending slowed during the second quarter, particularly in June…...

The chronological format of organisation is an extremely widely used structural format. It is very common in most writing that you will come across. We would advise you to look for more instances where an author uses a chronological format as the principle structure in a paragraph or even in a passage.

Idea Organisation Pattern 3

(a) Idea Example/Illustration
(b) Idea restatement/ reiteration

Most authors will give you multiple chances to understand the idea that they are presenting to you. This is because, in order to communicate successfully, an author must help his readers understand the words and ideas that he is expressing. Many a times, authors realize that writing a key idea in one sentence might not be able to successfully communicate the same—as a reader might miss the idea. To overcome this problem, most authors prefer to clarify their key ideas through examples/illustrations or through restatement/reiteration to make the reader connect better to the idea.

This is typically done through two structures of writing:

(a) The Idea–Example/Illustration format
(b) The Idea–restatement/reiteration format

(a) The Example/Illustration format One of the most common styles of idea presentation is the example/illustration format.

The Cream of the Piece
Under this structure, an author first introduces a new idea and then, follows it up with an explanation of the same. The explanation is in the form of an example/ illustration.

The following example serves the purpose of clarifying the idea in the

mind of the reader.

The following paragraphs use the example based structure of writing:

(i) The truth is that America's economy has cooled during recent months. *Consumer spending slowed down during the second quarter, particularly in June. Employers are once again leery of hiring new workers. Production indicators are showing a down-ward trend.*

The italicised part of the paragraph above has the author using three examples to explain the point **that the American economy has cooled during recent months.**

(ii) Progress is being made, albeit slowly. *Democracy has brought increased (and better directed) social spending. Economic growth has returned after several years of stagnation. New political forces and the alternation of power are making politics more representative.*

The italicised part of the paragraph above has the author using three examples to explain the point **how progress is being made.**

(iii) Setting up a business abroad has always been risky, and not just financially. *To create a colony of 90,000 white settlers that, in the late 17th century, earned enormous profits from growing tobacco in Virginia, required the immigration of around 116,000 people. The chaps who sailed for India a century later had to endure even worse. "The variety of means by which a man could be carried off was quite bewildering," observes a recent book on the East India Company." Malaria, typhoid or enteric fever, cholera, dysentery and small pox were the most common diseases, and the bites of scorpions and mad dogs were frequently lethal."*

The italicised part of the paragraph above has the author using two examples to explain the point **that setting up a business abroad has always been risky.**

The following paragraphs use the illustration based structure of writing (Note that there is a very thin line between example and illustration):

(i) A resident of Najaf, who loathes the militants, was scornful of the Iraqi forces' capabilities. *"The national guard of the Iraqi army fires into the air," he said. "The Mahdi army shoots to kill."* The ill trained fighters of the Mahdi army are in fact, rotten shots. But no one doubts their eagerness to shed blood, whether their own or other people's.

In the paragraph above, the italicised statement of the resident of Najaf is an illustration of **his scorn for the capabilities of the Iraqi forces.**

(ii) *To his supporters, both inside and outside Venezuela, Hugo Chavez is a cross between Che Guevera and Mother Teresa.* He is, as they see it, the standard bearer of a superior alternative to a Latin America impoverished by 'neo-liberal' economics and elitist, merely formal, democracy.

In the paragraph above, the italicised sentence has illustrated the idea the author is trying to present. The idea is in the next sentence, i.e., a **superior alternative** to 'impoverishment' (illustrated in his comparison with Che Guevera) and 'merely formal democracy' (illustrated in his comparison to Mother Teresa).

The following words show example/ illustration usage:

for example	for instance	to illustrate
as an example	including	
like	such as	to be specific
specifically	for one, etc.	

(b) The Restatement/Reiteration format This format of idea presentation is again commonly used by authors.

The Cream of the Piece

Under the **Restatement format**, the author first presents an idea and then rephrases the same idea in other words. Most often, the restatement is in simpler words than the original statement and hence easier to understand.

Consider the following extract from an article:

A very tentative conclusion is that while America is practicing for another September 11th, the threat of Islamic militancy is becoming less spectacular, more general and more unpredictable. *In short, it may be becoming more like the sort of insurgencies that Britain has fought during many decades.*

The italicised part of the paragraph above has the author restating the point, making it clearer to the reader.

The Cream of the Piece

Under the **Reiteration format**, the author restates the original idea, with greater emphasis or force. This style serves to push through the point more emphatically into the reader's mind.

Consider the following extracts:

(i) The Indian policy of having a closed economy proved to be an impediment to the growth of the economy. *So severe was the negative impact of these policies, that by the late 1980s the Indian economy started to look increasingly fractured and handicapped.*

The italicised part of the paragraph above has the author reiterating the point not only making it clearer to the reader, but also increasing the force used in stating the same.

(ii) Roger Federer is considered to be a great tennis player. *In fact, he is considered to be one of the greatest of all time.*

The Cream of the Piece

Note that the restatement/reiteration, like all idea organisation structures, might come immediately after the original idea is presented or might come later in the passage.

Idea Organisation Pattern 4 Often, in order to explain a point completely, one needs to make a comparison between two or more ideas. The comparison might be in the form of a similarity or a contrast.

A similarity uses the structure—'A is like B'. In such a case, the similarity between A and B is brought about.

A contrast uses the structure—'A is different from B'. In such a case, the differences between A and B are highlighted.

The Cream of the Piece

A comparison format might show how two or more things are similar or how they are different or both. In this structure of idea organisation, the author compares/contrasts two or more ideas/points/examples.

As is clear from the above description, the Comparison format can be divided into two sub types:

4 (a) The Contrast format

4 (b) The Parallelism/Similarity format

(a) The Contrast format In figurative terms, contrasts can be visualised as Y junctions—where a fork in a road leads towards two different directions. Looking at it, one notices the difference between the two forks.

Consider the following statements:

The organisation pays the executive handsomely. He doesn't work very hard.

The organisation pays the executive handsomely even though he doesn't work very hard.

It is clear that the second style of writing is much superior than the first, since it is easier to read.

The following words can be used to show contrast.

but	instead	on the one hand
on the other hand	still	even though
yet	in contrast	as opposed to
against this	in another way	however
in spite of	differs from	although
on the contrary	despite	inspite of
unlike	nonetheless	nevertheless
conversely	rather than	while
difference	opposite	

The following examples use this structure of Idea organisation:

(i) For any American President hoping to claim victory in the war on terror, such an analysis brings both good news and bad. *Massive, potentially election-wrecking attacks look less likely, though not impossible. On the other hand, it would no longer be possible to claim–as Mr. Bush would doubtless like to claim–that by knocking out Mr. Bin Laden, the war has been taken to its final round.*

(ii) *Has brave America got Mr. Bin Laden cornered? Or is America bravely stepping up to face head on a renewed threat from Mr. Bin Laden?* Both, is the answer.

In each of the paragraphs above, the italicised statements make a contrast between two ideas.

(iii) *A common myth about electromagnetic waves is that they bounce off one another if they meet. They do not. Instead, they travel onwards through other waves forever (even though they eventually attenuate to the point where they become undetectable.)*

The paragraph above uses a flip-flop-flip structure of argumentation, i.e., an idea is presented, it is then contrasted and then, the contrast itself is contrasted.

(b) The Parallelism/Similarity format Similar to the contrast format, the parallelism format is the discussion of the likeness of two or more ideas.

In figurative terms, it can be seen as two parallel roads, which are similar to each other. Looking at them, one notices the similarities between the two.

Consider the following statements:

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

Now consider the same sentences, written differently:

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

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

The following words are used to create similarities/parallelisms:

as	just as	similar
similarly	likewise	just like
same	alike	in the same way

in a similar manner	equally	in like fashion
in a similar fashion	resembling	

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

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

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

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

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

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

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

In the early part of the 21st century, the introduction of low cost airlines to the Indian skies (SINGLE CAUSE) caused paradigm shifts (MULTIPLE EFFECTS) in the way people traveled in India. There was a shift of air conditioned train travellers from trains to aeroplanes. Middle class and even lower middle class families experienced air travel for the first time. The distance measured between cities in terms of the time of travel suddenly started sounding much more manageable** Mumbai—Delhi was suddenly two hours instead of sixteen. Businesses started to use the opportunity to expand like never before.

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

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

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

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

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

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

Another example of this format is given below:

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

Why not? There are several reasons. Compared to America, the benefits system is relatively generous and fairly stable, which may be more important: abrupt reforms in the late 1980s sent many young men on to the streets. And the alternatives to living alfresco are better than in New York, and better than they used to be. London’s direct-access hostels have converted dormitories into single rooms, which means fewer beds (about 3,000 today, compared with almost 10,000 in the early 1980s) but more enticing ones.

(d) Multiple causes–multiple effects Consider the following extract:

In the later part of the 20th century, the increasing prominence of private sector jobs coupled with the disillusionment with government jobs(MULTIPLE CAUSES), precipitated a series of changes in the psyche of the Indian career aspirant(MULTIPLE EFFECTS). For starters, their conception of what they wanted in a job changed. Job security gave way to job profile as the principle word that defined the way they made their choices. Private sector jobs started to become more lucrative and more appealing to career aspirants in general. The focus of the way they spent their time in their universities also underwent a major change as a result of this.

The Cream of the Piece

Although sometimes an author will use only one idea organisation pattern in a passage, very often authors use multiple idea organisation patterns within the same passage. Hence, you need to be open to identifying and interpreting multiple idea organisations when you see them inside a passage.

It is not necessary for authors to use addition or chronological words prior to using an idea organisation pattern. In some passages, you will come across the use of idea organization patterns without the use of any words which will signal an oncoming pattern.

Dimension Five:Facts, Opinions and Inferences

Let us first understand what facts and opinions are. We often come across situations where a person gets emotional about an issue and starts to speak and give his/her opinions on the basis of emotions, wherein he/she is expected to speak objectively. Especially in formal situations, people want to hear facts rather than emotional opinions.

Consider the following statements:

Opinion	**Fact**
Jawaharlal Nehru is to date the best Prime Minister India has produced.	Jawaharlal Nehru is the first Prime Minister India has produced.
The Indian Economic Tiger is all set to capture the world.	The Indian economy has grown by over 7% for the last three years.
State Bank of India is India's best bank.	State Bank of India is India's largest bank.
Around the turn of the century, Sachin Tendulkar was the greatest batsman in the world.	During his playing career, Sachin Tendulkar went on to make the highest number of test centuries by any batsman in the world.
IIM Calcutta is a very good institute. (Author's note: Even though this is largely accepted as a fact, this is still an opinion, since what is very good is a subjective issue and hence, cannot be defined or verified.)	IIM Calcutta was the first IIM.
The government has met all its promises in the first hundred days of its office.	The government has been in office for hundred days.
There is little symbolism in Greek art.	Greek art dates back to the BC era.
Internal conflicts are always psychologically interesting.	An internal conflict can be defined as a conflict within a person's mind about his objectives.
The detective story by Erle Stanley Gardner can be described as a glorification of intellectualized conflict.	Erle Stanley Gardner, is a leading detective story writer.
Derrida's work is complex in the extreme.	Derrida's work is based on the theory of deconstruction.

Contd.

What is the principal difference that you notice between the two columns above?

Each of the entries under the **Fact** column is something which can be easily verified and proven to be true/false, i.e., the statement can be put through the truth test. This is the essential nature of a fact.

The Cream of the Piece

A fact is information that can be proved through objective evidence.

This evidence may be in the form of physical proof or spoken and written testimony of witnesses.

A statement of fact might be found to be untrue on verification. However, that does not change it's classification as a factual statement, since the only thing we are concerned about is that a fact can be physically verified.

The Cream of the Piece

An opinion on the other hand, can be seen as someone's point of view about an issue. There is no way to physically verify the truth of the statement.

Hence, there can always be an opposite point of view that can be justified. An opinion is basically a belief, judgment or conclusion that might be based on observable facts, but cannot be objectively proved true. The opinion may be agreed with or disagreed with as it is open to question. Thus, if someone tells you that the food at Taj Lucknow is great, it might be his/her individual opinion. You might dine at the same hotel and come to a very different conclusion. Normally, it is widely accepted that more the number of opinions within a piece of writing, the greater is the bias present in the article.

It can be seen from the table above that in simple writing not involving advanced ideas and language structures, it is extremely easy to identify the difference between a fact and an opinion, but when the ideas presented start to become complex, the differentiation starts to become more and more

difficult.

To Bell the CAT

The skill to differentiate between fact and opinion is a key skill possessed by expert readers and it is tested extensively in the CAT examination.

Hence, mastering this key skill is extremely crucial for the student. The only way to do so is to continuously practice and apply the differentiation between fact and opinion while reading any piece of writing.

The Cream of the Piece

A handy way to identify opinions is that normally, opinions contain a set of 'value' words—words which show judgment. These words are subjective in nature because they interpret reality from the writer/speaker's point of view.

Given below is a list of some value words:

Best, The best, worst, bad, good, wonderful, disgusting, interesting, dull, better, amazing, beautiful, fanciful, excellent, etc.

Whenever you come across any statement using value words similar to the list above, you should realize that an opinion is being expressed. Besides, words such as should, would, ought to, must, etc. signal an upcoming opinion.

The Cream of the Piece

In most writing that you will come across, purely factual information is not easy to come by. When most writers and speakers communicate, they rapidly alternate between stating facts and opinions about an issue being discussed. Hence, what is communicated has a sprinkling of bias (which is almost unavoidable.)

However, a lot of writers do try to remain as objective as possible. News items based on event reporting, scientific reports, descriptions of events/experiments, etc. are examples of writing that is mostly factual and hence, unbiased. On the other hand, other types of materials such as editorials, political speeches, advertisements, analysis of events, etc. are examples of writing which contain opinions and hence, are biased by nature.

As a reader, both facts and opinions are crucial for you. All good readers have the ability to differentiate between fact and opinion. Knowing the

difference is important in evaluating what is read, because most of what we come across as readers is a mixture of fact and opinion.

It is important to note that, even though opinions cannot be verified to be true, their relevance to everyday life is immense. Some of our most basic foundations and ways of living are built upon opinions. Discarding them is likely to lead to utter chaos in our minds and our lives—since some of those opinions are central to our way of life. Consider trying to live without the following opinions. Each of the list below is an opinion since it cannot be verified and proven to be true.

One should respect one's parents.

Democracy is the best form of governance.

Human life is valuable. (Some of the world's worst tyrants have gone against this opinion, leading to disastrous outcomes for humanity.)

The Cream of the Piece

The relationship between fact and opinion is similar to a pillar supporting a building structure. Writers state facts in order to give support to their opinions. In the absence of facts to support one's opinions, they are unlikely to stand the test of any logical interrogation.

For e.g.: B.S. Chandrasekhar is the best batsman produced by India.

(Surely, you must be kidding!! You just need to look at the records of some of the batsmen India has produced and compare them to B.S. Chandrasekhar's batting records. **The facts simply do not support this opinion.**)

Directly opposite to an opinion which is negated by facts, is the opinion which is supported by it. This kind of an opinion can be called an informed opinion. The more the facts that support an opinion, the more the people that are likely to agree with it. And the more people agree with an opinion, the more it starts to be accepted as a generic opinion which is not to be questioned—it gets closer to be accepted as a pseudo fact.

For Your Better Understanding

In each of the following sentences, identify whether the author is stating a fact or is making an opinion or using a mixture of both.

1. If you are a rural parent, you would see little point in most of the news reported in the media on matters of education, including some of the controversies and debates concerning ideology in textbooks.
2. The urban world, in which middle class children routinely move on from one level to the next, and eventually seek admission to a college, dominates current reporting and writing about education.
3. Pass percentages are not calculated separately for rural and urban schools, and research which might provide such differentiated awareness has not been done.
4. The NCERT, that I saw four months ago, looked rather difficult to recognize in terms of its original memorandum.
5. In mid-November, when the plan to review the National Curriculum Framework was announced, I met the press and found it stuck to its oppositional mood.
6. Sceptics and critics will undoubtedly continue to see politics in everything.
7. In matters which constitute the frontier of educational services, the specific requirements of rural education are quite poorly appreciated.
8. Productivity growth is probably the single most important indicator of an economy's health: it drives real income, inflation, interest rates, profits and share prices.
9. Since 1996, America's productivity in terms of output per man hour has grown by 3% every year, which is double the pace of the first half of the 1990s.
10. America's growth in labour productivity is likely to slow, even though it should remain faster than in the decade before 1996.

The Solutions

1. Opinion. This cannot be proved to be true.

2. Fact + Opinion (The last part '*dominates current reporting and writing about education'* is an opinion.)
3. Fact, since whatever the author states here can be put through the truth test.
4. Opinion.
5. Fact + Opinion. The author's mid-November meeting with the press can be verified, but the press being stuck to its oppositional mood is something that cannot be verified to be true or false.
6. Truth of the statement cannot be verified. Hence, clearly an opinion.
7. Opinion.
8. Opinion supported by facts.
9. Fact.
10. Opinion.

Dimension Five (B): Inferences

'Reading between the lines' is a phrase that best summarises what is meant by an inference. An inference is an idea that you pick up in your reading, even though it is not directly stated in what you are reading. In essence an inference is akin to an implied idea, and is extremely crucial for a full understanding of the author's ideas.

Making inferences is a common mental activity that happens everyday in our lives. It is not just confined to our reading, but even to our experiences in all other activities. Consider the following situations:

- Suppose, you are going to the railway station and find that the road leading into the railway station is jam packed, with many more cars than normal. You might infer that the trains are likely to be much more crowded than normal.
- You meet a woman with a 3 month old child in her arms. You would most likely conclude that she is married and the child is her baby.
- You see a cavalcade of cars going on the road, and infer that someone important is inside the same.

- You see a person driving an expensive car and conclude that he is rich.
- Based on the behavior of a person you meet, you make inferences about his upbringing, his education and exposure in life.

Thought Gems from an Expert

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

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

The Cream of the Piece

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

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

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

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

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

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

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

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

Let us now look at Skill Level One in detail:

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

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

Inference: There are several indicators of an economy's health—out of which productivity growth is one of the most important.

2. Does Turkey qualify as a European country in order to qualify itself for EU membership?

Inference:

(a) Turkey is not an EU member presently;

(b) In order to become a part of the EU, a country needs to meet the parameters set for being a European country;

(c) EU membership is still open for discussion.

3. Those countries opposed to extending Europe's borders up to Syria and Iran feel that such a Europe would have little consistency.

Inference:

(a) Some countries are in favor of extending Europe's borders up to Syria and Iran;

(b) There is currently no clear demarcation of the geographical boundaries of Europe;

(c) Countries that will be included in Europe by extending its borders up to Syria and Iran will be culturally, sociologically and economically different to the conventionally defined European countries.

Skill Levels Two and Three mentioned above with respect to drawing inferences are more complex for two principal reasons.

Drawing inferences out of groups of sentences (Level Two as defined above) or from groups of paragraphs (Level Three as defined above) involves being able to

(a) Draw a string of inferences related logically to one another; or

(b) Draw a common inference hinting at something that can be commonly inferred throughout one paragraph or across the entire passage.

Since inferences do not announce their arrival and simply creep in behind what is explicitly stated doing either of this is a complex skill.

Consider the following paragraph:

Astrologers habitually prone to goof-ups now have an excuse for why their predictions have been going haywire: the emergence of newer and newer planets that have caused their calculations to go awry. For the international team of astronomers who recently discovered eight new planets, the new arrivals are, however, a cause for excitement. Indeed, even as the rest of the world continues to be consumed by a morbid passion for shiny new war machines, deadly chemicals and sinister war tactics,

astronomers have been doggedly searching the heavens for more heavenly bodies in the belief that the search will take us closer to a more exalted goal that of knowing the truth about us and the universe. “Reality is much bigger than it seems… the part we call the universe is the merest tip of the iceberg,” one scientist remarked. How true. In the beginning skeptics wouldn’t accept that the earth actually moves, let alone that it revolves around the sun, because of an unshaken belief that the earth was the centre of the universe. We’ve come a long way . Today, scientists have spotted nearly 80 extra-solar planets using sophisticated instruments.

Inferences:

Astrologers make their predictions based on their calculations of known planetary positions.

Newer Planets are always discovered.

The author is against war and spending on war.

The author has a positive disposition towards scientific discoveries in general.

The instruments used by astronomers today are much more sophisticated than what was used in the past.

Astrologers’ have little scientific basis for their predictions.

As you can experience in the paragraph above, and indeed in full length passages, being able to draw a series of correct inferences creates a kind of a ‘*net of understanding*’, which runs parallel to and below the explicit understanding of the passage. The denser this ‘*net of understanding*’, the better is your comprehension of the passage and the author’s intention.

As you continue to read a passage, the creation of this parallel net of understanding helps you connect better to the author’s idea structure as well as to the probable future direction the author is likely to take in the remainder of the passage.

ADVANCED DIMENSIONS OF READING SKILLS

Dimension Six: Identifying Purpose and Tone

As we already saw through dimension five, behind everything ever written,

there is always a living person, who has his own collection of facts and his own opinions about the issue being talked about.

The author also has his own **purpose** for writing the passage, and typically conveys the ideas he wants to convey by using a particular **tone**—something that gives us an insight into his/her attitude and feeling.

Purpose We first look at **Purpose**: Identifying the authors' purpose of writing helps us in several ways:

(a) It improves our connection with the author

(b) It helps to improve the anticipation about the direction the author is likely to take.

There are three common purposes for writing any piece:

1. Informative/Descriptive Writing This type of writing is one whose objective is to inform / teach the reader about a subject, an event, a process or an issue.

The Cream of the Piece

Informative Descriptive Writing is the most common purpose of writing. It can be in two forms:

(a) Narratives (informing in a narrative fashion, the outlines of an event/happening) or

(b) Informative Articles: (Articles informing about the various dimensions of an issue.)

Writers writing with the purpose of informing/ teaching normally stick to facts and verifiable information. In such writing, the facts are presented as part of the main idea structure, while the supporting details are in the form of examples, illustrations, parallelisms and contrasts. Opinions are mostly conspicuous by their absence in such writing.

To Bell the CAT

An analysis of the various passages of the CAT paper of the past few years will clearly show you that the CAT (and indeed all other Management entrance exams) are filled with passages that can be classified as informative writing.

The passages on Derrida's work (Passage II of the CAT 2005 paper solved in the chapter on

solved CAT passages) and on Game theory (Passage I of the CAT 2005 paper solved in the chapter on solved CAT passages) in the CAT 2005 paper are examples of informative writing. Similarly, the CAT 2003 paper had four of the five passages that could be classified as primarily descriptive passages: As given in the chapter on Solved CAT passages they appear as: Passage 1 (Topic: Panchayati Raj Institutions), Passage 2 (Greek Architecture), Passage 4 (Education in the twelfth century) and Passage 5 (Development of Aviation).

Hence, as an aspirant, your focus should be on improving your ability to convert factual informative writing into symbols and pictures inside your mind.

2. To Persuade This is another common purpose of writing.

Such writing is opinion driven and has the primary purpose of convincing the reader about the author's point of view.

However, there is a fair sprinkling of facts on which writers draw upon to support their point of view and convince the reader about the same. Hence, such writing contains a mixture of facts (which act as supporting details) and opinions (which give the main ideas of the passage). The bias towards one opinion is clearly reflected in such writing—since all the facts presented as supporting details are normally in favor of the author's opinion. Words such as *should, must, ought to, need to,* etc. are clear giveaways of persuasive writing since they are clear indicators of the author's opinion.

To Bell the CAT

Like Informative writing, persuasive writing is also commonly used in CAT and Management entrance passages.

In the context of the CAT 2005 paper the passage starting with the words 'Crinolene and croquet are out' (Passage III of the CAT 2005 paper, solved in the next chapter on solved CAT passages) and the passage on Straddlers starting with the words 'When I was in class in Columbia' (passage 4 of the CAT 2003 paper in the next chapter on solved CAT passages) can be classified under this type of writing.

3. To Amuse/Entertain Another common purpose of writing is to lighten up the reader by amusing/entertaining him/her. Such writing might be in the form of fictional or non-fictional writing.

In either case, there is normally satire or adventure involved.

Most leisure reading comes in this category of writing and every newspaper worth it's name has satirical articles with the sole aim of entertaining the reader.

The Cream of the Piece

However, for some reason, Management entrance exams have kept off such writing for the extracts they use to form their questions.

As a student of English, we would encourage you to find writing of each of the three types mentioned above in your day to day reading.

Tone We now move to the **Tone** of the author:

The tone of an article indicates the author's predisposition towards the subject. By identifying the tone of the author, we can judge his/her attitude/emotional standing towards the subject.

This helps us improve our predictions for questions which go beyond the boundaries of the passage.

The author of any piece of writing gives a fair view of the tone of the passage through the words and the details used in expressing his ideas. Hence, the tone is decoded through the words and the details that the author uses in his writing.

Especially concentrate on the kinds of adjectives and adverbs the author uses while trying to identify the tone of the passage.

The tone of the author can be identified by making a mental list of the adjectives and adverbs he/she uses. Words such as:

- Little, lovely, plain, exquisite, beautiful,
- incongruent, depressing, disgusting, bright,
- optimistic, factually, neutral, doubtful, surely,
- serious, grim, joyous, playful, sympathetic,
- nice, intransigent, flexible, tragic, happy, sad,

- delightful, delicious, inane, etc.

Depending on the basis of the adjectives/ adverbs used, as well as by the force with which they are used, we can get hints about the author's emotional orientation towards the topic. Some examples of tone, with their cue words are given as follows:

Tone	**Types of Words Signifying the Tone**
Critical	Words with a negative meaning such as incongruent, depressing, disgusting, doubtful, grim, etc.
Humorous	Words and situations with irony, punch lines and double meanings.
Disappointed	Words with a negative connotation—used in a lesser degree than in a critical or a depressing tone

Other examples of tones are factual, analytical, critical, disparaging, tolerant, neutral, hopeful, matter of fact, admiring, nostalgic, regretful, amused, arrogant, etc. As an aspirant for competitive exams, you should try to develop a sense of identifying the author's tone while reading a passage.

Dimension Seven: Recognising and Evaluating Arguments and their Common Structures

There is an undeniable relationship between writing and thinking. During the process of writing, the writer opens up his mind's thought processes for the readers. Being on the reader's side of a written piece, one of the most important tasks before us is to be able to separate the principal arguments that the author is making, from the supporting reasons and other details that are mentioned in the passage.

This is especially important for articles that are written to persuade. In such articles, being able to decipher the author's argument has to be the

principal purpose of the reading. It is therefore, essential to be able to recognize and evaluate arguments.

The Cream of the Piece

An Important point to note: Even though the full and final argument of the author will normally only be clear at the end of the article, most authors write in such a style so as to leave enough clues for the reader to understand the drift of the argument prior to actually stating it. It is obvious that the earlier you are able to catch the argument, the better it will be for you. This is because of two principal reasons. They are:

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

(2) **Faster reading speeds:** Being able to predict what the author's principle argument is, early on in your reading is important since it helps you in reading the remainder of the passage much faster than normal. This is because your reading's objective will change from being driven by the need to explore the idea, to the need to confirm your predictions. You will

only need to slow down a bit when the passage's idea structure takes a turn that you might not have expected. At such a stage, as the reader, you just need to expand your prediction of the author's argument to include the new argumentative direction and then continue to read at a faster rate.

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

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

The Cream of the Piece

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

This is important since the purpose of an argument is to persuade. While persuading someone, we are concerned with influencing the way people think or act. In order to do so, we have to make an appeal to the reason of the

reader/listener. It is a necessity that there are two conflicting points of view, each of which has its own reasons supporting it. While writing an argumentative passage, the author imagines the reader as an absent listener and hence, tries to address his/her mental frameworks. Hence, while reading, thinking of the author as a live person writing for some real purpose is important to catch the argument. When you start reading the passage, as soon as you recognize the objective of the writer as one of persuasion, you should start looking for the principle argument he/she is making. Ask yourself the question—'What point is the author trying to convey to me as a reader?' 'The details and the reasons used in the passage are supporting which principle argument?' The quicker that you identify the answer to these questions, the quicker you will have the main argument of the author.

Arguments are extensively referred to in passages written for description purpose. For example, consider this statement from the passage on Greek architecture in the CAT 2003 paper: 'Greek art is intellectual art, the art of men who were clear and lucid thinkers, and it is therefore, plain art.' The sentence is an entire argument in itself. The author is making a claim and justifying the same in the same sentence. The likelihood is that the author will either build upon or further support this argument throughout the remainder of the paragraph in which this sentence appears as a starting sentence. As a gentle reminder, I would like to remind you that we had identified this article as primarily description based. This goes to prove the point that arguments are at the heart of every communication. Hence, they are at the heart of every paragraph and every passage of any kind.

Evaluating Arguments: Why is it important to be able to evaluate arguments?

Evaluating arguments for their strength and forcefulness is an important aspect of our lives.

The ability to critically determine how much of an argument one should accept and on what points to attack someone else's arguments is a crucial skill needed for success in every sphere of life today. In fact, it is doubly important in the field of management.

To Bell the CAT

In the context of aptitude based exams like CAT, XLRI, other management entrance exams as well as for Bank PO exams, the ability to evaluate arguments is important from three points of view:

(a) In the context of Reading Comprehension, since all passages are filled with arguments, besides being able to identify the argument structure used by the author, we also need to be able to recognize the strength and relevance of the supports used in the arguments.

(b) Critical Reasoning Questions, another important aspect of the CAT exam (explained in details in the Part 3 of this book) is mostly about evaluating arguments, their support, the adequacy and the relevance of the supports.

(c) A specific type of question evaluating the strength and weakness of arguments is asked in Banking and other exams. Such questions are outside the scope of this book, but are also to be solved using the principles explained here.

How do we evaluate arguments?

The evaluation of the strength or weakness of an argument is done by critically looking at the supports the author has used for his argument. In this regard there are two critical questions that you have to ask yourself with regards the argument's supports in order to evaluate how strongly supported the argument is:

1. Is the support used by the author relevant to the claim he is trying to support? This is seen by evaluating the question against the argument that the supporting point is trying to answer.

Let us take an example to illustrate this point:

Suppose an argument goes like this:

Argument: Mr. Francis should not be made the principal of the school.

Support: His mother was an uneducated woman.

The support here is irrelevant since it does not answer any questions that are likely to be raised against the argument. If it is being argued that Mr. Francis should not be made the principal of the school, opponents of the arguments are likely to attack the argument by talking about his abilities and qualifications that make him suited for the post. Giving a support by talking about his mother's illiteracy does not answer any possible opposition to the claim of the argument.

On the other hand, an example of a relevant claim could be:

Argument: You should buy the car of Brand X.

Support: Brand X cars are amongst the most respected cars in the world and are known for their safety.

2. Is the support used by the author adequate to cover all possible attacks against the claim?

The adequacy of the support of an argument is a slightly different story. In order to check the adequacy of the support of an argument, one needs to anticipate all the issues on which the claim of the argument can be attacked. Supports should then be created for the argument, which would cover all possible dimensions of attacks on the claim.

If an argument is supported in this way, where all possible counter arguments are effectively dealt with, the argument is adequately supported.

Needless to say, an argument that is relevantly and adequately supported, is a strong argument.

Some Standard Structures of Arguments

Type A: Truth or Factual Arguments: Truth arguments involve differing points of view about how reality is (or was or will be). They are different than facts because while facts can be confirmed or rejected by physical verification, a truth argument involves an interpretation of facts. The interpretation of facts, like all arguments, should be supported by strong reasons.

Consider the argument stated above:

'Greek art is intellectual art, the art of men who were clear and lucid thinkers, and it is therefore, plain art.'

This is a factual argument, since it is based on an interpretation of certain facts.

It is important to note that there is a very thin line separating a plain fact and a truth argument based on an interpretation of facts. Authors utilise truth arguments as a basis of a larger framework.

There are three types of truth arguments:

- Definitional Arguments
- Causal Arguments
- Similarity Arguments

Definitional Argument: X is/ is not a Y such arguments are normally built on the basis of criteria matching. This means that when X is found to be similar to or different from Y, the criteria match is used as the most important support to show the truth of the argument. For this purpose, the criterion on the basis of which Y is defined, is first listed out and then it is shown that X is an instance of Y by matching the criteria and its presence/absence in X. Needless to say, definitional arguments are a very important means of argumentation.

Causal Argument: X is/was/will cause Y OR X will not/does not/did not Cause Y again, a commonly used and very important argument structure. It can also be termed as the cause and effect structure.

Similarity Argument: X is/is not like Y similarity argument or a resemblance argument. In this argument structure, two different situations/things/eras/events that have no relation to one another, are compared on the basis of an analogy between them. A perfect case of this argument structure is the CAT 2005 passage on Edwardian summer—the passage which starts with 'Crinolene and croquet are out…' (Passage III of the CAT 2005 paper solved in the next chapter on Solved CAT passages)

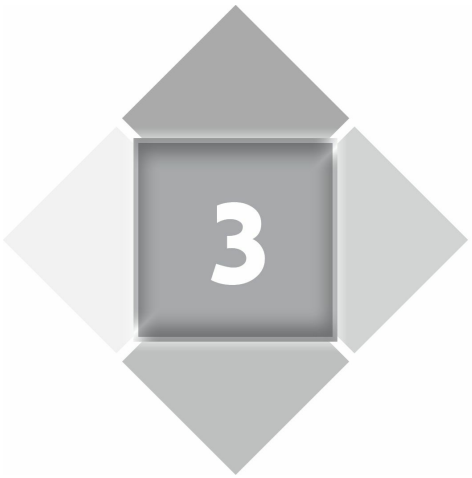
Type B: Values or Judgmental Arguments: Values or Judgmental arguments, as the name suggests, have a value based judgment at their heart. There are two principal types of such arguments:

- Evaluation Argument
- Proposal Argument

Evaluation Argument: X is/isn't a good Y or X is a Bad Y

Proposal Argument: One should/ should not do Y

We encourage the readers to try to start identifying each of these types of arguments in their daily reading scheme.



3 Theory of Reading Comprehension

SOLVING READING COMPREHENSION (RC) IS AN EXACT SCIENCE

Perhaps the first thing that you should realize, as you set out to go about improving your Reading Comprehension skills, is that RC is an exact science. What we mean to say is that there is exactness and a precision to RC and the way its questions are answered. We would go as far as saying that the degree of precision in RC is close to that found in Mathematics.

The reason for the exactness is not hard to find. Consider what an examiner trying to create RC questions based on a passage will be trying to achieve through his questions. His objective is to test your understanding of the ideas contained in the passage. At the same time, he has to create questions that should stand the test of logic and reason. Especially, if the passage happens to be for a paper of CAT or XLRI or similar level exams. The examiner definitely realizes that his questions are going to become a subject of intense analysis by lakhs of students and dozens of training institutes and their trainers across the country. Hence, any scope for doubt or ambiguity about the correct answer in a question is something that a question setter cannot afford to leave.

Hence, even though his primary objective will be to confuse an imperfectly trained mind, the examiner will definitely focus on keeping the correct answer unambiguous. The logic supporting the correct answer hence, is always so strong, that it can be defended against the scrutiny of the entire community of students and analysts.

From the CAT /MBA/aptitude test aspirants' point of view, this translates into the fact that solving reading comprehension is an exact skill—as exact as mathematics is. All you need to do is to be able to think straight and remove self-created confusion in your mind.

The Cream of the Piece

Confused thought being the reason for selecting the incorrect options, your ability to think straight will invariably help you develop your ability for spotting the correct answer.

In this context, working on the seven dimension approach to develop reading skills (explained in detail in the previous chapter of this book) becomes extremely crucial for you as a student. The more you practice and develop those skills inside your mind, the higher will be your ability to get a correct picture of the authors' idea. The more qualitatively superior your picture of the authors' idea, the better your ability to prephrase the answer to the question asked. [As will be explained subsequently, prephrasing your answer is an extremely crucial skill for solving RC well].

TACKLING READING COMPREHENSION ON THE BASIS OF EVALUATION OF SUPPORTS

There is another useful process of solving RC questions—Consider each option of the RC question as a building supported by the foundation—the option being the building and the logic that supports the option being its foundation. As a student trying to solve the question, your objective is to spot the foundation which is the strongest. An analysis of typical

questions set in RC, yields that normally two out of the 4 options fall by the wayside pretty easily since they have weak or ‘false’ logical supports.

Getting to the correct answer then depends upon your ability to evaluate the strength of the logic that supports each of the options.

ALL PASSAGES HAVE A TOPIC, A PURPOSE AND A PLAN

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

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

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

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

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

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

at the end of each paragraph, how the same added to your understanding of the idea structure.

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

— The purpose of the passage

— And the plan of organisation of the passage.

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

Getting to this point should be the primary purpose of your reading. If by the end of your reading, you have not identified the purpose, the plan and the idea contained in each paragraph of the passage, it is unlikely that you will be able to answer questions based on the passage accurately. You are likely to get confused by options that are meant to confuse students who do not have a clear picture of the idea.

The Cream of the Piece

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

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

OTHER THINGS YOU NEED TO PICK UP WHILE READING THE PASSAGE

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

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

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

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

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

Specific Details and their Use in the Passage

Specific details are always used to support the author's view point about the topic. They are never used frivolously, since they have an inherent connection with the plan of the passage. As a reader, during your reading, you should skim over the details of the passage. The idea is to only catch what specific detail is mentioned and where it is mentioned.

You really do not need to go into the details of the specific details by themselves. What you need to do on the other hand, is to look for the logic of why a particular detail has been used in the passage and with which specific idea is the detail connected and how the detail is connected with this idea. The answer to the 'How' might be: to support/strengthen the idea's credibility or to attack/weaken it.

Getting this perspective will help you, since the questions asking about the specific details in the passage, are invariably phrased so as to see whether you have connected 'correctly' with the 'correct' idea.

Getting a view of the author's purpose in mentioning a specific detail will help you prephrase answers to questions the passage puts forth. Another point is that while reading the passage you should be able to distinguish between facts and interpretations that the author makes on the basis of the facts. Interpretations of facts signal idea transitions and the unfolding of fresh ideas

from the author's viewpoint. Hence, you need to slow down while reading the same.

In terms of where the idea of a paragraph is placed within the paragraph, most authors stick to one way of writing throughout the passage. When you start reading a passage, try to identify the authors' specific choice of where he is placing his ideas in the paragraph. The most convenient readings are ones in which the author states the idea within a paragraph in either the first or the last sentence of the paragraph. These are also the most commonly used. However, many a time, the author will write his idea in the middle of the paragraph. The point is, whichever style the author uses, he is most likely to be consistent through all the paragraphs of the passage. If you happen to identify a consistent pattern in the first two paragraphs, you can zip through the passage because you will know exactly where to slow down while reading the remainder of the passage.

The following flowchart could be used as a reference point for improving RC skills:

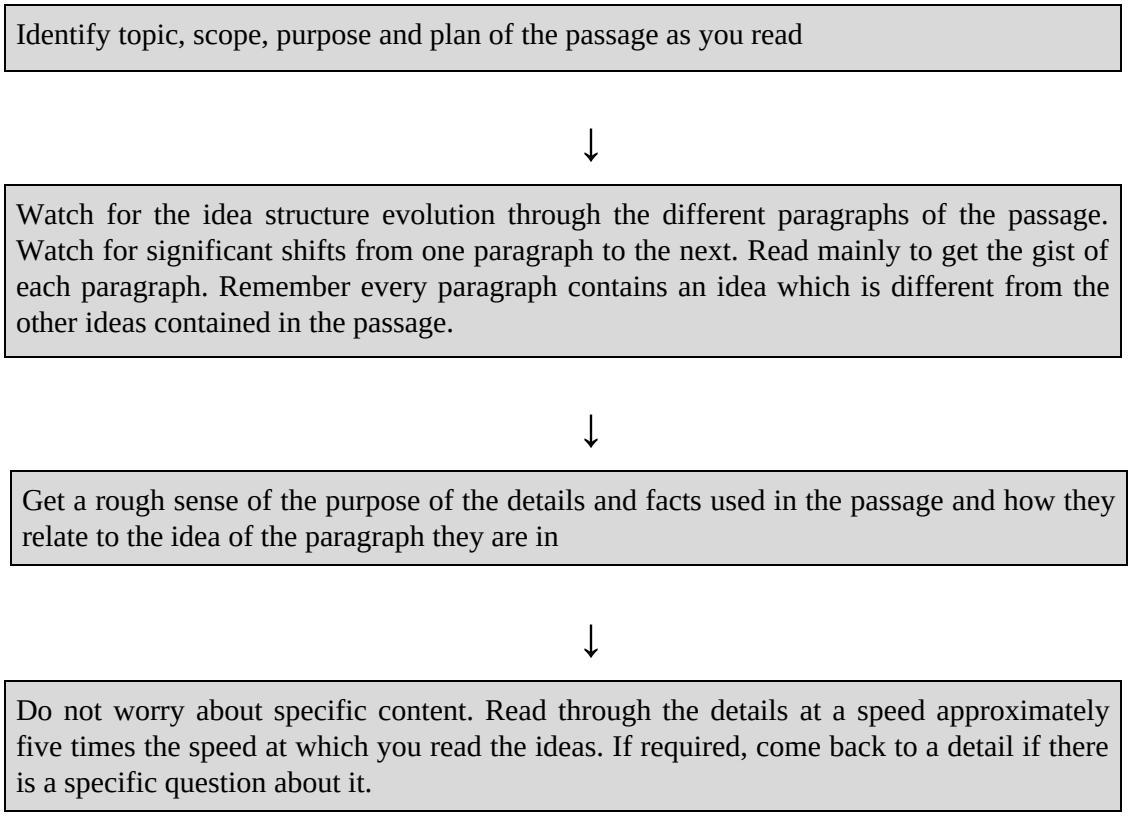


Fig. 3.1

TYPES OF QUESTIONS ASKED FROM READING COMPREHENSION PASSAGE

Global Questions (Main Idea, Overall Organization/Structure of the Passage)

The answers to global questions are to be found throughout the length of the passage. These include questions about:

- The Main Idea about the Passage;
- Logical Structure of the Passage; and
- Questions that ask about the style and Tonality of the Passage.

(a) The Main Idea of the Passage Here, you might be asked to recognize a correct restatement or a paraphrase of the main idea of a passage. Besides, main idea questions also include questions about the author's purpose and objectives in writing the passage, as also to guess a title for the passage—one which summarizes briefly, the main idea developed in the passage.

The following is an example of this question:

The central theme of the passage can be best summarized as:

a. Our grassroots development at the panchayat level is now driven by the "foreign aid" syndrome.
b. Panchayati raj is firmly entrenched at the lower level of our federal system of governance.
c. A truly federal polity has not developed since PRIs have not been allowed the necessary political space.
d. The Union government and State-level parties are engaged in a struggle for the protection of their respective rights.

(b) Logical Structure of the Passage These questions ask you to analyze and evaluate the construction, organization and the logical structure of the passage.

For instance, they may ask about the construction of the passage—whether

it defines, whether it compares and contrasts, whether it presents and supports a new idea or whether it refutes and opposes an ides. Questions might be framed on the assumptions that the author makes in presenting his ideas, or to evaluate how the author's ideas can be strengthened or weakened from amongst a given set of options.

These questions measure your ability not only to comprehend a passage, but also to evaluate it critically. Your answering of such questions depends only on your ability to clearly understand the plan of the passage and your common sense.

You might be given options like:

- A historical point of view is stated, its contours are examined and a later supporting study is described in detail.
- Two opposing points of views about one topic are placed against each other and each is critically examined.
- An assumption is stated, relevant facts are examined, leading to the rejection/acceptance of the assumption.
- A traditional view point is outlined, its supporting structure is analysed and refuted in the light of new evidence.
- A less understood theory is reexplained using fresh contemporary examples.

(c) Questions that Ask About the Style and Tonality of a Passage These questions are based on the language used in the passage. The most common question under this type is the one where you might be asked to describe the author's tone in the passage with options like—'critical', 'supportive' 'enthusiastic', 'pragmatic', 'analytical', 'narrative', etc.

In order to answer such questions, you need to look for the language that is common to the entire passage. Remember the famous English saying —"One swallow does not a summer make." Similarly, one or even a few words of criticism do not make the tone of the passage critical.

Only a tone that is consistently present in each and every paragraph of the passage can be defined as the tone of the passage. You might also be asked to

infer the author's attitude towards an idea, a fact, or a situation from the words that he or she uses to describe it.

At times, these questions may also ask about the kind of source that the passage was probably drawn from, for what kind of audience was the passage written and so forth. Tonal questions are answered by discerning the use of words as well as the reason for the use of words in a passage. In order to deduce the answer to such questions you need to go beyond the literal meanings of the words used in the passage.

The Cream of the Piece

- Do not guess while solving global questions. Guesses do not work since you cannot answer these questions unless you have created a photocopy of the author's idea structure into your own mind.
- Answering global questions correctly gives us confidence since it allows us to verify our overall view of the author's purpose and plan.
- If you have read the passage using the reading skills mentioned above and throughout the last section, global questions are easy and sure marks.
- Confirmation of your opinions through solving global questions, makes the solving of specific questions easier.

Inferential Questions

There are broadly two types of inferential questions:

(a) Questions that Ask for Inferences Based on Information Presented in a Passage Often, ideas are implied in a passage without actually stating the idea explicitly. These types of questions ask about ideas or meanings that can be deduced from the information that is explicitly stated. Hence, they measure your ability to 'read between the lines.'

Answers for such questions are strongly suggested, but they are not specifically stated in the passage. The challenge is to figure out from which part of the passage does the inference arise and then read the nearby sentences in order to find the implied idea/s.

For a clear understanding of inferences, go through the section on Reading Skills given in the previous part of this book. An example of this question type is given below.

It can be inferred from the passage that nitro-glycerine is of value in treating heart-attacks because it

1. lowers the blood pressure.
2. stimulates healing of an infarct.
3. causes cardiac acceleration.
4. dilates blood vessels.

Some common question structures of inferential types:

- The author implies which of the following?
- Which of the following can be inferred about the passage?
- The following *'Quote from passage'* suggests that?
- With which of the following statements would the author most likely agree/disagree?
- Which of the following is most consistent with 'something' in the passage?

(b) Questions that Ask How Information Given in a Passage can be Applied to a Context Outside the Passage These are one of the most difficult question types in RC. Solving such questions require the advanced skill of discerning relationships between situations or ideas presented in the passage and other parallel situations outside the boundaries of the passage. You need a crystal clear understanding of the passage to understand and solve these kinds of questions. In order to answer such questions, you need to more than just recall what you have read. You need to recognize the essential attributes of the ideas and situations presented in the passage when they appear in an entirely new context.

The following is an example of such a question from the CAT 2005 paper. Perhaps a testimony of the fact about the difficulty of such questions is the fact that there was a tremendous dispute about the answer to this question

amongst most national level coaching institutes of repute. Obviuosly, some of them got this answer very wrong.

Which, according to the author, would qualify as interesting psychology?

1. A statistician's dilemma over choosing the best method to solve an optimisation problem.
2. A chess player's predicament over adopting a defensive strategy against an aggrcssive opponent.
3. A mountaineer's choice of the best path to Mt. Everest from the base camp.
4. A finance manager's quandary over the best way of raising money from the market.

Logical or Cause and Effect Questions

These questions are relatively easier to solve since they are very direct and most of the time, are explicitly stated in the passage. The only skill required in such questions is your ability to distinguish between the cause and the effect. Remember the cause always comes before the effect.

A clear idea of the idea structure and the plan used in the passage is normally enough to answer such questions.

According to the passage, internal conflicts *are psychologically more interesting than external conflicts because*

1. internal conflicts, rather than external conflicts, form an important component of serious literature as distinguished from less serious genres.
2. only juveniles or very few "adults" actually experience external conflict, while internal conflict is more widely prevalent in society.
3. in situations of internal conflict, individuals experience a dilemma in resolving their own preferences for different outcomes.

4. there are no threats to the reader (or viewer) in case of external conflicts.

In the above question, (CAT 2005 again), the effect is that internal conflicts are more interesting than external conflicts. The reason for the same is sought as the answer. Besides cause and effect, logical questions might also ask about what additional details might strengthen or weaken an argument in the passage, questions about supporting and opposing idea, the purpose of a particular paragraph, etc.

Specific Details Questions

These are one of the most common types of questions. In such questions, a specific part/phrase/sentence from the paragraph is taken and a question is created with respect to the reason for citing the detail and/or what the detail represents. Since these details are specifically stated in the passage, answering such questions is easy if you have understood the passage well. The options created for these questions are either picked up directly from the sentences surrounding the specific detail being asked about or are rephrases of these sentences.

The Cream of the Piece

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

AN IMPORTANT STRATEGY: PREPHRASING THE ANSWER

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

passage to answer the same. Then phrase the answer to the question.

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

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

Why Prephrasing Helps

(a) It saves time since you are only confirming your predictions from amongst the answer choices. Hence, you do not need to look at the options too closely.

(b) It decreases risk since if you find an answer close to what you are looking for, you are extremely unlikely to go wrong.

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

The Cream of the Piece

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

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

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

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

In terms of the contrasting merits of Speed vs. Understanding, remember that one hundred times out of

a hundred, understanding and not speed is the critical factor in reading comprehension.

Illustrative CAT Passages (Solved)

The following eleven passages are a reproduction of the Reading Comprehension (RC) section of the **CAT** paper. The first three passages are from **CAT 2006** paper & the later eight passages are from **CAT 2003** paper. The choice of papers from these two years is due to the following reasons:

- Upto 2005, CAT paper had 4-option questions. CAT 2003 paper would give you a feel of these questions.
- CAT 2006 passages have 5-option questions which is the current trend. CAT 2006 paper would give you the practice needed to solve CAT RC questions according to the latest pattern.

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

However, since such a detailed analysis (the best way to read a passage) is rarely available anywhere, we would like the reader to first

solve each passage on his own, by reading it in his normal reading style. Once you have read and solved the passage completely, reread the passage—which is reproduced for your benefit, with detailed comments by the authors—understanding each of the points completely. Then try adopting this approach in your own reading style—by practicing it in everything you read (be it a newspaper article, a journal, a magazine, a fictional or non fictional book). As an additional exercise, you might also want to see what errors of comprehension occurred in case you had wrong answers.

CAT 2006

Passage I

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

Fifteen years after communism was officially pronounced dead, its spectre seems once again to be haunting Europe. Last month, the Council of Europe's parliamentary assembly voted to condemn the "crimes of totalitarian communist regimes," linking them with Nazism and complaining that communist parties are still "legal and active in some countries." Now Goran Lindblad, the conservative Swedish MP behind the resolution, wants to go further. Demands that European Ministers launch a continent-wide anti-communist campaign—including school textbook revisions, official memorial days, and museums—only narrowly missed the necessary two-thirds majority. Mr. Lindblad pledged to bring the wider plans back to the Council of Europe in the coming months:

He has chosen a good year for his ideological offensive: this is the 50th anniversary of Nikita Khrushchev's denunciation of Josef Stalin and the subsequent Hungarian uprising, which will doubtless be the cue for further

excoriation of the communist record. Paradoxically, given that there is no communist government left in Europe outside Moldova, the attacks have if anything, become more extreme as time has gone on. A clue as to why that might be can be found in the rambling report by Mr. Lindblad that led to the Council of Europe declaration. Blaming class struggle and public ownership, he explained “different elements of communist ideology such as equality or social justice still seduce many” and “a sort of nostalgia for communism is still alive.” Perhaps the real problem for Mr. Lindblad and his right-wing allies in Eastern Europe is that communism is not dead enough — and they will only be content when they have driven a stake through its heart.

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

The dominant account gives no sense of how communist regimes renewed themselves after 1956 or why Western leaders feared they might overtake the capitalist world well into the 1960s. For all its brutalities and failures, communism in the Soviet Union, Eastern Europe, and elsewhere delivered rapid industrialization, mass education, job security, and huge advances in social and gender equality. Its existence helped to drive up welfare standards in the west, and provided a powerful counterweight to western global domination.

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

bloodier record of European colonialism—which only finally came to an end in the 1970s. This was a system of racist despotism, which dominated the globe in Stalin's time. And while there is precious little connection between the ideas of fascism and communism, there is an intimate link between colonialism and Nazism. The terms *lebensraum* and *konzentrationslager* were both first used by the German colonial regime in South-West Africa (now Namibia), which committed genocide against the Herero and Nama peoples and bequeathed its ideas and personnel directly to the Nazi parry.

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

No major twentieth century political tradition is without blood on its hands, but battles over history are more about the future than the past. Part of the current enthusiasm in official Western circles for dancing on the grave of communism is no doubt about relations with today's Russia and China. But it also reflects a determination to prove there is no alternative to the new global capitalist order - and that any attempt to find one is bound to lead to suffering. With the new imperialism now being resisted in the Muslim world and Latin America, growing international demands for social justice and ever greater doubts about whether the environmental crisis can be solved within the existing economic system, the pressure for alternatives will increase.

1. Among all the apprehensions that Mr. Goran Lindblad expresses against communism, which one gets admitted, although indirectly, by the author?

(a) There is nostalgia for communist ideology even if communism has been abandoned by most European nations.

(b) Notions of social justice inherent in communist ideology appeal to critics of existing systems.

(c) Communist regimes were totalitarian and marked by brutalities and large scale violence.

(d) The existing economic order is wrongly viewed as imperialistic by proponents of communism

(e) Communist ideology is faulted because communist regimes resulted in economic failures.

2. What, according to the author, is the real reason for a renewed attack against communism?

(a) Disguising the unintended consequences of the current economic order such as social injustice and environmental crisis.

(b) Idealising the existing ideology of global capitalism.

(c) Making communism a generic representative of all historical atrocities, especially those perpetrated by the European imperialists.

(d) Communism still survives, in bits and pieces, in the minds and hearts of people.

(e) Renewal of some communist regimes has led to the apprehension that communist nations might overtake the capitalists.

3. The author cites examples of atrocities perpetrated by European colonial regimes in order to

(a) compare the atrocities committed by colonial regimes with those of communist regimes.

(b) prove that the atrocities committed by colonial regimes were more than those of communist regimes.

(c) prove that, ideologically, communism was much better than colonialism and Nazism.

(d) neutralise the arguments of Mr. Lindblad and to point out that the atrocities committed by colonial regimes were more than those of communist regimes.

(e) neutralise the arguments of Mr. Lindblad and to argue that one needs to go beyond and look at the motives of these regimes.

4. Why, according to the author, is Nazism closer to colonialism than it is to communism?

(a) Both colonialism and Nazism were examples of tyranny of one race over another.

(b) The genocides committed by the colonial and the Nazi regimes were of similar magnitude.

(c) Several ideas of the Nazi regime were directly imported from colonial regimes.

(d) Both colonialism and Nazism are based on the principles of imperialism.

(e) While communism was never limited to Europe, both the Nazis and the colonialists originated in Europe.

5. Which of the following cannot be inferred as a compelling reason for the silence of the Council of Europe on colonial atrocities?

(a) The Council of Europe being dominated by erstwhile colonialists.

(b) Generating support for condemning communist ideology.

(c) Unwillingness to antagonize allies by raking up an embarrassing past.

(d) Greater value seemingly placed on European lives.

(e) Portraying both communism and Nazism as ideologies to be condemned.

Detailed Explanation

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

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

Fifteen years after communism was officially pronounced dead, its spectre seems once again to be haunting Europe.

(Introduction of an idea—communism is raising its head again??)

Last month, the Council of Europe's parliamentary assembly voted to condemn the "crimes of totalitarian communist regimes" linking them with Nazism

(New idea—link of totalitarian communist regimes with Nazism)

and complaining that communist parties are still "legal and active in some countries." Now Goran Lindblad, the conservative Swedish MP behind the resolution, wants to go further.

(Introduction of the person behind the resolution—Goran Lindblad)

Demands that European Ministers launch a continent-wide anti-communist campaign - including school textbook revisions, official memorial days, and museums - only narrowly missed the necessary two-thirds majority. Mr. Lindblad pledged to bring the wider plans back to the Council of Europe in the coming months.

(The author is mentioning specific details here—so all you need to gather here is that Lindblad is trying to intensify the anti communism campaign through a variety of means) (New papragraph coming up—start to focus on what ideas are going to be thrown at you)

He has chosen a good year for his ideological offensive: this is the 50th anniversary of Nikita Khrushchev's denunciation of Josef Stalin and the subsequent Hungarian uprising, which will doubtless be the cue for further excoriation of the communist record. Paradoxically, given that there is no communist government left in Europe outside Moldova, the attacks have if anything, become more extreme as time has gone on.

(new idea introduced here—that the attacks on communism have got intensified as time goes on in spite of the fact there are almost no communist governments in Europe)

A clue as to why that might be can be found in the rambling report by Mr. Lindblad that led to the Council of Europe declaration.

(idea coming up—tentacles on!!)

Blaming class struggle and public ownership, he explained "different elements of communist ideology such as equality or social justice still seduce many" and "a sort of nostalgia for communism is still alive."

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

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

(New paragraph—new idea coming up)

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

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

Despite the cruelties of the Stalin terror,

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

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

(Again the author leaves us here with food for thought—if communism was so bad and capitalism so good—why would anybody in a previously communist state be nostalgic about communism—especially after he has supposedly got a taste of capitalism through capitalist restoration!! Strong

opinion expressed by the author and he is clearly pointing out that communism is not nearly as bad as Mr. Lindblad is trying to suggest.)

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

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

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

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

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

(another brownie point for communism!!)

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

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

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

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

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

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

Around 10 million Congolese died as a result of Belgian forced labor and

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

(Huge criticism of colonialism here!! Last paragraph coming up—the author is likely to move us into a conclusion—Increase your focus at this point.)

No major twentieth century political tradition is without blood on its hands, but battles over history are more about the future than the past. Part of the current enthusiasm in official Western circles for dancing on the grave of communism is no doubt about relations with today's Russia and China. But it also reflects a determination to prove there is no alternative to the new global capitalist order - and that any attempt to find one is bound to lead to suffering. With the new imperialism now being resisted in the Muslim world and Latin America, growing international demands for social justice and ever greater doubts about whether the environmental crisis can be solved within the existing economic system, the pressure for alternatives will increase.

1. Among all the apprehensions that Mr. Goran Lindblad expresses against communism, which one gets admitted, although indirectly, by the author?

(Read the question properly—we have to identify which of Lindblad's apprehension has the author admitted indirectly!!)

(a) There is nostalgia for communist ideology even if communism has been abandoned by most European nations.

(This is not an apprehension of Lindblad against communism—so cannot be the answer!!)

(b) Notions of social justice inherent in communist ideology appeal to critics of existing systems.

(This is again not an apprehension of Lindblad against communism.)

(c) Communist regimes were totalitarian and marked by brutalities and large scale violence.

(First line of the last paragraph—'No major twentieth century political tradition is without blood on its hands', means that the author is agreeing that even communism has blood on its hands.)

(d) The existing economic order is wrongly viewed as imperialistic by proponents of communism.

(Irrelevant point—option has been created by picking up words from the last paragraph and has no relevance to the question asked.)

(e) Communist ideology is faulted because communist regimes resulted in economic failures.

(Again an irrelevant point)

2. What, according to the author, is the real reason for a renewed attack against communism?

(Read the question clearly and understand exactly what they are asking you to do—the question is pretty clear—we are looking for the 'real reason' for a renewed attack against communism—which means that we are essentially looking for the motives of the people who have attacked communism.)

(a) Disguising the unintended consequences of the current economic order such as social injustice and environmental crisis.

(Check the truth of the statement: "Disguising the unintended consequences of the current economic order is the real reason for a renewed attack against communism—Maybe a reason but not the real reason. Hence cannot be the answer.)

(b) Idealising the existing ideology of global capitalism.

(Obviously this looks right. The people attacking communism are actually trying to idealise the ideology of global capitalism. Clearly stated in "But it also reflects a determination to prove there is no alternative to the new global capitalist order - and that any attempt to find one is bound to lead to suffering" in the last paragraph. Hence, this option is correct.)

(c) Making communism a generic representative of all historical atrocities, especially those perpetrated by the European imperialists.

(This is clearly not a reason for the attack—although this might be partially the outcome of the attack. These are the kinds of options students get confused with—due to their misreading the question and what it is asking.)

(d) Communism still survives, in bits and pieces, in the minds and hearts of people.

(Again a fact – but cannot be attributed to be the reason behind the attack.)

(e) Renewal of some communist regimes has led to the apprehension that communist nations might overtake the capitalists.

(This is something that has again been said in the passage—but for it to be the answer to the present question it has to have a cause-effect relationship with the renewed attack on communism. For this to hold true the sentence you need to construct in your mind and check for its truth goes as: "The real reason for the renewed attacks on communism is due to the apprehension that communist nations might overtake the capitalists. Obviously this is not true!!)

3. The author cites examples of atrocities perpetrated by European colonial regimes in order to

(Look for what exactly the author is trying to prove by citing the examples of the atrocities of the European colonial regime—means look for the main tilt of the argument the author is making in the last couple of paragraphs where this point is mentioned.)

(a) compare the atrocities committed by colonial regimes with those of communist regimes.

(This is not his point although he might be doing it.)

(b) prove that the atrocities committed by colonial regimes were more than those of communist regimes.

(Similar to the first option—only goes one step further—and is not what the author is trying to prove.)

(c) prove that, ideologically, communism was much better than colonialism and Nazism.

(He does not go on to say that—the author is obviously more balanced than that—he says in the first line of the last paragraph that all regimes had blood on their hands—so he is obviously not trying to defend communism on that count.)

(d) neutralise the arguments of Mr. Lindblad and to point out that the atrocities committed by colonial regimes were more than those of communist regimes.

(e) neutralise the arguments of Mr. Lindblad and to argue that one needs to go beyond and look at the motives of these regimes.

(Obviously the author is trying to neutralise Mr. Lindblad's arguments—however you need to discern the difference between the two options—Again here the fourth option fails because the author is clearly not trying to prove that the atrocities committed by the colonial regime were greater than those of the communist regimes. Hence, option 5 is correct.)

4. Why, according to the author, is Nazism closer to colonialism than it is to communism?

(a) Both colonialism and Nazism were examples of tyranny of one race over another.

(By the terms lebensraum and konzentrationslager the author is trying to allude to racial tyranny – which was one of the cornerstones of Nazism and originated as an idea from the German colonial regime. Hence, this option is correct.)

(b) The genocides committed by the colonial and the Nazi regimes were of similar magnitude:

(Magnitutes are not being compared—ideologies are!!)

(c) Several ideas of the Nazi regime were directly imported from colonial regimes.

(d) Both colonialism and Nazism are based on the principles of imperialism.

(They are not—imperialism was the precursor of capitalism – not of colonialism and neither of Nazism.)

(e) While communism was never limited to Europe, both the Nazis and the colonialists originated in Europe.

(Again not an important point)

5. Which of the following cannot be inferred as a compelling reason for the silence of the Council of Europe on colonial atrocities?

“Please note—we are looking for what cannot be inferred!!”

(a) The Council of Europe being dominated by erstwhile colonialists.

(The council of Europe is silent because of being dominated by erstwhile colonialists—true, this can be inferred, hence this cannot be the answer.)

(b) Generating support for condemning communist ideology.

(Check this option too by making a statement as illustrated in the previous option. True—can be inferred. Hence, cannot be the answer.)

(c) Unwillingness to antagonize allies by raking up an embarrassing past.

(True—can be inferred. Hence, cannot be the answer.)

(d) Greater value seemingly placed on European lives.

(This is said in the passage verbatim—but is not a reason why the council of Europe is silent. Hence, cannot be inferred. This is the correct option.)

The normal incorrect thought process from a confused mind would say that this has been explicitly mentioned – hence will not qualify as something that cannot be inferred. Notice that the CAT has a propensity to create such dummies for students—where they pick up a word or a phrase from the

passage and use it to create a wrong option. Confused minds think that this has been said in the passage and fall for the trap. Hence, make sure that you are very clear about what the question is asking you and also make sure that you answer the question asked and not something else. Very often reading the question/options carefully will help you avoid errors!!)

(e) Portraying both communism and Nazism as ideologies to be condemned.

(True, they are trying to do this! Hence, cannot be the answer.)

Passage II

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

My aim is to present a conception of justice which generalizes and carries to a higher level of abstraction the familiar theory of the social contract. In order to do this we are not to think of the original contract as one to enter a particular society or to set up a particular form of government. Rather, the idea is that the principles of justice for the basic structure of society are the object of the original agreement. They are the principles that free and rational persons concerned to further their own interests would accept in an initial position of equality. These principles are to regulate all further agreements; they specify the kinds of social cooperation that can be entered into and the forms of government that can be established. This way of regarding the principles of justice, I shall call justice as fairness. Thus, we are to imagine that those who engage in social cooperation choose together, in one joint act, the principles which are to assign basic rights and duties and to determine the division of social benefits. Just as each person must decide by rational reflection what constitutes his good, that is, the system of ends which it is rational for him to pursue, so a group of persons must decide once and for all what is to count among them as just and unjust. The choice which rational men would make in this hypothetical situation of equal liberty determines the principles of justice.

In ‘justice as fairness’, the original position is not an actual historical state of affairs. It is understood as a purely hypothetical situation characterized so as to lead to a certain conception of justice. Among the essential features of this situation is that no one knows his place in society, his class position or

social status, nor does anyone know his fortune in the distribution of natural assets and abilities, his intelligence, strength, and the like. I shall even assume that the parties do not know their conceptions of the good or their special psychological propensities. The principles of justice are chosen behind a veil of ignorance. This ensures that no one is advantaged or disadvantaged in the choice of principles by the outcome of natural chance or the contingency of social circumstances. Since all are similarly situated and no one is able to design principles to favor his particular condition, the principles of justice are the result of a fair agreement or bargain.

Justice as fairness begins with one of the most general of all choices which persons might make together, namely, with the choice of the first principles of a conception of justice which is to regulate all subsequent criticism and reform of institutions. Then, having chosen a conception of justice, we can suppose that they are to choose a constitution and a legislature to enact laws, and so on, all in accordance with the principles of justice initially agreed upon. Our social situation is just if it is such that by this sequence of hypothetical agreements we would have contracted into the general system of rules which defines it. Moreover, assuming that the original position does determine a set of principles, it will then be true that whenever social institutions satisfy these principles, those engaged in them can say to one another that they are cooperating on terms to which they would agree if they were free and equal persons whose relations with respect to one another were fair. They could all view their arrangements as meeting the stipulations which they would acknowledge in an initial situation that embodies widely accepted and reasonable constraints on the choice of principles. The general recognition of this fact would provide the basis for a public acceptance of the corresponding principles of justice. No society can, of course, be a scheme of cooperation which men enter voluntarily in a literal sense; each person finds himself placed at birth in some particular position in some particular society, and the nature of this position materially affects his life prospects. Yet a society satisfying the principles of justice as fairness comes as close as a society can to being a voluntary scheme, for it meets the principles which free

and equal persons would assent to under circumstances that are fair.

6. A just society, as conceptualized in the passage, can be best described as:

(a) A Utopia in which everyone is equal and no one enjoys any privilege based on their existing positions and powers.

(b) A hypothetical society in which people agree upon principles of justice which are fair.

(c) A society in which principles of justice are not based on the existing positions and powers of the individuals.

(d) A society in which principles of justice are fair to all.

(e) A hypothetical society in which principles of justice are not based on the existing positions and powers of the individuals.

7. The original agreement or original position in the passage has been used by the author as:

(a) A hypothetical situation conceived to derive principles of justice which are not influenced by position, status and condition of individuals in the society.

(b) A hypothetical situation in which every individual is equal and no individual enjoys any privilege based on the existing positions and powers.

(c) A hypothetical situation to ensure fairness of agreements among individuals in society.

(d) An imagined situation in which principles of justice would have to be fair.

(e) An imagined situation in which fairness is the objective of the principles of justice to ensure that no individual enjoys any privilege based on the existing positions and powers.

8. Which of the following best illustrates the situation that is equivalent to choosing ‘the principles of justice’ behind a ‘veil of ignorance’?

(a) The principles of justice are chosen by businessmen, who are marooned

on an uninhabited island after a shipwreck, but have some possibility of returning.

(b) The principles of justice are chosen by a group of school children whose capabilities are yet to develop.

(c) The principles of justice are chosen by businessmen, who are marooned on an uninhabited island after a shipwreck and have no possibility of returning.

(d) The principles of justice are chosen assuming that such principles will govern the lives of the rule makers only in their next birth if the rule makers agree that they will be born again.

(e) The principles of justice are chosen by potential immigrants who are unaware of the resources necessary to succeed in a foreign country.

9. Why, according to the passage, do principles of justice need to be based on an original agreement?

(a) Social institutions and laws can be considered fair only if they conform to principles of justice.

(b) Social institutions and laws can be fair only if they are consistent with the principles of justice as initially agreed upon.

(c) Social institutions and laws need to be fair in order to be just.

(d) Social institutions and laws evolve fairly only if they are consistent with the principles of justice as initially agreed upon.

(e) Social institutions and laws conform to the principles of justice as initially agreed upon.

10. Which of the following situations best represents the idea of justice as fairness, as argued in the passage?

(a) All individuals are paid equally for the work they do.

(b) Everyone is assigned some work for his or her livelihood.

(c) All acts of theft are penalized equally.

(d) All children are provided free education in similar schools.

(e) All individuals are provided a fixed sum of money to take care of their health.

Detailed Explanation

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

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

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

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

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

(He is going ahead with the explanation of what he means by the social contract—in this sentence he has named it as the original contract. Look out for what he is trying to hint at in the next few sentences —concentration time)

Rather, the idea is that the principles of justice for the basic structure of society are the object of the original agreement.

(Catch a new concept here called the 'original agreement'. Look out for the definition of this!!)

They are the principles that free and rational persons concerned to further their own interests would accept in an initial position of equality.

(There you go—the original agreement is defined!! Catch it at this point. From here you can move faster.)

These principles are to regulate all further agreements; they specify the kinds of social cooperation that can be entered into and the forms of government that can be established. This way of regarding the principles of

justice, I shall call justice as fairness. Thus, we are to imagine that those who engage in social cooperation choose together, in one joint act, the principles which are to assign basic rights and duties and to determine the division of social benefits. Just as each person must decide by rational reflection what constitutes his good, that is, the system of ends which it is rational for him to pursue, so a group of persons must decide once and for all what is to count among them as just and unjust. The choice which rational men would make in this hypothetical situation of equal liberty determines the principles of justice.

In 'justice as fairness', the original position is not an actual historical state of affairs. It is understood as a purely hypothetical situation characterized so as to lead to a certain conception of justice.

(Further explanation of 'justice as fairness', a concept the author had introduced in the first paragraph. Light reading but grasp the essence of what the author is saying.)

Among the essential features of this situation is that no one knows his place in society, his class position or social status, nor does anyone know his fortune in the distribution of natural assets and abilities, his intelligence, strength, and the like. I shall even assume that the parties do not know their conceptions of the good or their special psychological propensities. The principles of justice are chosen behind a veil of ignorance.

(crucial idea)

This ensures that no one is advantaged or disadvantaged in the choice of principles by the outcome of natural chance or the contingency of social circumstances. Since all are similarly situated and no one is able to design principles to favor his particular condition, the principles of justice are the result of a fair agreement or bargain.

Justice as fairness begins with one of the most general of all choices which persons might make together, namely, with the choice of the first principles of a conception of justice which is to regulate all subsequent criticism and reform of institutions. Then, having chosen a conception of justice, we can suppose that they are to choose a constitution and a

legislature to enact laws, and so on, all in accordance with the principles of justice initially agreed upon. Our social situation is just if it is such that by this sequence of hypothetical agreements we would have contracted into the general system of rules which defines it. Moreover, assuming that the original position does determine a set of principles, it will then be true that whenever social institutions satisfy these principles, those engaged in them can say to one another that they are cooperating on terms to which they would agree if they were free and equal persons whose relations with respect to one another were fair. They could all view their arrangements as meeting the stipulations which they would acknowledge in an initial situation that embodies widely accepted and reasonable constraints on the choice of principles. The general recognition of this fact would provide the basis for a public acceptance of the corresponding principles of justice. No society can, of course, be a scheme of cooperation which men enter voluntarily in a literal sense; each person finds himself placed at birth in some particular position in some particular society, and the nature of this position materially affects his life prospects. Yet a society satisfying the principles of justice as fairness comes as close as a society can to being a voluntary scheme, for it meets the principles which free and equal persons would assent to under circumstances that are fair.

(This paragraph was much lighter reading than the previous one. Let us now move onto the questions asked and see what is asked.)

6. A just society, as conceptualized in the passage, can be best described as:

(a) A Utopia in which everyone is equal and no one enjoys any privilege based on their existing positions and powers.

(The situation does not describe equality for everyone.)

(b) A hypothetical society in which people agree upon principles of justice which are fair.

(We are definitely not talking about a hypothetical society!!This cannot be the correct answer.)

(c) A society in which principles of justice are not based on the existing

positions and powers of the individuals.

(d) A society in which principles of justice are fair to all.

(e) A hypothetical society in which principles of justice are not based on the existing positions and powers of the individuals. *(We are definitely not talking about a hypothetical society!!This cannot be the correct answer.)*

Between (c) and (d) options, (c) fits better as it gives a closer analysis of the main idea of the passage—that we are talking about a society where the initial agreement is not based on existing powers and positions of individuals. Option (d) is also correct but the question asks us to choose the option which best describes a just society. Between options (c) and (d) option (c) is obviously better.

7. The original agreement or original position in the passage has been used by the author as:

(a) A hypothetical situation conceived to derive principles of justice which are not influenced by position, status and condition of individuals in the society.

(b) A hypothetical situation in which every individual is equal and no individual enjoys any privilege based on the existing positions and powers.

(Nowhere is it mentioned that in the original position every individual is equal as we are talking about a hypothetical situation of equal liberty and not of equality).

(c) A hypothetical situation to ensure fairness of agreements among individuals in society.

(Ensure?? Does not fit)

(d) An imagined situation in which principles of justice would have to be fair.

(Irrelevant—this is not how the original position has been used by the author!)

(e) An imagined situation in which fairness is the objective of the principles of justice to ensure that no individual enjoys any privilege based on the existing positions and powers.

(Again this is not the objective—we are not trying to create a society where everyone is equal.)

Option (a) is the correct answer as the author uses the original position as a hypothetical situation which is used to derive the principles of justice which are not influenced by position, status and condition of

individuals in the society.

8. Which of the following best illustrates the situation that is equivalent to choosing ‘the principles of justice’ behind a ‘veil of ignorance’?

(a) The principles of justice are chosen by businessmen, who are marooned on an uninhabited island after a shipwreck, but have some possibility of returning.

(Not the correct answer as businessmen would know what they are good at and more skilled at—so they would have their own preferences).

(b) The principles of justice are chosen by a group of school children whose capabilities are yet to develop.

(Tempting answer!! Again the school children would already have their preferences—so no veil of ignorance.)

(c) The principles of justice are chosen by businessmen, who are marooned on an uninhabited island after a shipwreck and have no possibility of returning.

(Possibility of returning makes no difference to the fact that the businessmen would know their special skills and psychological propensities—hence this situation is not akin to one where things are done behind a veil of ignorance.)

(d) The principles of justice are chosen assuming that such principles will govern the lives of the rule makers only in their next birth if the rule makers agree that they will be born again.

(e) The principles of justice are chosen by potential immigrants who are unaware of the resources necessary to succeed in a foreign country.

(Again these people would know their skills and psychological prospensities)

Option (d) is the best answer because in that case we know for sure that an individual is not going to know his position, skills and psychological inclinations in his next birth—so he would have to be fair to everyone while choosing the principle of justice.

9. Why, according to the passage, do principles of justice need to be based on an original agreement?

(a) Social institutions and laws can be considered fair only if they conform to principles of justice.

(Conformity is not talked about here—the principles of justice are likely to be too abstract to demand

exact conformity with them from social institutions and laws.)

(b) Social institutions and laws can be fair only if they are consistent with the principles of justice as initially agreed upon.

(c) Social institutions and laws need to be fair in order to be just.

(Does not answer the question asked.)

(d) Social institutions and laws evolve fairly only if they are consistent with the principles of justice as initially agreed upon.

(e) Social institutions and laws conform to the principles of justice as initially agreed upon.

(Again conformity is going a tad too far here.)

Between options (b) and (d) the only difference is of the words 'can be fair' in option (b) and 'evolve fairly' option (d). Obviously the whole passage is not about fair evolution of social institutions and laws—rather they are about these being fair. Hence, option (b) is correct.

My observation is that these kind of options appear close to test takers. The only feasible reason one can pinpoint in such cases is that aspirants do not learn how to read the crucial differences between two sentences which look very similar but are drastically different in their meanings – like this case. A single word or a word relationship can drastically change the meaning of the option—something that the CAT does regularly and something that you should learn to take care of.)

10. Which of the following situations best represents the idea of justice as fairness, as argued in the passage?

(a) All individuals are paid equally for the work they do.

(Equal pay is not close to justice of fairness.)

(b) Everyone is assigned some work for his or her livelihood.

(Again not something that is necessarily required as a conception of justice—although someone with a socialist mindset might like this option!!)

(c) All acts of theft are penalized equally.

(d) All children are provided free education in similar schools.

(Very clearly the best option here—as in a just society one would want to reduce all differentiation between children at the school level and give all children an equal chance to mould themselves and their lives.)

(e) All individuals are provided a fixed sum of money to take care of their health.

Passage III

Directions for Questions 11 to 15: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

Our propensity to look out for regularities, and to impose laws upon nature, leads to the psychological phenomenon of dogmatic thinking or, more generally, dogmatic behaviour: we expect regularities everywhere and attempt to find them even where there are none; events which do not yield to these attempts we are inclined to treat as a kind of 'background noise'; and we stick to our expectations even when they are inadequate and we ought to accept defeat: This dogmatism is to some extent necessary. It is demanded by a situation which can only be dealt with by forcing our conjectures upon the world. Moreover, this dogmatism allows us to approach a good theory in stages, by way of approximations: if we accept defeat too easily, we may prevent ourselves from finding that we were very nearly right.

It is clear that this dogmatic attitude; which makes us stick to our first impressions, is indicative of a strong belief; while a critical attitude, which is ready to modify its tenets, which admits doubt and demands tests, is indicative of a weaker belief. Now according to Hume's theory, and to the popular theory, the strength of a belief should be a product of repetition; thus it should always grow with experience, and always be greater in less primitive persons. But dogmatic thinking, an uncontrolled wish to impose regularities, a manifest pleasure in rites and in repetition as such, is characteristic of primitives and children; and increasing experience and maturity sometimes create an attitude of caution and criticism rather than of dogmatism.

My logical criticism of Hume's psychological theory, and the considerations connected with it, may seem a little removed from the field of the philosophy of science. But the distinction between dogmatic and critical thinking, or the dogmatic and the critical attitude, brings us right back to our central problem. For the dogmatic attitude is clearly related to the tendency to verify our laws and schemata by seeking to apply them—and to confirm them, even to the point of neglecting refutations, whereas the critical attitude

is one of readiness to change them - to test them; to refute them; to falsify them, if possible. This suggests that we may identify the critical attitude with the scientific attitude, and the dogmatic attitude with the one which we have described as pseudo-scientific. It further suggests that genetically speaking the pseudo-scientific attitude is more primitive than, and prior to, the scientific attitude: that it is a pre-scientific attitude. And this primitivity or priority also has its logical aspect. For the critical attitude is not so much opposed to the dogmatic attitude as super-imposed upon it: criticism must be directed against existing and influential beliefs in need of critical revision - in other words, dogmatic beliefs. A critical attitude needs for its raw material, as it were, theories or beliefs which are held more or less dogmatically.

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

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

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

(a) A duel between two warriors in which one has to die.

(b) The effect of a chisel on a marble stone while making a sculpture.

(c) The feedstock (natural gas) in fertilizer industry being transformed into

fertilizers.

(d) A predator killing its prey.

(e) The effect of fertilizers on a sapling.

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

(a) critical and important, as, without it, initial hypotheses or conjectures can never be made.

(b) positive, as conjectures arising out of our dogmatic attitude become science.

(c) negative, as it leads to pseudo-science.

(d) neutral, as the development of science is essentially because of our critical attitude.

(e) inferior to critical attitude, as a critical attitude leads to the attitude of reasonableness and rationality.

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

(a) Primitives are people who are not educated, and hence can be compared with children, who have not yet been through school.

(b) Primitives are people who, though not modern, are as innocent as children.

(c) Primitives are people without a critical attitude, just as children are.

(d) Primitives are people in the early stages of human evolution; similarly, children are in the early stages of their lives.

(e) Primitives are people who are not civilized enough, just as children are not.

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

(a) A critical attitude implies endless questioning, and, therefore, it cannot lead to strong beliefs.

(b) A critical attitude, by definition, is centered on an analysis of anomalies and "noise".

(c) A critical attitude leads to questioning everything, and in the process generates "noise" without any conviction.

(d) A critical attitude is antithetical to conviction, which is required for strong beliefs.

(e) A critical attitude leads to questioning and to tentative hypotheses.

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

(a) Scientific theories or hypothesis are tentatively true whereas pseudo-sciences are always true.

(b) Scientific laws and theories are permanent and immutable whereas pseudo-sciences are contingent on the prevalent mode of thinking in a society.

(c) Science always allows the possibility of rejecting a theory or hypothesis, whereas pseudo-sciences seek to validate their ideas or theories.

(d) Science focuses on anomalies and exceptions so that fundamental truths can be uncovered, whereas pseudo-sciences focus mainly on general truths.

(e) Science progresses by collection of observations or by experimentation, whereas pseudo-sciences do not worry about observations and experiments.

Detailed Explanation

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

Directions for Questions 11 to 15: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

Our propensity to look out for regularities, and to impose laws upon nature, leads to the psychological phenomenon of dogmatic thinking or, more generally, dogmatic behavior:

(The author is directly starting off with an idea heavy sentence—catch this and in case you do not understand what dogmatic means then understand the meaning of that from the next part of the sentence—the author is almost obligated to define that more clearly as general writing styles always use idea-elaboration or idea- explanation structures of writing.)

we expect regularities everywhere and attempt to find them even where there are none;

(Here he has defined dogmatic for you!! You can try to move ahead faster from here);

events which do not yield to these attempts we are inclined to treat as a kind of 'background noise'; and we stick to our expectations even when they are inadequate and we ought to accept defeat: This dogmatism is to some extent necessary. It is demanded by a situation which can only be dealt with by forcing our conjectures upon the world. Moreover, this dogmatism allows us to approach a good theory in stages, by way of approximations: if we accept defeat too easily, we may prevent ourselves from finding that we were very nearly right.

(New Paragraph—look for a shift of the idea. Slowdown!!)

It is clear that this dogmatic attitude; which makes us stick to our first impressions, is indicative of a strong belief; while a critical attitude, which is ready to modify its tenets, which admits doubt and demands tests, is indicative of a weaker belief.

(Key idea introduced—the difference between strong and weaker beliefs)

Now according to Hume's theory, and to the popular theory, the strength of a belief should be a product of repetition; thus it should always grow with experience, and always be greater in less primitive persons. But dogmatic thinking, an uncontrolled wish to impose regularities, a manifest pleasure in rites and in repetition as such, is characteristic of primitives and children; and increasing experience and maturity sometimes create an attitude of caution and criticism rather than of dogmatism.

(A dichotomy is pointed out here—the author is saying that stronger beliefs should come to less primitive and more mature people as strength of belief is a function of repetition. However, in truth, dogmatism and rigid beliefs are more characteristic of children and primitives and maturity and experience make people more cautious about being dogmatic in their beliefs.)

My logical criticism of Hume's psychological theory,

(whew…a totally different direction…look out…caution advocated!!)

and the considerations connected with it, may seem a little removed from the field of the philosophy of science. But the distinction between dogmatic and critical thinking,

(recognize that dogmatism and critical attitude are being used as opposites by the author here. If you do so then the next part of the paragraph is likely to be easier for you.)

or the dogmatic and the critical attitude, brings us right back to our central problem. For the dogmatic attitude is clearly related to the tendency to verify our laws and schemata by seeking to apply them—and to confirm them, even to the point of neglecting refutations, whereas the critical attitude is one of readiness to change them - to test them; to refute them; to falsify them, if possible.

(This is almost predictable if you have caught the idea that the author is using—distinction between dogmatic attitude and critical attitude.)

This suggests that we may identify the critical attitude with the scientific attitude, and the dogmatic attitude with the one which we have described as pseudo-scientific. It further suggests that genetically speaking the pseudo-scientific attitude is more primitive than, and prior to, the scientific attitude: that it is a pre-scientific attitude. And this primitivity or priority also has its logical aspect. For the critical attitude is not so much opposed to the dogmatic attitude as super-imposed upon it: criticism must be directed against existing and influential beliefs in need of critical revision - in other words, dogmatic beliefs. A critical attitude needs for its raw material, as it were, theories or beliefs which are held more or less dogmatically.:

Thus, science must begin with myths, and with the criticism of myths; neither with the collection of observations, nor with the invention of experiments, but with the critical discussion of myths, and of magical

techniques and practices. The scientific tradition is distinguished from the pre-scientific tradition in having two layers. Like the latter, it passes on its theories; but it also passes on a critical attitude towards them. The theories are passed on, not as dogmas, but rather with the challenge to discuss them and improve upon them.

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

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

(a) A duel between two warriors in which one has to die.
(Both survive—so one does not need to die.)

(b) The effect of a chisel on a marble stone while making a sculpture.
(The passage talks about co-existence and continuous to and fro iterations between the dogmatic beliefs and critical attitude. Critcal attitude acts like a chisel on a marble stone—this is something that can be inferred. Hence, this is the correct answer.)

(c) The feedstock (natural gas) in fertilizer industry being transformed into fertilizers.

(Although dogmatic beliefs have been talked about as the raw material for a critical attitude—this is not the central relationship between the two. Hence, in this question this answer will not fit as the question asks for the best description of the relationship—so between option (b) and (c) we would always take (b).

(d) A predator killing its prey.

(Too drastic. Both coexist infinitely.)

(e) The effect of fertilizers on a sapling.

(Irrelevant and would be marked only by a person who has not understood the passage at all.)

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

(a) critical and important, as, without it, initial hypotheses or conjectures can

never be made.

(This is the very gist of the third last paragraph. Hence, we can choose this option to be correct.)

(b) positive, as conjectures arising out of our dogmatic attitude become science.

(c) negative, as it leads to pseudo-science.

(d) neutral, as the development of science is essentially because of our critical attitude.

(e) inferior to critical attitude, as a critical attitude leads to the attitude of reasonableness and rationality.

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

(a) Primitives are people who are not educated, and hence can be compared with children, who have not yet been through school.

(b) Primitives are people who, though not modern, are as innocent as children.

(Tempting option for someone who thinks emotionally)

(c) Primitives are people without a critical attitude, just as children are.

(Too drastic)

(d) Primitives are people in the early stages of human evolution; similarly, children are in the early stages of their lives.

(e) Primitives are people who are not civilized enough, just as children are not.

(Takes an irrelevant track altogether.)

Between (a) and (d), we would select option (d) because by primitives we do not refer to lack of education – rather we refer to people who have not gone through the stages of human evolution. In case the author wanted to allude to non-educated people instead of primitives he would have said so directly and not used this word.

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

We are looking for support to the above mentioned argument. Be clear about what the question is

asking—an invaluable principle for CAT.

(a) A critical attitude implies endless questioning, and, therefore, it cannot lead to strong beliefs.

(b) A critical attitude, by definition, is centered on an analysis of anomalies and "noise".

(Not true—a critical attitude is centered around questioning older beliefs on the basis of anomalies and noise)

(c) A critical attitude leads to questioning everything, and in the process generates "noise" without any conviction.

(Nowhere is it mentioned that critical attitude generates noise!?!)

(d) A critical attitude is antithetical to conviction, which is required for strong beliefs.

(Antithetical – too strong a word)

(e) A critical attitude leads to questioning and to tentative hypotheses.

Again here we are between option 1 and 5. A close analysis of the two options would help us reject the first option as it is too drastic- makes a statement like critical attitude cannot(??) lead to strong beliefs!! Hence, option 5 is correct.

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

(a) Scientific theories or hypothesis are tentatively true whereas pseudo-sciences are always true.

(Clearly wrong)

(b) Scientific laws and theories are permanent and immutable whereas pseudo-sciences are contingent on the prevalent mode of thinking in a society.

(Clearly wrong—no way are scientific theories permanent and immutable.)

(c) Science always allows the possibility of rejecting a theory or hypothesis, whereas pseudo-sciences seek to validate their ideas or theories.

(This is the key point being made. All through the author is trying to tell us that science has a critical attitude and would always allow the possibility of rejecting a theory, whereas pseudo science would always try to prove its theory even by negating contrary information. Hence, this is the correct option.)

(d) Science focuses on anomalies and exceptions so that fundamental truths

can be uncovered, whereas pseudo-sciences focus mainly on general truths.

(Clearly wrong)

(e) Science progresses by collection of observations or by experimentation, whereas pseudo-sciences do not worry about observations and experiments. (You would mark this option only due to preconceived notions about what science is.)

Fact of the Matter

1. CAT 2006 is supposed to be the toughest VA/RC paper ever.
2. 6 questions out of 25 were enough to give you around 85–90 percentile.
3. At 8 questions correct you would end up with 95+ percentile in this section.
4. There you go! In a paper of 2006 that was the toughest CAT language paper ever, you had the possibility of clear thinking based undisputable answers to 20 out of the 25 question—at the very least. And all that one needed to do was 6 questions in 50 minutes for a 90 percentile score!!

Scores at various marks:

The following table would give you an analysis of the percentile obtained at various score levels:

Table 4.1 Percentile table for 2006 passages

Percentile	*Percentage Marks*	*Number of questions to be solved correctly*
99.9	60	15
99.5	40	10
99	30	7–8

95	26	6–7
90	24	6
80	18	4–5
70	16	4
60	12	3
50	8	2
40	4	1
30	0	0
20		

CAT 2003

Passage I

Directions for Questions 1 to 25: *Each of the five passages given below is followed by five questions. Choose the best answer to each question. Go through the following passages and answer the questions that follow:*

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

At both levels of our federal system there is the same tussle between those

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

By the time the PRIs came on the scene, most of the political space in our federal system had been occupied by the Centre in the first 30 years of Independence, and most of what was still left after that was occupied by the States in the next 20. PRIs might have hoped to wrest some space from their immediate neighbour, the States, just as the States had wrested some from the Centre. But having at last managed to checkmate the Centre's encroachments on their rights, the States were not about to allow the PRIs to do some encroaching of their own.

By the 1980s and early 1990s, the only national party left, the Congress, had gone deeper into a siege mentality. Finding itself surrounded by State-

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

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

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

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

(a) The Supreme Court has not begun to extend the limits of its power.

(b) The multi-party system has replaced the single party system.

(c) The Union, state and panchayati raj levels have become real.

(d) There is real distribution of power between the Union and State level parties.

2. The central theme of the passage can be best summarized as:

(a) Our grassroots development at the panchayat level is now driven by the "foreign aid" syndrome.

(b) Panchayati raj is firmly entrenched at the lower level of our federal system of governance.

(c) A truly federal polity has not developed since PRIs have not been allowed the necessary political space.

(d) The Union government and State-level parties are engaged in a struggle for the protection of their respective rights.

3. The sentence in the last paragraph, "And their own volition has been further circumscribed. ..", refers to:

(a) The weakening of the local institutions' ability to plan according to their needs.

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

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

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

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

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

(b) Should rights similar to those that the States managed to get be extended

to panchayats as well?

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

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

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

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

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

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

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

Detailed Explanation

Have you read the above passage and solved its questions?

Then check your answers with those given below (along with their explanatory notes or author's advice on how it should be read).

The passage in *italics* is the reproduction of relevant section from the original passage, and this will be followed by an explanation/author's interpretation of the same.

At first sight, it looks as though panchayati raj, the lower layer of federalism in our polity, is as firmly entrenched in our system as is the older and higher layer comprising the Union Govemment and the States.

(The above sentence is the idea sentence since it gives a very fair idea of the passage. As a reader, you can very fairly predict the next path the author will take. The author is obviously trying to compare the provisions for Panchayati Raj with the provisions for the Union Government and the States. Because of the usage of 'At first sight', as a reader, you should expect that the author will move into first talking about similarities to explain as to why the two look similar at first sight. The author will then have to obviously move towards why the two are different.

Sidelight: In fact, this can be held true for all phrases using the phrase 'at first sight'. Consider the

following examples:

Example 1: At first sight, we thought we had seen a tiger. It's eyes had shone a bright red in the glare of the spotlight. But when we got closer it turned out to be just a deer.

Example 2: At first sight, the CAT paper appeared to be a simple one. It had only 90 questions spread evenly over three sections. But when the aspirants started to solve the questions, the doubts created in their mind in solving even seemingly simple questions made them review their initial estimation.

As can be seen above, all language is based on extremely structured logic. As a student of the English language, you need to get more and more familiar with the existing standard word structures of the language. The more often you will see them, the more you experience them, the more will you develop your ability to predict the future course of passages, i.e., what course the author is likely to follow in the coming sentences.

The ability to predict the next few sentences in the passage is a key skill that is common amongst all good readers. If you have developed this skill, you will read only to confirm your prediction and to spot any pattern shifts from what you expect. Once you gain such an outlook/perspective, while reading you will feel a new kind of power in your ability to understand passages better—your reading speed will automatically increase without any associated loss of comprehension.)

Now let's read further on:

Like the democratic institutions at the higher level, those at the panchayat level, the panchayati raj institutions (PRIs), are written into and protected by the Constitution. All the essential features which distinguish a unitary system from a federal one, are as much enshrined at the lower as at the upper level of our federal system.

The above are reasons why at first sight, the two look similar, as expected.

Let's read further. But look closely and you will discover a fatal flaw.

There is a change of track as expected. Now expect the reasons for the change of track.

The letter of the Constitution as well as the spirit of the present polity have exposed the intra-State level (new word used for panchayati raj) of our federal system to a dilemma of which the inter-State and Union-State layers are free. ***The flaw has many causes.***

Another defining sentence telling you what to expect further—something about the causes of the flaw.

But all of them (the causes) are rooted in a historical anomaly, that while the dynamics of federalism and democracy have given added strength to the rights given to the States in the Constitution, they have worked against the rights of panchayats.

This is a key idea sentence in the passage. Losing comprehension here could be dangerous. Reread if required.

At both levels of our federal system there is the same tussle between those who have certain rights and those who try to encroach upon them if they believe they can.

This is a key idea sentence.

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

This entire paragraph is focused on explaining through various reasons, the last sentence of the previous paragraph. It explains how the dynamics of federalism and democracy have given strength to the rights given to the States in the Constitution. A good reader would be able to predict most of what was written in this paragraph on the basis of the idea sentence in the last line of the previous paragraph. If you too had understood that sentence, you must not have faced a problem with this entire paragraph

and read it extremely fast. At this stage, a good reader will realize that the author still has not told us why the States getting their rights affected the Panchayati Raj Institutions negatively. Why this happened would be expected from the author.

By the time the PRIs came on the scene, most of the political space in our federal system had been occupied by the Centre in the first 30 years of Independence, and most of what was still left after that was occupied by the States in the next 20. PRIs might have hoped to wrest some space from their immediate neighbour, the States, just as the States had wrested some from the Centre. But having at last managed to checkmate the Centre's encroachments on their rights, the States were not about to allow the PRIs to do some encroaching of their own. (Author's Note:Answers the question outlined above.)

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

Here, the author continues to answer the same question, only explains it in more detail.

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

The minor details are continued here.

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

Now let us solve the questions.

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

(a) The Supreme Court has not begun to extend the limits of its power.

Clearly incorrect option because the passage explicitly states that the Supreme Court has in fact, begun to exert its power. The sentence 'But all that has changed in recent times' in the second paragraph clearly illustrates this fact.

(b) The multi-party system has replaced the single party system.

This option seems correct but is not true since multi party system has overshadowed the single dominant party system. There is nothing called the single party system.

(c) The Union, State and panchayati raj levels have become real.

Illogical answer since the whole passage concentrates on why the PRIs never got real power. Further, what does the option mean by saying 'have become real'? These words are irrelevant in the context of the passage.

(d) There is real distribution of power between the Union and State level parties.

This option is correct since the passage clearly talks about the balancing of powers between parties at the Centre and those at the State levels.

2. The central theme of the passage can be best summarized as:

(a) Our grassroots development at the panchayat level is now driven by the "foreign aid" syndrome.

This option uses an eyewash, since it uses words directly from the passage. However, describing this as the central theme will be incorrect because it just has a passing mention at the end of the passage—and the rest of the passage is not driving towards this.

(b) Panchayati raj is firmly entrenched at the lower level of our federal system of governance.

The whole passage is negating this option.

(c) A truly federal polity has not developed since PRIs have not been allowed the necessary political space.

This is the correct answer since this is what the whole passage concentrates on. Note that there is no explicit usage of words from the passge in this option—yet it turns out to be correct.

(d) The Union government and State-level parties are engaged in a struggle for the protection of their respective rights.

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

3. The sentence in the last paragraph, "And their own volition has been further circumscribed. ..", refers to:

(a) The weakening of the local institutions' ability to plan according to their needs.

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

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

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

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

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

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

This option is out of context.

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

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

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

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

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

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

Out of context

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

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

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

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

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

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

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

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

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

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

flawed.

This option is too drastic to be considered.

Passage II

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

Greek art is intellectual art, the art of men who were clear and lucid thinkers, and it is therefore plain art. Artists than whom the world has never seen greater, men endowed with the spirit's best gift, found their natural method of expression in the simplicity and clarity which are the endowment of the unclouded reason, "Nothing in excess," the Greek axiom of art, is the dictum of men who would brush aside all obscuring, entangling superfluity, and see clearly, plainly, unadorned, what they wished to express. Structure belongs in an especial degree to the province of the mind in art, and architectonics were pre-eminently a mark of the Greek. The power that made a unified whole of the trilogy of a Greek tragedy, that envisioned the sure, precise, decisive scheme of the Greek statue, found its most conspicuous expression in Greek architecture. The Greek temple is the creation, par excellence, of mind and spirit in equilibrium.

A Hindoo temple is a conglomeration of adornment. The lines of the

building are completely hidden by the decorations. Sculptured figures and ornaments crowd its surface, stand out from it in thick masses, break it up into a bewildering series of irregular tiers. It is not a unity but a collection, rich, confused. It looks like something not planned but built this way and that as the ornament required. The conviction underlying it can be perceived: each bit of the exquisitely wrought detail had a mystical meaning and the temple's exterior was important only as a means *for* the artist to inscribe thereon the symbols of the truth. It is decoration, not architecture.

Again, the gigantic temples of Egypt, those massive immensities of granite which look as if only the power that moves in the earthquake were mighty enough to bring them into existence, are something other than the creation of geometry balanced by beauty. The science and the spirit are there, but what is there most of all is force, unhuman force, calm but tremendous, overwhelming. It reduces to nothingness all that belongs to man. He is annihilated. The Egyptian architects were possessed by the consciousness of the awful, irresistible domination of the ways of nature; they had no thought to give to the insignificant atom that was man.

Greek architecture of the great age is the expression of men who were, first of all, intellectual artists, kept firmly within the visible world by their mind, but, only second to that, lovers of the human world. The Greek temple is the perfect expression of the pure intellect illumined by the spirit. No other great buildings anywhere approach its simplicity. In the Parthenon straight columns rise to plain capitals; a pediment is sculptured in bold relief; there is nothing more. And yet—here is the Greek miracle— this absolute simplicity of structure is alone in majesty of beauty among all the temples and cathedrals and palaces of the world. Majestic but human, truly Greek. No superhuman force as in Egypt; no strange supernatural shapes as in India; the Parthenon is the home of humanity at ease, calm, ordered, sure of itself and the world. The Greeks flung a challenge to nature in the fullness of their joyous strength. They set their temples on the summit of a hill overlooking the wide sea, outlined against the circle of the sky. They would build what

was more beautiful than hill and sea and sky and greater than all these. It matters not at all if the temple is large or small; one never thinks of the size. It matters not how much it is in ruins. A few white columns dominate the lofty height at Sunion as securely as the great mass of the Parthenon dominates all the sweep of sea and land around Athens. To the Greek architect man was the master of the world. His mind could understand its laws; his spirit could discover its beauty.

6. Which of the following is NOT a characteristic of Greek architecture, according to the passage?

(a) A lack of excess.

(b) Simplicity of form.

(c) Expression of intellect.

(d) Mystic spirituality.

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

(a) Hindoo temple—power of nature.

(b) Parthenon—simplicity.

(c) Egyptian temple—mysticism.

(d) Greek temple—symbolism.

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

(a) Man is the centre of creation.

(b) Egyptian temples save man from unhuman forces

(c) Temples celebrate man’s victory over nature.

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

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

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

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

(c) Greek artists were spiritual materialists.

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

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

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

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

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

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

Have you read the above passage and solved it's questions?

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

The endless struggle between the flesh and the spirit found an end in Greek art.

Idea Sentence… Gives us an inkling of the topic of the passage—the expression of the struggle between the flesh and the spirit in Greek art.)

The Greek artists were unaware of it. They were ***spiritual materialists***

Key word to understand—a spiritualist is one who has a strong spiritually awakened mind, a materialist is one who tilts more on the side of the body, hence, a material spiritualist has to be one who gives importance to both the aspects together…what the author next says could have been predicted.

Never denying the importance of the body and ever seeing in the body a spiritual significance.

You need not have read the italicised part as you could very easily have guessed this, if you got what the author meant by spiritual materialists.

Mysticism on the whole was alien to the Greeks, thinkers as they were. Thought and mysticism never go well together and there is little symbolism in

Greek art.

Key idea sentences. You need to slow down to understand this, else there is a danger of losing comprehension. The author introduces us to a duality between mysticists and thinkers. You need to understand what the author means by mysticism here in order to move further. Otherwise, you will move on with half baked comprehension. The following are the alternate meanings of the word—

1. the experience of mystical union or direct communion with the ultimate reality reported by mystics.
2. the belief that direct knowledge of God, spiritual truth, or ultimate reality can be attained through subjective experience (as intuition or insight).
3. (a) vague speculation: a belief without sound basis;

   (b) a theory postulating the possibility of direct and intuitive acquisition of ineffable knowledge or power.

The sense in which mysticism is used here, is most likely that of vague speculation, since a thinker would not be expected to indulge in vague speculation. Even if you had not known the exact meaning of the word, you could have guessed it in the context of its usage as the opposite of thought. Further, how would you interpret the use of the word 'Symbolism'? Since mysticism was alien to the Greeks, there is little symbolism in Greek art…. Obviously, symbolism here has something to do with mysticism. Further, it must also have something to do with its root word 'symbol'. Hence, symbolism as used here, must mean the use of symbols to create vagueness in art.)

Athena was not a symbol of wisdom but an embodiment of it and her statues were beautiful grave women, whose seriousness might mark them as wise, but who were marked in no other way. The Apollo Belvedere is not a symbol of the sun, nor the Versailles Artemis of the moon. There could be nothing less akin to the ways of symbolism than their beautiful, normal humanity.

The author is using examples to illustrate his point—the lack of symbolism in Greek art. You can go through this quickly, and not worry about 100% comprehension here since these are minor details.

Nor did decoration really interest the Greeks.

A new point about what Greek artists were not interested in, apart from mysticism and symbolism. You need to add this to the idea structure formed in your mind till now.

In all their art they were preoccupied with what they wanted to express, not with ways of expressing it, and lovely expression, merely as lovely expression, did not appeal to them at all.

Reiteration of the same points. Nothing new is said here—hence, go for a quick read. Now, since there is a change of paragraph, upgrade your concentration for catching new points.)

Greek art is intellectual art, the art of men who were clear and lucid thinkers, and it is therefore plain art. Artists than whom the world has never seen greater, men endowed with the spirit's best gift, found their natural method of expression in the simplicity and clarity which are the endowment of the unclouded reason, "Nothing in excess," the Greek axiom of art, is the dictum of men who would brush aside all obscuring, entangling superfluity, and see clearly, plainly, unadorned, what they wished to express. Structure belongs in an especial degree to the province of the mind in art, and ***architectonics****....*

Key word signalling a shift in the focus of the paragraph and perhaps, the entire passage—from art to architecture. However, in case you do not catch this word fully, the next sentence of the paragraph should make this shift clear.

... were pre-eminently a mark of the Greek. The power that made a unified whole of the trilogy of a Greek tragedy, that envisioned the sure, precise, decisive scheme of the Greek statue, found its most conspicuous expression in Greek architecture. The Greek temple is the creation, par excellence, of mind and spirit in equilibrium.

What is said in the itailcised sentences at the start of this paragraph fits rather easily in our mind—nothing new is said as it is just carrying on from where it left off in the previous paragraphs.

A Hindoo temple is a conglomeration of adornment. The lines of the building are completely hidden by the decorations. Sculptured figures and ornaments crowd its surface, stand out from it in thick masses, break it up into a bewildering series of irregular tiers. It is not a unity but a collection, rich, confused. It looks like something not planned but built this way and that as the ornament required. The conviction underlying it can be perceived: each bit of the exquisitely wrought detail had a mystical meaning and the temple's exterior was important only as a means for the artist to inscribe thereon the symbols of the truth. It is decoration, not architecture.

The author ended the last paragraph by introducing a comment on the Greek temple in this paragraph, he is describing a Hindoo temple. You can safely expect the author to elaborate on the Greek/other temples in the next paragraphs.

Again, the gigantic temples of Egypt, those massive immensities of granite

which look as if only the power that moves in the earthquake were mighty enough to bring them into existence, are something other than the creation of geometry balanced by beauty. ***The science and the spirit are there, but what is there most of all is force, inhuman force, calm but tremendous, overwhelming. It reduces to nothingness all that belongs to man.*** *He is annihilated, the Egyptian architects were possessed by the consciousness of the awful, irresistible domination of the ways of nature; they had no thought to give to the insignificant atom that was man.*

In the context of the paragraph, these are minor details. The concentration is on describing the temples of Egypt. There is no significant shift in the direction of the passage. Hence, you can afford to skim this passage at a fast rate—even to the point of losing some comprehension. The emboldened sentence is the topic sentence.

Greek architecture of the great age is the expression of ***men who were,*** *first of all,* ***intellectual artists****, kept firmly within the visible world by their mind, but, only second to that, lovers of the human world. The Greek temple is the perfect expression of the pure intellect illumined by the spirit.* ***No*** *other great* ***buildings*** *anywhere* ***approach its simplicity****.*

The author is explaining the intellectualism and simplicity of the Greek architecture.

In the Parthenon straight columns rise to plain capitals; a pediment is sculptured in bold relief; there is nothing more. And yet—here is the Greek miracle—this absolute simplicity of structure is alone in majesty of beauty among all the temples and cathedrals and palaces of the world. Majestic but human, truly Greek. No superhuman force as in Egypt; no strange supernatural shapes as in India; the Parthenon is the home of humanity at ease, calm, ordered, sure of itself and the world.

The italicised sentences just follow the script of what has been said before—It is just that the repetition is using new words.

The Greeks flung a challenge to nature in the fullness of their joyous strength.

A new sub idea is introduced…

They set their temples on the summit of a hill overlooking the wide sea,

outlined against the circle of the sky. They would build what was more beautiful than hill and sea and sky and greater than all these. It matters not at all if the temple is large or small; one never thinks of the size. It matters not how much it is in ruins. A few white columns dominate the lofty height at Sunion as securely as the great mass of the Parthenon dominates all the sweep of sea and land around Athens.

….and illustrated through examples.

To the Greek architect man was the master of the world. His mind could understand its laws; his spirit could discover its beauty.

This is the author's concluding note about Greek architects, where he says how they put man over nature.

6. Which of the following is **Not** a characteristic of Greek architecture, according to the passage?

(a) A lack of excess. (Author's Note: Definitely a characteristic of Greek architecture as explained in the passage.)

(b) Simplicity of form. (Author's Note: Another definite characteristic.)

(c) Expression of intellect. (Author's Note: Another definite characteristic)

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

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

(a) Hindoo temple—power of nature.

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

(b) Parthenon – simplicity

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

(c) Egyptian temple—mysticism.

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

(d) Greek temple—symbolism.

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

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

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

(a) Man is the centre of creation.

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

(b) Egyptian temples save man from unhuman forces.

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

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

Quite the contrary.

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

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

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

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

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

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

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

(c) Greek artists were spiritual materialists.

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

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

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

Options confuse you by using words from the passage. However, the answer to this question is in the line: '**Thought and mysticism never go well together**

and there is little symbolism in Greek art.' Hence, the first option is correct.

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

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

This option is irrelevant.

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

Size of the monument did not matter.

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

Not stated expilicitly, but this is what is implied.

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

This choice is irrelevant.

Passage III

While I was in class at Columbia, struggling with the *esoterica du jour,* my father was on a bricklayer's scaffold not far up the street, working on a campus building. Once we met up on the subway going home—he was with his tools, I with my books. My father wasn't interested in Thucydides, and I wasn't up on arches. My dad has built lots of places; in New York City he can't get into: colleges, condos, office towers. He made his living on the outside. Once the walls were up, a place took on a different feel for him, as though he wasn't welcome anymore. Related by blood, we're separated by class, my father and I. Being the white-collar child of a blue-collar parent means being the hinge on the door between two ways of life. With one foot in the working-class, the other in the middle class, people like me are Straddlers, at home in neither world, living a limbo life.

What drove me to leave what I knew? Born blue-collar, I still never felt completely at home among the tough guys and anti-intellectual crowd of my

neighbourhood in deepest Brooklyn. I never did completely fit in among the preppies and suburban royalty of Columbia, either. It's like that for Straddlers. It was not so smooth jumping from Italian old-world style to US professional in a single generation. Others who were the first in their families to go to college, will tell you the same thing: the academy can render you unrecognisable to the very people who launched you into the world. The ideas and values absorbed in college challenge the mom-and-pop orthodoxy that passed for truth for 18 years. Limbo folk may eschew polyester blends for sea-isle cotton, prefer Brie to Kraft slices. They marry outside the neighbourhood and raise their kids differently. They might not be in church on Sunday.

When they pick careers (not *jobs),* it's often a kind of work their parents never heard of or can't understand. But for the white-collar kids of blue-collar parents, the office is not necessarily a sanctuary. In Corporate America, where the rules are based on notions foreign to working-class people, a Straddler can get lost. Social class counts at the office, even though nobody likes to admit it. Ultimately, corporate norms are based on middle-class values, business types say. From an early age, middle-class people learn how to get along, using diplomacy, nuance, and politics to grab what they need. It is as though they are following a set of rules laid out in a manual that blue-collar families never have the chance to read.

People born into the middle class to parents with college degrees have lived lives filled with what French sociologist PierreBourdieu calls 'cultural capital'. Growing up in an educated environment, they learn about Picasso and Mozart, stock portfolios and *creme brulee.* In a home with cultural capital, there are networks: someone always has an aunt or golfing buddy with the inside track for an internship or some entry-level job. Dinner-table talk could involve what happened that day to mom and dad at the law firm, the doctor's office, or the executive suite. Middle-class kids can grow up with a sense of entitlement that will carry them through their lives. This 'belongingness' is not just related to having material means, it also has to do with learning and possessing confidence in your place in the world. Such

early access and direct exposure to culture in the home is the more organic, 'legitimate' means of appropriating cultural capital, Bourdieu tells us. Those of us possessing 'ill-gotten Culture' can learn it, but never as well. Something is always a little off about us, like an engine with imprecise timing. There's a greater match between middle-class lives and the institutions in which the middle class works and operates—universities or corporations. Children of the middle and upper classes have been speaking the language of the bosses and supervisors forever.

Blue-collar kids are taught by their parents and communities to work hard to achieve, and that merit is rewarded. But no blue-collar parent knows whether such things are true in the middle-class world. Many professionals born to the working-class report feeling out of place and outmanoeuvred in the office. Soon enough, Straddlers learn that straight talk won't always cut. Resolving conflicts head-on and speaking your mind doesn't always work, no matter how educated the Straddler is.

In the working-class, people perform jobs in which they are closely supervised and are required to follow orders and instructions. That, in turn, affects how they socialise their children. Children of the working-class are brought up in a home in which conformity, obedience and intolerance for back talk are the norm—the same characteristics that make a good factory worker.

11. According to the passage, which of the following statements about 'cultural capital' is NOT true?

(a) It socializes children early into the norms of middle class institutions.

(b) It helps them learn the language of universities and corporations.

(c) It creates a sense of enlightenment in middle-class children.

(d) It develops bright kids into Straddlers.

12. According to the passage, the patterns of socialization of working-class children make them most suited for jobs that require

(a) diplomacy.

(b) compliance with orders.

(c) enterprise and initiative.
(d) high risk taking.

13. When Straddlers enter white collar jobs, they get lost because:
(a) they are thrown into an alien value system.
(b) their families have not read the rules in corporate manuals.
(c) they have no one to guide them through the corporate maze.
(d) they miss the ‘mom and pop orthodoxy’.

14. What does the author’s statement, “My father wasn’t interested in Thucydides, and I wasn’t up on arches”, illustrate?
(a) Organic cultural capital.
(b) Professional arrogance and social distance.
(c) Evolving social transformation.
(d) Breakdown of family relationships.

15. Which of the following statements about Straddlers does the passage NOT support explicitly?
(a) Their food preferences may not match those of their parents.
(b) They may not keep up some central religious practices of their parents.
(c) They are at home neither in the middle class nor in the working-class.
(d) Their political ideologies may differ from those of their parents.

Have you read the above passage and solved its questions?

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

While I was in class at Columbia, struggling with the esoterica du jour, my father was on a bricklayer’s scaffold not far up the street, working on a campus building.

This sentence gives us an idea of what the author is going to talk about— the contrast between a son studying in a college and his father who is a building worker.

Once we met up on the subway going home—he was with his tools, I with

my books. My father wasn't interested in Thucydides, and I wasn't up on arches. My dad has built lots of places; in New York City he can't get into: colleges, condos, office towers. He made his living on the outside. Once the walls were up, a place took on a different feel for him, as though he wasn't welcome anymore.

Quick reading as these are minor details in the context of the passage.

Related by blood, we're separated by class, my father and I. Being the white-collar child of a blue-collar parent means being the hinge on the door between two ways of life. With one foot in the working-class, the other in the middle class, people like me are Straddlers, at home in neither world, living a limbo life

These are Idea sentences.

What drove me to leave what I knew?

Shift of emphasis. Expect an answer to this question in the remaining part of the paragraph.

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

The author has earlier described himself as a straddler. He is putting forward an opinion that straddlers like him never fit in completely in either the blue collar surroundings that they were born into, or the academic world, which he has described as suburban royalty.

It was not so smooth jumping from Italian old-world style to US professional in a single generation. Others who were the first in their families to go to college, will tell you the same thing: the academy can render you umecognisable to the very ***people who launched you into the world.***

Read Parents.

The ideas and values absorbed in college challenge the mom-and-pop orthodoxy that passed for truth for 18 years. Limbo folk may eschew polyester blends for sea-isle cotton, prefer Brie to Kraft slices. They marry outside the neighbourhood and raise their kids differently. They might not be

in church on Sunday.

Minor details, hence skim while reading.

When they pick careers (not jobs), it's often a kind of work their parents never heard of or can't understand. ***But for the white-collar kids of blue-collar parents, the office is not necessarily a sanctuary.***

A new shift of direction, as the author moves into talking about the experience of people like him in modern offices.

In Corporate America, where the rules are based on notions foreign to working-class people, a Straddler can get lost. ***Social class counts at the office, even though nobody likes to admit it.***

This is an Idea sentence.

Ultimately, corporate norms are based on middle-class values, business types say. From an early age, middle-class people learn how to get along, using diplomacy, nuance, and politics to grab what they need. It is as though they are following a set of rules laid out in a manual that blue-collar families never have the chance to read.

Minor details. Skim.

People born into the middle class to parents with college degrees have lived lives filled with what French sociologist Pierre Bourdieu calls 'cultural capital'. Growing up in an educated environment, they learn about Picasso and Mozart, stock portfolios and creme brulee. In a home with cultural capital, there are networks: someone always has an aunt or golfing buddy with the inside track for an internship or some entry-level job. Dinner-table talk could involve what happened that day to mom and dad at the law firm, the doctor's office, or the executive suite. Middle-class kids can grow up with a sense of entitlement that will carry them through their lives. This 'belongingness' is not just related to having material means, it also has to do with learning and possessing confidence in your place in the world. Such early access and direct exposure to culture in the home is the more organic, 'legitimate' means of appropriating cultural capital, Bourdieu tells us. Those

of us possessing 'ill-gotten Culture' can learn it, but never as well. Something is always a little off about us, like an engine with imprecise timing. There's a greater match between middle-class lives and the institutions in which the middle class works and operates—universities or corporations. Children of the middle and upper classes have been speaking the language of the bosses and supervisors forever.

The author continues to contrast the middle class upbringing with the lower class upbringing. He is just continuing from the last idea introduced in the previous paragraph, i.e., 'Social class counts at the office.'

Blue-collar kids are taught by their parents and communities to work hard to achieve, and that merit is rewarded. But no blue-collar parent knows whether such things are true in the middle-class world. Many professionals born to the working-class report feeling out of place and outmanoeuvred in the office. Soon enough, Straddlers learn that straight talk won't always cut. Resolving conflicts head-on and speaking your mind doesn't always work, no matter how educated the Straddler is.

In the working-class, people perform jobs in which they are closely supervised and are required to follow orders and instructions. That, in turn, affects how they socialise their children. Children of the working-class are brought up in a home in which conformity, obedience and intolerance for back talk are the norm—the same characteristics that make a good factory worker.

11. According to the passage, which of the following statements about 'cultural capital' is **Not** true?

(a) It socialises children early into the norms of middle class institutions.

Cultural capital does this. Hence, this cannot be the answer.

(b) It helps them learn the language of universities and corporations.

Explicitly mentioned about the effects of cultural capital. Hence, this cannot be the answer.

(c) It creates a sense of enlightenment in middle-class children.

This can be inferred from the third last paragraph.

(d) It develops bright kids into Straddlers.

This is the appropriate answer, since this clearly is not an effect of cultural capital.

12. According to the passage, the patterns of socialization of working-class children make them most suited for jobs that require

(a) diplomacy.

(b) compliance with orders.

This is the obvious choice. It is clear from the last sentence of the passage.

(c) enterprise and initiative.

(d) high risk taking.

13. When Straddlers enter white collar jobs, they get lost because:

(a) they are thrown into an alien value system.

This is the main idea the author is trying to convey in the last three paragraphs.

(b) their families have not read the rules in corporate manuals.

Irrelevant. An eye wash which can be easily caught.

(c) they have no one to guide them through the corporate maze.

This is not necessarily true.

(d) they miss the ‘mom and pop orthodoxy’.

This can confuse you, but option (a) is superior.

14. What does the author’s statement, “My father wasn’t interested in Thucydides, and I wasn’t up on arches”, illustrate?

(a) Organic cultural capital.

This statement is not at all connected to organic cultural capital.

(b) Professional arrogance and social distance.

There is no arrogance involved here.

(c) Evolving social transformation.

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

(d) Breakdown of family relationships.

There is no breakdown of family relationships involved.

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

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

Explicitly mentioned in the words ‘prefer Brie to Kraft slices’.

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

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

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

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

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

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

Passage IV

Pure love of learning, of course, was a less compelling motive for those who became educated for careers other than teaching. Students of law in particular had a reputation for being materialistic careerists in an age when law was becoming known as “the lucrative science” and its successful practice the best means for rapid advancement in the government of both church and state. Medicine too had its profit-making attractions. Those who did not go on to law or medicine could, if they had been well trained in the arts, gain positions at royal courts or rise in the clergy. Eloquent testimony to the profit motive behind much of twelfth-century education was the lament of a student of Abelard around 1150 that “Christians educate their sons. ..for gain, in order that the one brother, if he be a clerk, may help his father and mother and his other brothers, saying that a clerk will have no heir and whatever he

has will be ours and the other brothers." With the opening of positions in law, government, and the church, education became a means for advancement not only in income but also in status. Most who were educated were wealthy, but in the twelfth century, more often than before, many were not and were able to rise through the ranks by means of their education. The most familiar examples are Thomas Becket, who rose from a humble background to become chancellor of England and then archbishop of Canterbury, and John of Salisbury, who was born a "plebeian" but because of his reputation for learning died as bishop of Chartres.

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

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

Despite all this, twelfth-century education was taking on many secular qualities in its environment, goals, and curriculum. Student life obviously became more secular when it moved out from the monasteries into the bustling towns. Most students wandered from town to town in search not only

of good masters but also of worldly excitement, and as the twelfth century progressed they found the best of each in Paris. More important than environment was the fact that most students, even though they entered the clergy, had secular goals. Theology was recognized as the "queen of the sciences," but very few went on to it. Instead they used their study of the liberal arts as a preparation for law, medicine, government service, or advancement in the ecclesiastical hierarchy.

This being so, the curriculum of the liberal arts became more sophisticated and more divorced from religion. Teaching was still almost exclusively in Latin, and the first book most often read was the Psalter, but further education was no longer similar to that of a choir school. In particular, the discipline of rhetoric was transformed from a linguistic study into instruction in how to compose letters and documents; there was a new stress on logic; and in all the liberal arts and philosophy texts, more advanced than those known in the early Middle Ages were introduced.

Along with the rise of logic came the translation of Greek and Arabic philosophical and scientific works. Most important was the translation of almost all the writings of Aristotle, as well as his sophisticated Arabic commentators, which helped to bring about an intellectual revolution based on Greek rationalism. On a more prosaic level, contact with Arabs resulted in the introduction in the twelfth century of the Arabic numeral system and the concept of zero. Though most westerners first resisted this and made crude jokes about the zero as an ambitious number "that counts for nothing and yet wants to be counted," the system steadily made its inroads first in Italy and then throughout Europe, thereby vastly simplifying the arts of computation and record keeping.

16. According to the passage, which of the following is the most noteworthy trend in education in twelfth-century Europe?

(a) Secularization of education.

(b) Flowering of theology as the queen of the sciences.

(c) Wealthy people increasingly turning to education.

(d) Rise of the clergy's influence on the curriculum.

17. What does the sentence "Christians educate their sons... will be ours and the other brothers" imply?

(a) The Christian family was a close-knit unit in the twelfth century.

(b) Christians educated their sons not so much for the love of learning as for material gain.

(c) Christians believed very strongly in educating their sons in the Church.

(d) The relationship between Christian parents and their sons was exploitative in the twelfth century.

18. According to the passage, twelfth century schools were clerical and yet secular because:

(a) many teachers were craftsmen and professionals who did not form part of the church.

(b) while the students had the legal privileges accorded to the clergy and looked like priests, not all were really priests.

(c) the term 'cleric' denoted a literate individual rather than a strict association with the church.

(d) though the clergy had a monopoly in education, the environment, objectives and curriculum in the schools were becoming secular.

19. According to the author, in the twelfth century, individuals were motivated to get higher education because it:

(a) was a means for material advancement and higher status.

(b) gave people wealth with an opportunity to learn.

(c) offered a coveted place for those with a love of learning.

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

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

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

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

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

(d) Arabic was introduced into the curriculum.

Have you read the above passage and solved it's questions?

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

Pure love of learning, of course, was a less compelling motive for those who became educated for careers other than teaching.

Idea Sentence. You need to grasp this well and if you do so, the next few sentences become easy minor details, reading.

Students of law in particular had a reputation for being materialistic careerists in an age when law was becoming known as "the lucrative science" and its successful practice the best means for rapid advancement in the government of both church and state. Medicine too had its profit-making attractions. Those who did not go on to law or medicine could, if they had been well trained in the arts, gain positions at royal courts or rise in the clergy. Eloquent testimony to the profit motive behind much of twelfth-century education was the lament of a student of Abelard around 1150 that "Christians educate their sons... for gain, in order that the one brother, if he be a clerk, may help his father and mother and his other brothers, saying that a clerk will have no heir and whatever he has will be ours and the other brothers." ***With the opening of positions in law, government, and the church, education became a means for advancement not only in income but also in status.***

Minor idea.

Most who were educated were wealthy, but in the twelfth century, more often than before, many were not and were able to rise through the ranks by means of their education. The most familiar examples are Thomas Becket, who rose from a humble background to become chancellor of England and

then archbishop of Canterbury, and John of Salisbury, who was born a "plebeian" but because of his reputation for learning died as bishop of Chartres.

The italicised part of the above paragraph can be skimmed at a rapid pace if you have understood the first idea sentence, where the author is just talking about the fact that getting educated had a motive other than the pure love of learning.

The instances of Becket and John of Salisbury bring us to the most difficult question concerning twelfth-century education: ***To what degree was it still a clerical preserve?***

Here, we can witness a shift of emphasis.

Despite the fact that throughout the twelfth century the clergy had a monopoly of instruction, one of the outstanding medievalists of our day, R. W. Southern, refers with good reason to the institutions staffed by the clergy as "secular schools." How can we make sense out of the paradox that twelfth-century schools were clerical and yet "secular"?

The shift of emphasis continues by ending the paragraph with another question, the answer to which we need to find in the next paragraph.

Please take note that from this paragraph, you get to understand that by the words 'clerk' in the first paragraph and 'clerical' in this paragraph, the author is referring to the Christian clergy and not the clerk we understand in our normal day to day life. Further, since the paragraph ends with a question, you can expect an answer to the question in the next paragraphs.

Let us look at the clerical side first.

A list word is used signifying an upcoming list. This sentence has introduced a first dimension to the answer to the question. You can expect at least a second dimension or perhaps more.

Not only were all twelfth-century teachers except professionals and craftsmen in church orders, but in northern Europe students in schools had clerical status and looked like priests. Not that all really were priests, but by virtue of being students all were awarded the legal privileges accorded to the clergy. Furthermore, the large majority of twelfth-century students, outside of the possible exception of Italy, if not already priests became so after their studies were finished. For these reasons, the term "cleric" was often used to denote a man who was literate and the term "layman" one who was

illiterate. The English word for cleric, clerk, continued for a long time to be a synonym for student or for a man who could write, while the French word clerc even today has the connotation of intellectual.

Details which can be read fast.

***Despite** all this*

Signals a contrast point coming up

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

Details, what you need to do is understand the point and skim while reading.

This being so,

Another use of transition, suggesting an upcoming effect of the previous paragraph, something that can be predicted.

the curriculum of the liberal arts became more sophisticated and more divorced from religion. Teaching was still almost exclusively in Latin, and the first book most often read was the Psalter, but further education was no longer similar to that of a choir school. In particular, the discipline of rhetoric was transformed from a linguistic study into instruction in how to compose letters and documents; there was a new stress on logic; and in all the liberal arts and philosophy, texts more advanced than those known in the early Middle Ages were introduced.

Identify the shift of the author to the sub topic of 'how liberal arts went away from religion' in this

paragraph.

Along with the rise of logic came the translation of Greek and Arabic philosophical and scientific works. Most important was the translation of almost all the writings of Aristotle, as well as his sophisticated Arabic commentators, which helped to bring about an intellectual revolution based on Greek rationalism. On a more prosaic level, contact with Arabs resulted in the introduction in the twelfth century of the Arabic numeral system and the concept of zero. Though most westerners first resisted this and made crude jokes about the zero as an ambitious number "that counts for nothing and yet wants to be counted" the system steadily made its inroads first in Italy and then throughout Europe, thereby vastly simplifying the arts of computation and record keeping.

16. According to the passage, which of the following is the most noteworthy trend in education in twelfth-century Europe?

(a) Secularisation of education

This is obviously the correct answer. The entire passage is based on this issue.

(b) Flowering of theology as the queen of the sciences.

Irrelevant detail

(c) Wealthy people increasingly turning to education.

Irrelevant detail.

(d) Rise of the clergy's influence on the curriculum.

This cannot be the answer, as it is talking of the opposite.

17. What does the sentence "Christians educate their sons. ..will be ours and the other brothers" imply?

(a) The Christian family was a close-knit unit in the twelfth century.

(b) Christians educated their sons not so much for the love of learning as for material gain.

This point is explicitly made prior to the statement. Hence, this has to be correct.

(c) Christians believed very strongly in educating their sons in the Church.

Irrelevant option.

(d) The relationship between Christian parents and their sons was exploitative in the twelfth century.

Irrelevant option

18. According to the passage, twelfth century schools were clerical and yet secular because:

(a) many teachers were craftsmen and professionals who did not form part of the church.

Irrelevant point.

(b) while the students had the legal privileges accorded to the clergy and looked like priests, not all were really priests.

Although this is stated, it is not the cause of the clerical, yet secular nature.

(c) the term ‘cleric’ denoted a literate individual rather than a strict association with the church.

Might confuse some students, but is not accurate enough to be the answer.

(d) though the clergy had a monopoly in education, the environment, objectives and curriculum in the schools were becoming secular.

This option is the most accurate and consistent with the idea expressed in the third and fourth passages.

19. According to the author, in the twelfth century, individuals were motivated to get higher education because it:

(a) was a means for material advancement and higher status.

This is the correct answer since this idea is expressed explicitly in the sentence: “With the opening of positions in law, government, and the church, education became a means for advancement not only in income but also in status.”

(b) gave people wealth with an opportunity to learn.

This option is inconsistent with the sense of the passage as expressed in the first paragraph.

(c) offered a coveted place for those with a love of learning.

Incorrect, since it contradicts the idea expressed in the first paragraph.

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

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

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

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

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

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

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

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

The second last paragraph discusses the opposite of this option.

(d) Arabic was introduced into the curriculum.

Irrelevant point.

Passage V

The invention of the gas turbine by Frank Whittle in England and Hans von Ohain in Germany in 1939, signalled the beginning of jet transport. Although the French engineer Lorin had visualized the concept of jet propulsion more than 25 years earlier, it took improved materials and the genius of Whittle and von Ohain to recognise the advantages that a gas turbine offered over a piston engine, including speeds in excess of 350 miles per hour. The progress from the first flights of liquid propellant rocket and jet-propelled aircraft in 1939 to the first faster-than-sound (supersonic) manned airplane (the Bell X-I) in 1947 happened in less than a decade. This then led very rapidly to a series of supersonic fighters and bombers, the first of which became

operational in the 1950s. World War II technology foundations and emerging Cold War imperatives then led us into space with the launch of Sputnik in 1957 and the placing of the first man on the moon only 12 years later—a mere 24 years after the end of World War II.

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

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

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

A380, the world's first fully double-decked superjumbo passenger jet, weighing 1.2 million pounds, may carry a load of about 840 passengers.

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

Can the history of aviation technology tell us something about the future of aeronautics? Have we reached a final state in our evolution to a mature technology in aeronautics? Are the challenges of coming out with the 'better, cheaper, faster' designs somehow inferior to those that are suited for 'faster, higher, further'? Safety should improve greatly as a result of the forthcoming improvements in airframes, engines, and avionics. Sixty years from now, aircraft will recover on their own if the pilot loses control. Satellites are the key not only to GPS (global positioning system) navigation but also to in-flight communications, uplinked weather, and even in-flight e-mail. Although there is some debate about what type of engines will power future airplanes —lightweight turbines, turbocharged diesels, or both—there is little debate about how these power plants will be controlled. Pilots of the future can look forward to more and better on-board safety equipment.

21. According to the first paragraph of the passage, which of the following statements is NOT false?

(a) Prank Whittle and Hans von Ohain were the first to conceive of jet propulsion.

(b) Supersonic fighter planes were first used in the Second World War.

(c) No man had traveled faster than sound until the 1950s.

(d) The exploitation of jet propulsion for supersonic aviation has been remarkably fast.

22. What is the fourth paragraph of the passage about?

(a) Stealth, speed, avionics, and agility of new aircraft.

(b) The way aircraft size has been growing.

(c) Use of computer automation in aircraft.

(d) Super-jumbo jets that can take more than 500 passengers.

23. What is the most noteworthy difference between V-22 and a standard airplane? The V-22

(a) can take off vertically.

(b) has winged flight.

(c) has excellent payload.

(d) has a very high range.

24. Why might radars not be used a decade from now?

(a) Stealth technology will advance so much that it would because pointless to use radar to detect aircraft.

(b) UAVs can remain over hostile territory without any danger of being detected.

(c) Computers on board may enable aircraft to manage safe navigation on their own.

(d) It is not feasible to increase the range of radars.

25. According to the author, commercial aeronautics, in contrast to military aeronautics, has declined because, among other things,

(a) speed and technology barriers are more easily overcome in military aeronautics.

(b) the collective vision of the past continues to drive civil and commercial aeronautics.

(c) though the industry has a huge market, it has not attracted the right kind of aircraft designers.

(d) there is a shortage of materials, like light weight composites, used in commercial aeronautics.

Have you read the above passage and solved its questions?

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

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

This defines the topic as 'air transport'. Note that the above paragraph is structured on the basis of time-based technological advances in flight technology. There might be some confusion in your mind in case you do not understand the technologies mentioned. But such confusion is totally avoidable since there is no need to understand these in order to comprehend the paragraph. All you need to do is to catch the chronology defined. Then, you will broadly understand that the author is talking about advances in technology from the 1910s to the 1950s.

Now, a hypersonic flight can take you anywhere in the planet in less than four hours.

The author is continuing in the direction of further improvements in aeronautics. You should expect that the author will continue in this direction by giving us more examples of the trend.

British Royal Air Force and Royal Navy, and the air forces of several other countries are going to use a single-engine cousin to the F/A-22 called the F-35 Joint Strike Fighter. These planes exhibit stealthy angles and

coatings that make it difficult for radar to detect them, among aviation's most cutting-edge advances in design. The V-22, known as tilt-rotor, part helicopter, part airplane, takes off vertically, then tilts its engine forward for winged flight. It provides speed, three times the payload, five times the range of the helicopters it's meant to replace. The new fighter, F/A-22 Raptor, with more than a million parts, shows a perfect amalgamation of stealth, speed, avionics and agility.

As expected, two specific examples of the trend.

It seems conventional forms, like the Predator and Global Hawk are passe, the stealthier unmanned aerial vehicles (UAVs) are in.

A new direction in the development of aeronautics is introduced here. Details about UAVs are bound to follow.

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

How much bigger can the airplanes get?

Notice the shift in the direction and expect details to follow.

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

Barring the early phase, civil aviation has always lagged behind the military technologies (of jet engines, lightweight composite materials, etc.)

New dimension of the idea.

There are **two fundamental factors**

List words—look for the two factors.

behind the decline in commercial aeronautics in comparison to military aeronautics. There is no collective vision of our future such as the one that drove us in the past. There is also a need for a more aggressive pool of airplane design talents to maintain an industry that continues to find a multibillion dollar-a-year market for its product.

Can the history of aviation technology tell us something about the future of aeronautics? Have we reached a final state in our evolution to a mature technology in aeronautics? Are the challenges of coming out with the 'better, cheaper, faster' designs somehow inferior to those that are suited for 'faster, higher, further'? Safety should improve greatly as a result of the forthcoming improvements in airframes, engines, and avionics. Sixty years from now, aircraft will recover on their own if the pilot loses control. Satellites are the key not only to GPS (global positioning system) navigation but also to in-flight communications, uplinked weather, and even in-flight e-mail. Although there is some debate about what type of engines will power future airplanes-lightweight turbines, turbocharged diesels, or both— there is little debate about how these power plants will be controlled. Pilots of the future can look forward to more and better on-board safety equipment.

21. According to the first paragraph of the passage, which of the following statements is **Not** false?

(a) Prank Whittle and Hans von Ohain were the first to conceive of jet propulsion.

False statement, they just used the concept formulated by Lorin.

(b) Supersonic fighter planes were first used in the Second World War.

False, they were used first in the 1950s.

(c) No man had traveled faster than sound until the 1950s.

It happened in 1947.

(d) The exploitation of jet propulsion for supersonic aviation has been remarkably fast.

This is true, hence, not false. Therefore, this is the correct answer.

22. What is the fourth paragraph of the passage about?

(a) Stealth, speed, avionics, and agility of new aircraft.

(b) The way aircraft size has been growing.

It is obviously the correct option, since the paragraph tries to answer the question 'How much bigger can airplanes get?'

(c) Use of computer automation in aircraft.

(d) Super-jumbo jets that can take more than 500 passengers.

23. What is the most noteworthy difference between V-22 and a standard airplane? The V-22

(a) can take off vertically.

This is the correct option. Although each of the other options is mentioned specifically in the context of the V-22, the question is specific about the difference between the V-22 and a standard airplane.

(b) has winged flight.

(c) has excellent payload.

(d) has a very high range.

The options (b), (c) and (d) do not mention the feature that is different from what a standard airplane would have.

24. Why might radars not be used a decade from now?

A cause and effect question. The question is asking you to identify the cause for the effect mentioned.

(a) Stealth technology will advance so much that it would become pointless to use radar to detect aircraft.

(b) UAV s can remain over hostile territory without any danger of being detected.

(c) Computers on board may enable aircraft to manage safe navigation on their own.

The third paragraph clearly mentions this cause for the non use of radars a decade from now.

(d) It is not feasible to increase the range of radars.

25. According to the author, commercial aeronautics, in contrast to military aeronautics, has declined because among other things,

(a) speed and technology barriers are more easily overcome in military aeronautics.

(b) the collective vision of the past continues to drive civil and commercial aeronautics.

(c) though the industry has a huge market, it has not attracted the right kind of aircraft designers.

This is obviously the correct answer, and this must have been be clear to you if you had interpreted

the final sentence of the passage correctly.

(d) there is a shortage of materials, like light weight composites, used in commercial aeronautics.

Irrelevant option.

Passage VI*

A game of strategy, as currently conceived in game theory, is a situation in which two or more "players" make choices among available alternatives (moves). The totality of choices determines the outcomes of the game, and it is assumed that the rank order of preferences for the outcomes is different for different players. Thus the "interests" of the players are generally in conflict. Whether these interests are diametrically opposed or only partially opposed depends on the type of game.

Psychologically, most interesting situations arise when the interests of the players are partly coincident and partly opposed, because then one can postulate not only a conflict among the players but also inner conflicts within the players. Each is torn between a tendency to cooperate, so as to promote the common interests, and a tendency to compete, so as to enhance his own individual interests.

Internal conflicts are always psychologically interesting. What we vaguely call "interesting" psychology is in very great measure the psychology of inner conflict. Inner conflict is also held to be an important component of serious literature as distinguished from less serious genres. The classical tragedy, as well as the serious novel, reveals the inner conflict of central figures. The superficial adventure story, on the other hand, depicts only external conflict; that is, the threats to the person with whom the reader (or viewer) identifies them in these stories exclusively from external obstacles and from the adversaries who create them. On the most primitive level this sort of external conflict is psychologically empty. In the fisticuffs between the protagonists of good and evil, no psychological problems are involved or, at any rate, none are depicted in juvenile representations of conflict.

The detective story, the 'adult' analogue of a juvenile adventure tale, has

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

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

1. According to the passage, which of the following options about the application of game theory to a conflict-of-interest situation is true?

(a) Assuming that the rank order of preferences for options is different for different players.

(b) Accepting that the interests of different players are often in conflict.

(c) Not assuming that the interests are in complete disagreement.

(d) All of the above.

2. The problem solving process of a scientist is different from that of a detective because

(a) scientists study inanimate objects, while detectives deal with living criminals or law offenders.

(b) scientists study known objects, while detectives have to deal with

unknown criminals or law offenders.

(c) scientists study phenomena that are not actively altered, while detectives deal with phenomena that have been deliberately influenced to mislead.

(d) scientists study psychologically interesting phenomena, while detectives deal with “adult analogues of juvenile adventure tales.”

3. According to the passage, *internal conflicts* are psychologically more interesting than external conflicts because

(a) internal conflicts, rather than external conflicts, form an important component of serious literature as distinguished from less serious genres.

(b) only juveniles or very few “adults” actually experience external conflict, while internal conflict is more widely prevalent in society.

(c) in situations of internal conflict, individuals experience a dilemma in resolving their own preferences for different outcomes.

(d) there are no threats to the reader (or viewer) in case of external conflicts.

4. Which, according to the author, would qualify as interesting psychology?

(a) A statistician’s dilemma over choosing the best method to solve an optimisation problem.

(b) A chess player’s predicament over adopting a defensive strategy against an aggrcssive opponent.

(c) A mountaineer’s choice of the best path to Mt. Everest from the base camp.

(c) A finance manager’s quandary over the best way of raising money from the market.

Have you read the above passage and solved its questions?

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

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

Introduces the topic and straightaway starts with an idea.

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

Continues to go deeper into the idea.

Whether these interests are diametrically opposed or only partially opposed depends on the type of game. Psychologically, most interesting situations arise when the interests of the players are partly coincident and partly opposed, because then one can postulate not only a conflict among the players but also inner conflicts within the players.

The idea transits into a new direction, through the introduction of the 'psychologically interesting situation.'

Each is torn between a tendency to cooperate, so as to promote the common interests, and a tendency to compete, so as to enhance his own individual interests.

Internal conflicts are always psychologically interesting. What we vaguely call "interesting" psychology is in very great measure the psychology of inner conflict. Inner conflict is also held to be an important component of serious literature as distinguished from less serious genres. The classical tragedy, as well as the serious novel, reveals the inner conflict of central figures. The superficial adventure story, on the other hand, depicts only external conflict; that is, the threats to the person with whom the reader (or viewer) identifies stem in these stories exclusively from external obstacles and from the adversaries who create them. On the most primitive level this sort of external conflict is psychologically empty. In the fisticuffs between the protagonists of good and evil, no psychological problems are involved or, at any rate, none are depicted in juvenile representations of conflict.

A whole paragraph of details where no new idea is introduced. Should be quickly read.

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

Again, a full paragraph of details illustrating what the author refers to or does not refer to while talking about psychologically interesting situations.

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

Restatement of an idea already mentioned earlier in the passage. Hence, quick reading.

1. According to the passage, which of the following options about the application of game theory to a conflict-of-interest situation is true?

This question tests your understanding of the ideas mentioned in the passage.

(a) Assuming that the rank order of preferences for options is different for different players.

(b) Accepting that the interests of different players are often in conflict.

(c) Not assuming that the interests are in complete disagreement.

(d) All of the above.

All the above options are true about the application of game theory to a conflict of interest situation.

2. The problem solving process of a scientist is different from that of a detective because:

This question is about a specific detail mentioned by the author in the second to last paragraph. In order to be able to solve such questions, one needs to understand the exact flow of ideas through the passage—leading upto and following the specific point where this particular detail is given. In fact, this is true for solving all details based questions.

(a) scientists study inanimate objects, while detectives deal with living criminals or law offenders.

(b) scientists study known objects, while detectives have to deal with unknown criminals or law offenders.

(c) scientists study phenomena that are not actively altered, while detectives deal with phenomena that have been deliberately influenced to mislead.

This is what the author mentions while comparing scientists and detectives.

(d) scientists study psychologically interesting phenomena, while detectives deal with “adult analogues of juvenile adventure tales.”

3. According to the passage, *internal conflicts* are psychologically more interesting than external conflicts because

This question is asking about the cause behind why internal conflict situations are more interesting than situations where the conflicts are external.

(a) internal conflicts, rather than external conflicts, form an important component of serious literature as distinguished from less serious genres.

The detail being referred to is too narrow to connect as the reason asked for.

(b) only juveniles or very few “adults” actually experience external conflict, while internal conflict is more widely prevalent in society.

Irrelevant idea.

(c) in situations of internal conflict, individuals experience a dilemma in resolving their own preferences for different outcomes.

This is the main idea the author is trying to convey throughout the passage. There should be no ambiguity in choosing this option as the correct one.

(d) there are no threats to the reader (or viewer) in case of external conflicts.

Irrelevant idea

4. Which, according to the author, would qualify as interesting psychology?

(a) A statistician's dilemma over choosing the best method to solve an optimisation problem.

This is the only option that has an inherently built inner conflict. A statistician trying to solve an optimisation problem has an internal conflict, since he has to first decide for himself as to what objectives he should set for the optimisation problem.

(b) A chess player's predicament over adopting a defensive strategy against an aggressive opponent.

(c) A mountaineer's choice of the best path to Mt. Everest from the base camp.

(d) A finance manager's quandary over the best way of raising money from the market.

Passage VII

While complex in the extreme, Derrida's work has proven to be a particularly influential approach to the analysis of the ways in which language structures our understanding of ourselves and the world we inhabit, an approach he termed *deconstruction.* In its simplest formulation, deconstruction can be taken to refer to a methodological strategy which seeks to uncover layers of hidden meaning, in a text that have been denied or suppressed. The term 'text', in this respect, does not refer simply, to a written form of communication, however. Rather, texts are something we all produce and reproduce constantly in our everyday social relations, be they spoken, written or embedded in the construction of material artifacts. At the heart of

Derrida's deconstructive approach is his critique of what he perceives to be the totalitarian impulse of the Enlightenment pursuit to bring all that exists in the world under the domain of a representative language, a pursuit he refers to as *logocentrism.* Logocentrism is the search for a rational language that is able to know and represent the world and all its aspects perfectly and accurately. Its totalitarian dimension for Derrida at least, lies primarily in its tendency to marginalize or dismiss all that does not neatly comply with its particular linguistic representations, a tendency that, throughout history, has all too frequently been manifested in the form of authoritarian institutions. Thus logocentrism has, in its search for the truth of absolute representation, subsumed difference and oppressed that which it designates as its alien 'other'. For Derrida, western civilisation has been built upon such a systematic assault on alien cultures and ways of life, typically in the name of reason and progress.

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

For the fact that at any given time one term must defer to its oppositional 'other', means that the two terms are constantly in a state of interdependence. The presence of one is dependent upon the absence or 'absent-presence' of

the ‘other’, such as in the case of good and evil, whereby to understand the nature of one, we must constantly relate it to the absent term in order to grasp its meaning. That is, to do good, we must understand that our act is not evil, for without that comparison the term becomes meaningless. Put simply, deconstruction represents an attempt to demonstrate the absent-presence of this oppositional ‘other’, to show that what we say or write is in itself not expressive simply of what is present, but also of what is absent. Thus, deconstruction seeks to reveal the interdependence of apparently dichotomous terms and their meanings relative to their textual context; that is, within the linguistic power relations which structure dichotomous terms hierarchically. In Derrida’s own words, a deconstructive reading “must always aim at a certain relationship, unperceived by the writer, between what he commands and what he does not command of the patterns of a language that he uses... [It] attempts to make the not-seen accessible to sight.”

Meaning, then, is never fixed or stable, whatever the intention of the author of a text. For Derrida, language is a system of relations that are dynamic, in that all meanings we ascribe to the world are dependent not only on what we believe to be present but also on what is absent. Thus, any act of interpretation must refer not only to what the author of a text intends, but also to what is absent from his or her intention. This insight leads, once again, to Derrida’s further rejection of the idea of the definitive authority of the intentional agent or subject. The subject is decentred; it is conceived as the outcome of relations of *difference.* As author of its own biography, the subject thus becomes the ideological fiction of modernity and its logocentric philosophy, one that depends upon the formation of hierarchical dualisms, which repress and deny the presence of the absent ‘other’. No meaning can, therefore, ever be definitive, but is merely an outcome of a particular interpretation.

5. According to the passage, Derrida believes that the system of binary opposition

(a) represents a prioritization or hierarchy.

(b) reconciles contradictions and dualities.
(c) weakens the process of marginalization and ordering of truth.
(d) deconstructs reality.

6. According to the passage, Derrida believes that:
(a) Reality can be construed only through the use of rational analysis.
(b) Language limits our construction of reality.
(c) A universal language will facilitate a common understanding of reality.
(d) We need to uncover the hidden meaning in a system of relations expressed by language.

7. Derrida rejects the idea of '*definitive authority of the subject*' because
(a) interpretation of the text may not make the unseen visible.
(b) the meaning of the text is based on binary opposites.
(c) the implicit power relationship is often ignored.
(d) any act of interpretation must refer to what the author intends.

8. To Derrida, logocentrism does not imply:
(a) a totalitarian impulse.
(b) a domain of representative language.
(c) interdependence of the meanings of dichotomous terms.
(d) a strategy that seeks to suppress hidden meanings in a text.

Have you read the above passage and solved its questions?

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

While complex in the extreme, Derrida's work has proven to be a particularly influential approach to the analysis of the ways in which language structures our understanding of ourselves and the world we inhabit, an approach he termed deconstruction.

A very idea heavy sentence. The author is introducing the topic and starting off with an idea

straightaway. Make sure that you do not go further unless you understand this sentence—otherwise you might end up finding yourself in choppy waters. Ask yourself the question: Who or What is the author talking about—the answer ‘Derrida’s work’ gives you the topic of the passage. Then ask yourself the question: What is the author’s idea about the topic? The answer that ‘his work has thrown light on the ways in which language structures our understanding of ourselves—called ‘deconstruction’—gives you the idea conveyed.

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

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

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

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

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

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

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

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

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

The author is connecting the two ideas of deconstruction and logocentrism mentioned in the previous paragraph by showing the principal difference between the two approaches. You need to grasp this here or if not here, in the next two to three sentences, which are likely to be details explaining the idea expressed in the first sentence of this paragraph.

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

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

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

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

That is, to do good, we must understand that our act is not evil, for without

that comparison the term becomes meaningless. Put simply, deconstruction represents an attempt to demonstrate the absent-presence of this oppositional ‘other’, to show that what we say or write is in itself not expressive simply of what is present, but also of what is absent. Thus, deconstruction seeks to reveal the interdependence of apparently dichotomous terms and their meanings relative to their textual context; that is, within the linguistic power relations which structure dichotomous terms hierarchically. In Derrida’ s own words, a deconstructive reading “must always aim at a certain relationship, unperceived by the writer, between what he commands and what he does not command of the patterns of a language that he uses ... [It] attempts to make the not-seen accessible to sight.”

Explanatory details that need to be read fast. However, these can be read fast only if you have connected with the author’s idea structure throughout.

Meaning, then, is never fixed or stable, whatever the intention of the author of a text. For Derrida, language is a system of relations that are dynamic, in that all meanings we ascribe to the world are dependent not only on what we believe to be present but also on what is absent. Thus, any act of interpretation must refer not only to what the author of a text intends, but also to what is absent from his or her intention. This insight leads, once again, to Derrida’ s further rejection of the idea of the definitive authority of the intentional agent or subject. The subject is decentred; it is conceived as the outcome of relations of difference. As author of its own biography, the subject thus becomes the ideological fiction of modernity and its logocentric philosophy, one that depends upon the formation of hierarchical dualisms, which repress and deny the presence of the absent ‘other’. No meaning can, therefore, ever be definitive, but is merely an outcome of a particular interpretation.

This is the concluding idea in the passage. You need to grasp this paragraph well to complete your interpretation of the author’s idea structure. Take your time to understand clearly what it says—It is extremely heavy in its ideas.

5. According to the passage, Derrida believes that the system of binary opposition

(a) represents a prioritization or hierarchy.

This is not the correct option, since the system contains a hierarchy, but is not a representation of it.

(b) reconciles contradictions and dualities.

Irrelevant as compared to the idea structure of the author.

(c) weakens the process of marginalization and ordering of truth.

(d) deconstructs reality.

This is the central idea of the passage. Hence, this has to be correct.

6. According to the passage, Derrida believes that:

(a) Reality can be construed only through the use of rational analysis.

This option goes against what the passage is talking about—that reality can be better understood by deconstructing it through language.

(b) Language limits our construction of reality.

Language helps us deconstruct reality. Constructing reality is an irrelevant concept.

(c) A universal language will facilitate a common understanding of reality.

Derrida believes the opposite.

(d) We need to uncover the hidden meaning in a system of relations expressed by language.

This is one of the main ideas conveyed by the author in the last two paragraphs.

7. Derrida rejects the idea of ‘definitive authority of the subject’ because

(a) interpretation of the text may not make the unseen visible.

(b) the meaning of the text is based on binary opposites.

(c) the implicit power relationship is often ignored.

(d) any act of interpretation must refer to what the author intends.

This is against what the author is trying to say. He is saying the opposite—that interpretation should not be limited to what the author intends.

8. To Derrida, logocentrism does not imply:

(a) A totalitarian impulse.

It does imply a totalitarian impulse. Hence, this is not the answer.

(b) A domain of representative language.

Logocentrism has a tendency to try to define one representative language. Hence, this cannot be the answer.

(c) Interdependence of the meanings of dichotomous terms.

This is what is implied by deconstruction—which differs from logocentrism. Hence, this is the answer.

(d) A strategy that seeks to suppress hidden meanings in a text.

Passage VIII

Crinoline and croquet are out. As yet, no political activists have thrown themselves in front of the royal horse on Derby Day. Even so, some historians can spot the parallels. It is a time of rapid technological change. It is a period when the dominance of the world's superpower is coming under threat. It is an epoch when prosperity masks underlying economic strain. And, crucially, it is a time when policy-makers are confident that all is for the best in the best of all possible worlds. Welcome to the Edwardian Summer of the second age of globalisation.

Spare a moment to take stock of what's been happening in the past few months. Let's start with the oil price, which has rocketed to more than $65 a barrel, more than double its level 18 months ago. The accepted wisdom is that we shouldn't worry our little heads about that, because the incentives are there for business to build new production and refining capacity, which will effortlessly bring demand and supply back into balance and bring crude prices back to $25 a barrel. As Tommy Cooper used to say, 'just like that'.

Then there is the result of the French referendum on the European Constitution, seen as thick-headed luddites railing vainly against the modern world. What the French needed to realise, the argument went, was that there was no alternative to the reforms that would make the country more flexible, more competitive, more dynamic. Just the sort of reforms that allowed Gate Gourmet to sack hundreds of its staff at Heathrow after the sort of ultimatum that used to be handed out by Victorian mill owners. An alternative way of looking at the French "non" is that our neighbours translate "flexibility" as

“you’re fired”.

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

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

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

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

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

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

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

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

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

(c) Widespread prosperity leads to neglect of early signs of underlying economic weakness, manifested in higher oil prices and a flux in the global balance of power.

(d) A crisis is imminent in the West given the growth of countries like China and India and the increase in oil prices.

10. What can be inferred about the author's view when he states, 'As

Tommy Cooper used to say “just like that”’?

(a) Industry has incentive to build new production and refining capacity and therefore, oil prices would reduce.

(b) There would be a correction in the price levels of oil once new production capacity is added.

(c) The decline in oil prices is likely to be short-term in nature.

(d) It is not necessary that oil prices would go down to earlier levels.

11. What, according to the author, has resulted in a widespread belief in the resilience of modern capitalism?

(a) Growth in the economies of Western countries despite shocks in the form of increase in levels of indebtedness and inflated asset prices.

(b) Increase in the prosperity of Western countries and China despite rising oil prices.

(c) Continued growth of Western economies despite a rise in terrorism, an increase in oil prices and other similar shocks.

(d) The success of continued reforms aimed at making Western economies more dynamic, competitive arid efficient.

12. By the expression ‘Edwardian Summer’, the author refers to a period in which there is

(a) unparalleled luxury and opulence.

(b) a sense of complacency among people because of all-round prosperity.

(c) a culmination of all-round economic prosperity.

(d) an imminent danger lurking behind economic prosperity.

Have you read the above passage and solved its questions?

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

Crinoline and croquet are out. As yet, no political activists have thrown

themselves in front of the royal horse on Derby Day. Even so, **some historians can spot the parallels**.

There is an idea here somewhere, which you can expect to be unravelled later. There is obviously a talk about some sort of parallel between two time periods.

It is a time of rapid technological change. It is a period when the dominance of the world's superpower is coming under threat. It is an epoch when prosperity masks underlying economic strain. And, crucially, it is a time when policy-makers are confident that all is for the best in the best of all possible worlds.

The author is defining the time in terms of different characteristics that must have been common between the two periods.

Welcome to the Edwardian Summer of the second age of globalisation.

The author can be understood to be talking about two ages of globalisation—the current one and one that could have been described as an Edwardian summer obviously something to do with King Edward's reign.

Spare a moment to take stock of what's been happening in the past few months. Let's start with the oil price, which has rocketed to more than $65 a barrel, more than double its level 18 months ago. The accepted wisdom is that we shouldn't worry our little heads about that, because the incentives are there for business to build new production and refining capacity, which will effortlessly bring demand and supply back into balance and bring crude prices back to $25 a barrel. As Tommy Cooper used to say, 'just like that'.

Then there is the result of the French referendum on the European Constitution, seen as thick-headed luddites railing vainly against the modern world. What the French needed to realise, the argument went, was that there was no alternative to the reforms that would make the country more flexible, more competitive, more dynamic. Just the sort of reforms that allowed Gate Gourmet to sack hundreds of its staff at Heathrow after the sort of ultimatum that used to be handed out by Victorian mill owners. An alternative way of looking at the French "non" is that our neighbours translate "flexibility" as "you're fired".

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

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

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

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

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

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

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

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

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

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

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

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

global economic prosperity would continue.

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

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

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

(c) Widespread prosperity leads to neglect of early signs of underlying economic weakness, manifested in higher oil prices and a flux in the global balance of power.

This is the premise, not the argument.

(d) A crisis is imminent in the West given the growth of countries like China and India and the increase in oil prices.

Irrelevant answer.

10. What can be inferred about the author's view when he states, 'As Tommy Cooper used to say "just like that"'?

This question is clearly asking about an inference, hence, you need to understand the author's unstated opinion behind using this phrase.

(a) Industry has incentive to build new production and refining capacity and therefore oil prices would reduce.

This is a clearly stated cause and effect fact. Hence, cannot be an inference about the author's opinion. Thus, this is not the correct answer.

(b) There would be a correction in the price levels of oil once new production capacity is added.

(c) The decline in oil prices is likely to be short-term in nature.

This is indeed the author's opinion. This can be deduced from: firstly, the author's writing style: Throughout the passage, he has adopted a strategy of stating the reasons for being complacent with respect to some facts and then he goes on to ask us not to be so complacent. Further, the opinion the author holds about the oil prices, is clearly stated in the last paragraph's last sentence. The sentence '*If supply constraints start to bite, any declines in the price are likely to be short-term cyclical affairs, punctuating a long upward trend*' clearly shows his opinion about what he expects to happen to oil prices.

(d) It is not necessary that oil prices would go down to earlier levels.

11. What, according to the author, has resulted in a widespread belief in the resilience of modern capitalism?

(a) Growth in the economies of Western countries despite shocks in the form of increase in levels of indebtedness and inflated asset prices.

This option uses a connection between 'growth in western economies' and 'shocks of increased indebtedness and inflated asset prices'. There is no logical connection defined in the passage between these two factors.

(b) Increase in the prosperity of Western countries and China despite rising oil prices.

Irrelevant choice.

(c) Continued growth of Western economies despite a rise in terrorism, an increase in oil prices and other similar shocks.

This is the correct choice, since this according to the author, is what has led to the belief. Clearly stated in the fourth last paragraph.

(d) The success of continued reforms aimed at making Western economies more dynamic, competitive arid efficient.

Irrelevant option.

12. By the expression 'Edwardian Summer', the author refers to a period in which there is

(a) unparalleled luxury and opulence.

The author has never referred to unparalleled luxury and opulence.

(b) a sense of complacency among people because of all-round prosperity.

Throughout the passage, the author has explained the term 'Edwardian Summer' explaining the complacency that has set into the people due to all round prosperity. Perhaps, you also need to understand that the author is British – since he calls the French his neighbours, refers to Derby day etc., and summer to the British is a time of brightness, happiness and joy, before the onset of the dull, dreary and depressing winter.

(c) a culmination of all-round economic prosperity.

culmination? improbable option.

(d) an imminent danger lurking behind economic prosperity.

Does not fit in with the term Edwardian.

* This question appeared in CAT 2005 paper

SECTION

2

LOD Exercises

Having gone through the various skills involved in improving your reading skills and your reading comprehension solving skills, you are now in a position to test your abilities in solving reading comprehension questions at various levels of difficulty.

This section comprises three exercises at:

≒ Level of Difficulty I
≒ Level of Difficulty II and
≒ Level of Difficulty III

These exercises have been created to help you go through a structured solving and learning experience and get you ready to solve real-life CAT passages at any level of difficulty.

List of Chapters

5. Level of Difficulty–I
6. Level of Difficulty–II
7. Level of Difficulty–III
8. Previous Years' Questions from the CAT

5 Level of Difficulty—I

TEST 1

Passage 1

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

What could possibly account for the amazing success of Coca-Cola? How has this combination of carbonated water, sugar, acid and flavourings come to symbolise the American way of life for most of the world? After all, even the manufacturers could hardly describe Coke as a healthy product since it contains relatively high amounts of sugar

(admittedly not the case with Diet Coke which contains artificial sweeteners instead of sugar) and phosphoric acid, both of which are known to damage teeth.

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

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

1. According to the paragraph, 'cans can often fetch considerable sums' means the same as:

(a) Coke is quite expensive in some parts of the world Coke.
(b) collectors consider carefully how much they are paying for a can of Coke.
(c) old coke cans have a lot of value.

(d) some collectors will only drink Coke in exclusive stores.
(e) certain Coke cans are worth a lot of money as collectable items.

2. According to the paragraph, the author uses ‘for good measure’ to emphasize the fact that:

(a) there is a lot of caffeine in Coke.
(b) the amount of caffeine in Coke is carefully measured.
(c) the extra caffeine improves the taste of Coke.
(d) the extra caffeine balances the amount found naturally in the cola extract.
(e) the extra caffeine is healthy for the drinkers of Coke.

3. According to the paragraph, ‘Coke has enjoyed phenomenal success’ suggests that the author:

(a) thinks that the success of Coke is very strange.
(b) believes that the success of Coke has been impressive.
(c) thinks that the suecess of Coke is beyond explanation.
(d) rather disapproves of the success of Coke.
(e) considers the success of Coke to be undeserved.

4. Describing Coke’s marketing strategies as ‘enviable’ in the paragraph, the author means that:

(a) the strategies are based on envy.
(b) Coke’s marketing staff is encouraged to be envious of each other’s ideas.
(c) people are persuaded to buy Coke because they are envious of others.
(d) rivals are envious of the Coke Company’s successful methods of marketing.
(e) Coke’s marketing strategies are enviable.

5. It can be inferred from the last sentence of the passage that:

(a) most people would like to live in America.
(b) many people wish for a lifestyle like they imagine most Americans have.
(c) drinking Coke reminds a lot of people of visiting America.
(d) living in the United States is a bit like living in a dream.
(e) drinking Coke is part of the American dream.

6. According to the paragraph, all of the following are not true, except:

(a) Cocaine and caffeine are addictive substances.

(b) At least one of the ingredients of Coke is addictive.

(c) The stimulating effect of caffeine is reduced over time unless consumption of it is increased.

(d) The Coca-Cola company has gradually increased the amount of caffeine it puts in Coke.

(e) All of the above are not true.

Passage 2

The first arrival on being introduced, asked me if I was the owner of the hotel. The second arrival shook my hand vigorously, then proclaimed. “Yes, of course, I’ve read your book—No full stops in India.”

“That was Mark Tully”, I said, “He smokes a pipe.”

The third or fourth arrival got it right, but spoilt it all by asking, “Do you still write, Mr. Bond?”

This is like asking a chef if he still makes soup, or a cobbler if he can repair a shoe. I couldn’t be bothered answering his question, but a little boy came to my rescue by asking me to sign my latest book. Nevertheless, the question lingers and sometimes I ask myself: Did I find my dream—the dream of 45 years ago? Do I remember that dream? Most of it, I do believe. To live independently as a fulltime writer, that was part of the dream. And I have done that for most of my adult life. No riches, no houses, no cars, no computers. But independence, certainly.

To live in the place of my choice. While I was away in Delhi in the early 1960s, I decided I was going to live in the hills and work from there. Just as, five years earlier, I had decided that my home was India and not England.

Mussoorie may not have been the perfect choice (there are places more lovely), but in many ways, it has suited me. I’m near the Doon (familiar territory), not too far from Delhi (and my publishers), and just a short walk

into the solitude of the mountains. I have lived with the family and companions of my choice—Prem and his children and grandchildren, and many good people on the hillside who have been generous to me over the years.

And have I won the time for leisure, books, nature, love and friendship? Yes, most of these things, for some of the time. Not everything falls neatly into place. How can it? But I think I've done most of what I set out to do. I could have done it a little better, and perhaps there's time to do more. My faults and limitations are many, but I've always accepted that I'm a most imperfect specimen of humanity, which means I've always been on friendly terms with myself! And yes, Sir, I'm still doing my thing—cobbling shoes, making a tolerable soup, and recording my life and the life around me to the best of my ability. Talking of hotels—most of them, big or small, have one thing in common: the occasional guest who makes off with the linen, the cutlery, and sometime, even a TV set.

Nandu (of the Savoy) tells of how one customer drove off with a mattress rolled up on the luggage rack. When the manager realized what had happened, he phoned the police at the toll-barrier, and they stopped the car and took possession of the mattress. The owner of the car promptly blamed his driver for the theft, but the driver responded— "Sir, you asked me to pick up two mattresses, and now you are blaming me for stealing one!"

Of course there are some tourists who leave their belongings behind; or if not their belongings, their fellow-travelers. The day after a group of jolly, beer-guzzling young men vacated their room, the housekeeper opened a cupboard to have a dead body tumble out on top of her. In a different hotel, a box-bed was found stuffed with a decaying corpse. Both cases went unsolved. Equally enterprising were the young men from Haryana who stabbed to death one of their companions and left the body in the Landour cemetery. But these gentlemen left so many clues behind that they were caught a few days later. Hill-stations are, by and large, peaceful places, but just occasionally, crime rears its ugly head and an old lady is found strangled in her bed or a failed businessman is found hanging in the bathroom. We

won’t dwell on these tragedies but think instead of the thousands who come here in high spirits and go away in even better spirits—the combination of clean mountain air, breath-taking scenery, and, just occasionally, spirits of the bottled variety having done wonders for their outlook on life.

To me, flowers are the most sensual of living things, or perhaps, it’s just that the appeal to the sensuality of my own nature. A rose in bud, the heady scent of jasmine, the unfolding of a lily, the flaunting colour of dahlias and giant marigolds, the seductive fragrance of the honeysuckle, all these excite and entice me.

A wild species of geranium (the round-leaved cransebill, to give its English name) with a tiny lilac flower, has responded to my overtures, making a great display in a tub where I encouraged it to spread. Never one to spurn a gesture of friendship, I have given it the freedom of the shady back verandah. Let it be my flower of the month, this rainy August.

7. What is the author’s view towards his own life?

(a) He’s pretty relaxed about his life.
(b) He’s pretty satisfied by his life.
(c) He’s concerned about his life.
(d) He’s thinking about what the future holds for him & wants to forget the past.
(e) He is living in the past.

8. According to the passage, after the beer guzzling young men vacated their room, the housekeeper was shocked by:

(a) Not finding the carpet.
(b) Finding a box.
(c) By finding a dead body in the cupboard, which tumbled out on top of her.
(d) All of these.
(e) None of these.

9. Why does the author choose to stay in Mussourie?

(a) It suited him in many ways.

(b) It was near to Doon; which was familiar to him.
(c) It was not too far from Delhi & his publishers.
(d) All of the above.
(e) None of the above.

10. What has been the author doing for the most of his adult life?
(a) Travelling to different places.
(b) Living independently as a full time writer.
(c) Collecting riches for future.
(d) Marvelling at the nature.
(e) Living in the place of his choice.

11. What does the author want to imply by saying “Not everything falls into place”.
(a) A person cannot have all the things he wants from life.
(b) A person cannot win time for leisure, books, nature & love all at once.
(c) Life is like a jumble and its very hard to fit the right word at the right place.
(d) Life can be cruel at times.
(e) None of the above.

Passage 3

Recent technological advancement in manned and unmanned undersea vehicles, overcome some of the limitations of divers equipment. Without a vehicle, divers often became sluggish and their mental concentration was limited. Because of undersea pressure that affected their mind, concentration among divers was difficult or impossible. But today, most oceanographers make observations by means of instruments that are lowered into the ocean or from samples taken from the water. Direct observations of the ocean floor are made not only by the divers, but also by deep-diving submarines. Some of these submarines can dive to depths of more than several miles and cruise at

depths of 15 thousand feet. Radio equipped buoys can be operated by remote control in order to transmit information back to land-based laboratories including data about water temperature, currents and weather. Some of mankind's most serious problems, especially those concerning energy and food may be solved with the help of observations made possible by these undersea vehicles.

12. With what topic is the passage primarily concerned?

(a) recent technological advances.
(b) communication among divers.
(c) Direct observation of the ocean floor.
(d) sea vehicles.
(e) Technological advancement of undersea vehicles.

13. Divers have had problems in concentrating underwater because:

(a) the pressure affected their minds.
(b) the vehicles they used have not been perfected.
(c) they did not think clearly.
(d) the pressure destroyed their mental processes.
(e) of distractions while diving.

14. This passage suggests that the successful exploration of the ocean depends upon:

(a) vehicles as well as divers.
(b) radio that divers use to communicate.
(c) controlling currents and the weather.
(d) removal of the limitations of diving equipment.
(e) Development of undersea vehicles.

15. Undersea vehicles

(a) are too small for a man to fit inside.
(b) are very slow to respond.
(c) have the same limitations that divers have.
(d) make direct observations of the ocean floor.

(e) are technologically primitive.

16. How is a radio-equipped buoy most likely to be operated?

(a) By operators inside the vehicle and underwater.

(b) By operators outside the vehicle on a ship.

(c) By operators outside the vehicle on a diving platform.

(d) By operators outside the vehicle in a laboratory on the shore.

(e) Cannot be inferred.

17. According to the author, what are some of the problems the underwater studies may eventually resolve?

(a) Weather and temperature control.

(b) Food and energy shortages.

(c) Transportation and communication problems.

(d) Overcrowding and housing problems.

(e) Resource shortages.

Passage 4

BOOKSHOPS are piled higher than ever before with lavishly illustrated children's books tricked out to look like instant classics. What to buy?

1. Books for Five-year olds and under

Whether to be read alone or to be read aloud, a good picture book for young children strikes a balance between words, which must not be too plentiful, and images, which must not shout too loudly. "How Many Miles to Bethlehem?" is a deft retelling of the story of the Nativity by an English poet, Kevin Crossley-Holland, with Peter Malone as illustrator. The words are spare and well chosen (every actor in the drama, from the ass to the angel, has a page to present his point of view), while the rich pictures are almost Giotto-like in atmosphere and choice of detail.

Also ringing the changes on a seasonal theme is "Santa's Littlest Helper"—a collaboration between Anu Stohner and Henrike Wilson as

illustrator. One of Santa's undervalued assistants stumbles upon a startling fact: animals, unlike children, don't usually get presents.

Alexis Deacon is one of the finest of a younger generation of English illustrators for children. In his third work, "Jitterbug Jam: A Monster Tale", Mr. Deacon collaborates with an American writer, Barbara Jean Hicks, to produce a gentle morality tale about the nature of strangeness. His horned monsters, alarming to look at but gentle in character, seem distantly related to Maurice Sendak's wild things.

The best animal picture book of the season is "Lord of the Forest" by Caroline Pitcher and Jackie Morris. Ms. Morris's illustrations are lavish and painterly, and the story—who exactly is the king of the jungle?—holds the reader in suspense until the very last page.

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

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

2. Six-to-ten-year olds

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

From the same publishers comes Martin Jenkins's sensitive abridgement

of Jonathan Swift's "Gulliver". The illustrations of Chris Riddell, formerly with *The Economist*, show his characteristic flights of fancy.

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

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

"Christopher Mouse: The Tale of a Small Traveller" is a wonderful first novel by William Wise for readers with growing confidence. It is about the adventures of a mouse who moves from family to family and after much travel and heartache, finds a happy home. The delight of this book is in the deft humour of the first-person storytelling.

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

3. Eleven and above

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

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

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

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

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

18. What should a good picture book for children not contain?

(a) Quantum of words.

(b) Images should not be blatant.

(c) There should be a balance between words and images.

(d) Difficult concepts.

(e) All of above.

19. In Anu Stohner’s “Santa’s Littlest Helper”

(a) There is a story on morality about strangeness.

(b) There are horned monsters.

(c) both a and b.

(d) The words are spare and well chosen.

(e) None.

20. Which of these books is not listed in the passage?

I. “Gifts”

II. “Privately Peaceful”

III. “The Purple Emperor”

(a) I.

(b) II.

(c) II & III.

(d) I & II.

(e) None.

21. According to the passage, which of the following books has humour?

(a) “Christopher Mouse–The Tale of a Small Traveler”.

(b) “Magical Children”.

(c) “Gifts”.

(d) At the Firefly gate.

(e) Enna Burning.

22. Which of the following books has been set in a time just before the introduction of the euro?

(a) Dark materials

(b) Freeglader.

(c) Private Peaceful.

(d) Millions.

(e) At the Firefly gate.

TEST 2

Passage 1

For something that was supposed to be the next global gold rush, the Internet sure seems disappointing. True, companies such as America’s Netscape Communications Corporation that sell the technology for setting up shop on

Internet's World Wide Web, are doing a land-office business and making immense paper fortunes in a bull market dazzled by the Web. But it's damned hard to find any of the prospectors who use those tools actually hitting pay dirt by selling merchandise and information or running advertisements on the Internet.

The horror stories of money-losing Web ventures are everywhere, including high profile fumbles by some of the premier names in media and communications. The biggest losers so far have been US companies, mainly because they plunged in early with money to burn. But players large and small, are now following in Europe and Asia. They're likely to hit red ink as well Take two US leaders, Time Warner and AT&T. Don Logan, the New York-based CEO of Time Inc., last year complained publicly that Pathfinder, Time's glitzy Web site, gives new definition to the term 'black hole'. Since then, Pathfinder has gotten new management, a facelift, and a plan to begin charging for some content. Now, Time Warner executives say the site will generate profits ahead of schedule.

Meanwhile, AT&T as part of an overhaul of its Web strategy, ended up killing an ambitious 'Health Site' before even finishing testing. MCI Communications Corporation's Internet shopping mall failed to lure tenants and is shuttered. No wonder the question being asked—ever more nervously by bankers, entrepreneurs, investors and corporate executives is: Can you make money on the Net? The answer is yes, but not a lot of it yet. The number of losers still exceeds the number of money makers by more than 2 to 1. But it turns out that while the corporate giants have been thrashing around noisily in cyberspace, showing how not to make money on the Net, scores of entrepreneurs have been quietly tinkering, creating new business models for retailing, marketing, publishing and advertising that work for them and could perhaps point the way to an Internet payoff. This first wave of profitable companies is proving that electronic commerce can work, that you can sell ads on the Web, and that at least sometimes, people will pay for online information. "Companies that are offering a unique business proposition on the Web can and will be successful," says San Francisco analyst Betty Lyter

of Montgomery Securities.

One example is American jazz fan, Jason Olim. Frustrated by skimpy selections in music shops, he came up with the idea of a cyber store that could offer every jazz album made in the US and 20,000 imports. The beauty of it: no brick-and-mortar costs and no inventory. Shoppers place their orders with CD*now*, which, in turn, contacts distributors. Most discs are delivered to the customer's door in 24 hours. Add in advertising revenues, and CD*now* expects to hit $6 million in sales in 1997, triple last year's revenue, with 18% operating margins. Says Jason Olim: 'We're dancing as fast as we can'.

In California, Peter Ellis was nearly wiped out by the deep recession of the early 1990s. He lost $15 million, when he was forced to sell off or close 16 auto dealerships. But last January, he was back in business on the Net. Auto-By-Tel, his new company, makes money by selling sales leads to auto dealers across America. For a monthly subscription fee of $250 to $1500, dealers get the names of Web surfers who have checked in at Auto-By-Tel and decided to buy at the listed "no-haggle" price. Some 1400 dealers use the system, and at the current growth rate, Ellis says he will return a profit of $6.5 million of revenues this year. "This thing is on fire", he says.

In Silicon Valley, veteran entrepreneur Jerry Kaplan thinks he has the right formula this time. His previous startup, a maker of handwriting recognition software called Go, went south in early 1994. In July, he launched ONSALE, an on-line computer auction. For a growing audience of computer-savvy consumers, bidding in the twice-weekly sale has become a ritual: part bargain hunting, part entertainment. By August, each auction was bringing in an average $445000, putting the company on an annual run rate of $45 million. What's more, ONSALE, with 10 to 20% gross profit margins, has been profitable since January.

Olim, Ellis, and Kaplan are not the only "Netpreneurs" who are making it big on the Web. In a June survey of 1100 US Web-based businesses, conducted by market researcher ActiveMedia, 31% claimed to be profitable, with 28% more saying that they will be in the next 12 to 24 months. Those surveyed accounted for $130 million in Web revenues in June alone. And this

only reflects the average company on Net rather than the large companies, which are not included.

1. Active media is a firm _____

(a) in the business of Internet service.
(b) using Internet extensively.
(c) involved in marketing research.
(d) A web marketing firm.
(e) None of these.

2. Auto-by-Tel is in the business of _____

(a) selling auto spares.
(b) selling automobiles at the 'no-haggle' prices.
(c) selling addresses of people who are interested in buying an automobile.
(d) selling addresses of those who have surfed the Net.
(e) Selling cars on telephone.

3. The term 'Netpreneurs' has been used to address _____

(a) individuals who have an access to the Internet.
(b) entrepreneurs who take assistance from the Net for locating a supplier.
(c) entrepreneurs who use the Net for their business advantage.
(d) Entrepreneurs who run net busineses.
(e) None of these.

4. To be successful on the net, you need to _____

(a) be a successful businessman.
(b) offer a unique business proposition.
(c) have massive funds.
(d) be renowned in the field.
(e) Have an internet sales model.

5. Which of these sentences is true, according to the passage?

(a) Netscape, completely robbed off, was back in the business on the net.
(b) Peter Ellis, almost completely wiped off, was back in business on the net.

(c) Even average companies are making huge money in business through net.
(d) All of the above.
(e) None of the above.

6. According to the passage, the MCI was looking for _____
(a) shoppers.
(b) electronic tenants.
(c) physical tenants.
(d) Customers.
(e) None of these.

7. Which of the following sentences is incorrect, according to the passage?
(a) Recession of the early 90s caused severe economic damages around the world.
(b) Pathfinder's management got an upstart with the new definition of the term 'black hole'.
(c) There is a sort of cacophony on the net because of the presence of a notion how to make money through the Internet.
(d) There are netpreneurs apart from Olim, Ellis and Kaplan.
(e) None of these.

Passage 2

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

the issue at hand is premature ageing; in others, however, the consequences could be much more complicated and serious. Anti-cloning activists are quick to point out that the dangers of serious side-effects would be similar in human clones—making the entire technology highly questionable. Dolly's limping back into the limelight has opened up a fresh debate on the pros and cons of using cloning techniques to create new embryos, stem lines and tissues, whether animal or human. "The cloning process still has some problems producing a true copy of donor animals", admits a Japanese scientist based in Tokyo. He also concedes that the animals might indeed develop health problems in the future.

Dolly's creator, however, is optimistic. According to him, only systematic studies could help us overcome all these difficulties as there is no way of knowing whether Dolly's arthritis is due to cloning, or whether it is an unrelated occurrence. Scientists say that it is unusual but not unknown for a five-and-a-half year-old sheep to develop arthritis. "It should keep a lot of us in business for a long time," he says. Dr. Wilmut had earlier come out strongly against extending cloning to human embryos, as he felt that the nascent technique ought to be perfected and understood in animals before being extended to humans. Dolly's premature ageing, however, was not entirely unexpected as it was revealed—soon after her birth—that she had very short telomeres for a newborn. Produced during embryonic development, telomeres are the nubs that cap the ends of chromosomes rather like shoe-lace ends. As the cells mature and divide with growth, the telomeres crumble and eventually, when the erosion is complete, the cell dies. Dolly's shortened telomeres are attributed to the fact that she was made using genetic material taken from a six-year-old ewe, making her technically as old as her 'Mom'. As such, Dolly's ageing should not be taken as a representative example of how cloning technology can go wrong. The case should be treated as pointer to the complexities involved and could provide guidance for the future. The therapeutic value of cloning to create stem cells and tissues to treat terminally ill patients is too important to be dismissed summarily. An independent assessment of the long-term health of cloned

animals worldwide would be a step in the direction towards greater understanding of the effects of the new technology.

8. Which of the following statements about Dolly is correct?

(a) The cell taken from the ewe's mammary gland in Scotland created ripples, as the famous clone Dolly was born.

(b) Dolly's body being prone to disease attests the unfeasibility of the cloning technique.

(c) Premature aging could be the factor causing Dolly's abnormalities.

(d) Dolly's arthritis is a proof of the fact that cloning is untenable.

(e) All of these.

9. Which of the following sentences matches with the opinion of the scientist about the newly cloned sheep?

(a) The cloning process is completely impeccable.

(b) The cloning process has got many side effects.

(c) Medical science failed to detail any clarification with respect to the abnormalities besetting Dolly.

(d) The cloning process is still not impeccable.

(e) None of these.

10. Which of these sentences relates to the opinion of Dr. Wilmut?

(a) Dolly's premature ageing was revealed after a long time after its birth.

(b) Cloning has to be first perfected in animals before being extended to human beings.

(c) Dolly's premature ageing was due to short telomeres.

(d) b & c both.

(e) None of these.

11. With of which of these subjects is the passage related?

(a) Science.

(b) Zoology.

(c) Genetics.

(d) Medicine.

(e) Social & Medical effects of cloning.

Passage 3

A new US study has warned that adolescents who take performance enhancing anabolic steroids are more likely to have adverse neural and behavioural consequences, like aggression and moodiness because of the steroids affect on the underdeveloped brain and the nervous system. The study, by Northeastern University in the US, centred around a brain chemical called serotonin, which is linked to mood. Lower levels of serotonin are associated with depression and aggression. For the study, experiments were carried out on a strain of Syrian hamsters. This breed has similar neurological circuitry to humans, so experts felt it might be a good model for humans in this respect. The hamsters were given a high dose of anabolic steroids over the course of a month—which corresponded to five years, repeated dosage in humans. The researchers found that the hamsters were more aggressive than those not given steroids and these aggressive tendencies were mellowed if Prozac—a drug which boosts serotonin "uptake"—was given. However, subsequent analysis showed significantly lower than normal serotonin levels in the neural connections of the hamster's brains. This suggests there may be a longer-term effect of taking steroids while the brain is still developing. Professor Richard Melloni, who helped run the study, was quoted as saying by BBC: "We know testosterone or steroids affect the development of serotonin nerve cells, which, in turn, decreases serotonin availability in the brain. The serotonin neural system is developing during adolescence and the use of anabolic steroids during this critical period appears to have immediate neural and behavioural consequences."

12. Why do adolescents develop neural disorders?

(a) The effect of steroids hampers the growth of the brain.

(b) Prozac, if taken in excess by adolescents, makes them aggressive.

(c) Due to a decrease in the level of serotinin in the blood.

(d) Steroids effect the under developed brain more.

(e) None of these.

13. Which of the following sentences is true, according to the passage?

(a) Adolescents are more likely to have neural and behavioral disorders.

(b) Depression and aggression are caused by a lower intake of serotinin.

(c) Those taking steroids are likely to face long-term neural and behavioral implications.

(d) Higher serotonin intake is good for brain function.

(e) None of these.

14. The drug that boosts serotinin uptake is _____ .

(a) Prozac.

(b) Melanin.

(c) Erythrocytes.

(d) Penicillin.

(e) None of these.

15. Upon which breed of mammals were the experiments carried out?

(a) Sicilian gangsters.

(b) Italian hamsters.

(c) Syrian hamsters.

(d) Adolescents.

(e) None of these.

16. The thrust area of the research mentioned in the passage was _____.

(a) The effect of serotinin on the human brain.

(b) The effect of high doses of anabolic steroids.

(c) The immediate neural & behavioral consequences of the use of anabolic steroids.

(d) The development of the serotinin never cells.

(e) All of the above.

17. Why were Syrian hamsters considered for the experiments?

(a) They were similar to humans in their metabolic function.
(b) They were easily available.
(c) They have a similar neurological circuitry as Human beings.
(d) The effect of steroids on them is similar as on human beings.
(e) (a), (c) & (d).

18. The passage could be best described as
(a) Curative.
(b) Scientific.
(c) Instructive
(d) Suggestive.
(e) Speculative.

TEST 3

Passage 1

No Less a person than Mr. N. Vittal, Central Vigilance Commissioner, has observed about this book as follows: “Mr. K. L. Malhotra who had worked in the Central Vigilance Commission has rendered an immense service to all those connected with the administration of vigilance in Government Organisations’’.

As observed by the author in his introduction “one of the main functions of the state is maintenance of law and order, right of equality before law and to prevent abuse of power given by law and ensuring correct application of law. This can be ensured by watchfulness, caution and vigilance. As such, the Central Government has enacted a number of laws dealing with corruption and has also constituted the central vigilance commission.’’

Quoting Kautilya, the author says: “Just as a fish moving deep under water cannot be possibly found out either as drinking or not drinking water, so, government servants employed in government work may not be found out while taking the money for themselves. It is possible to ascertain the movement of birds flying high up in the sky but it is not possible to ascertain

the movement of government servants or their hidden purposes. Kautilya, in his *Arthashastra*, further says just as it is impossible not to taste a drop of honey or poison that is placed at the tip of the tongue, so it is rather impossible for the government servant not to eat up at least a bit of the king's revenue.''

The introductory paragraph gives out not only the facets of corruption but also the facets of vigilance. It also deals with the functions and powers of the Central Vigilance Commission, constituted by a recent Ordinance passed by the Government of India. The author takes us through the Central Vigilance Commission Ordinance 1999, its constitution, working, function and other features. According to the author, vigilance means watchfulness or to bring awareness. It is an integral part of all government institutions.

The consultation with the commission, according to the author, ensures that a public servant who is guilty will not escape punishment and no innocent public servant will be punished. It provides independent and unbiased advice after making the proper assessment of the cases. Also, the functions of the commission are purely advisory. Final decision as to whether advice should be accepted or not rests with the competent authority. However, whenever there is any departure from the commission's advice, the reasons for doing so should be promptly intimated to the commission. The proceedings will be reflected in the annual report of the commission.

Cases will be referred to the commission at the level of the CVO, who is normally of the status of deputy secretary and above in respect of ministries and departments. The author, by giving out the full details of the functions of the commission, has helped the staff of the government commission attorneys and lay public.

Normally, according to the author, the commission's advice is required in all matters having a vigilance angle in which a public servant of the Central Government or the administration of a Union Territory or an employee of a public sector undertaking or a nationalised bank or an autonomous body or a registered society is involved. The author has categorised what is vigilance angle.

The role of the CVO has been succinctly explained. He is accountable to the secretary of the department and high-level officers of other institutions covered by the Act. As prevention is better than cure, the commission has the power to call for reports, returns and statements from all ministerial departments, institutions categorised in the ordinance and the commission advises the ministry, based upon exigencies and circumstances. Lot of paper work is involved in maintaining registers as listed by the author.

The second chapter and chapter 24 of the book deal with the institution that has become very famous, indispensable and much sought after. When and how the CBI was set up, its composition, its powers and jurisdiction, are explained threadbare. Discussions on the above aspects reveal the deep study and pains taken by the author in disclosing to the readers the importance of the CBI. The features of the Prevention of Corruption Act have been furnished in this chapter. The strength, functions, jurisdiction and achievements of the chief technical examiners' organisation and that of the chief vigilance officers, including their role and other aspects are given in chapter four. The chief vigilance officers are the eyes and ears of the Central Vigilance Commission. In fact, a CVO is an extended arm of the commission, says the author.

Supported by case laws, he gives a clear picture of as to what constitutes misconduct in chapter five. An exhaustive list is there. Further, in the chapter captioned "Conduct rules—a comparative study,'' he again deals with misconduct where cases of moral turpitude, sexual harassment, demonstration of strikes, criticisms of the government, gifts and acceptance of dowry are discussed in detail. Comparative study of misconduct by employees in government service, public sector institutions and banks, all about complaints, investigations, investigation techniques and disposals of complaints can be found in chapters six, seven and eight.

Delays in disposals of files are everywhere. How the delay occurs in this field and what dilatory tactics are adopted makes interesting reading. "Suspension" is an administrative action. It is not a recognised penalty but it leaves a deep stigma on the government servant's entire service career, even

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

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

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

1. According to the passage, government servants are

I. fishes and birds.

II. fish and poisonous honey.

III. birds and poison.

(a) Only I is correct.

(b) Only II is correct.

(c) Only III is correct.

(d) None is correct.

(e) I & III are correct.

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

(a) the Central Vigilance Commission.

(b) the central government.

(c) the central government and all state governments.

(d) all government institutions.

(e) All government institutions & the public at large.

3. It can be inferred from the passage that

(a) it is not impossible to predict the true character of government servants and leaders.

(b) the author doesn't believe that government servants are not corrupt and they should be punished severely.

(c) government servants eat up a large share of government revenues.

(d) the behaviour of government servants are similar to the behaviour of birds.

(e) Corruption is not an integral part of governance.

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

(a) CVC can punish public servants who are guilty.

(b) The discretion of accepting or rejecting the recommendations of the CVC lies with the government.

(c) In certain circumstances, CVC's advice is binding for the government.

(d) The government cannot take action on its own, against a government servant who is guilty.

(e) None of these.

5. According to the passage, the term “the institution that has become very famous” refers to

I. CVC

II. CVO

III. CBI

(a) Both (I) and (II).

(b) Only (I).

(c) Only (III).

(d) Only (II).

(e) (I), (II) and (III).

Passage 2

AMONG the several citrus fruits, acid lime is one of the most prolific yielder, and this crop can be profitably grown in the tropical plains and hillslopes with scant water resources. It comes up well in sandy loam rich in organic residues and endowed with adequate drainage. Good quality grafts are ideal for raising a healthy and productive lime garden. The grafts yield true-to-parent plants of high yielding potential, and are early bearers. They also bear big fruits all through the year. However, the longevity of the grafts is less as compared with the trees developed from the seeds, according to experts. Seeds extracted from healthy fruits from proven mother plants will develop into robust plants with longer life. The main field should be thoroughly tilled, and ripe farmyard manure should be incorporated well with the final ploughing and land levelling. Green manuring will also help in increasing the soil’s organic matter content, and in improving the soil structure.

A spacing of 6 m by 6 m is recommended for raising acid lime plantation. Pits of 90 cm by 90 cm are to be dug, and filled up with adequate quantities of vermi-compost, coir-pith compost and small amounts of powdered neem cake and bio fertilizers. About 250 plants can be accommodated in a hectare.

Regular irrigation is essential in the early stages of crop establishment. Drip irrigation, pitcher irrigation and micro-sprinklers have been found to give good results, besides saving considerable quantities of water and energy.

In the initial months after planting, sufficient shade should be provided to protect the tender seedlings and grafts from harsh sun. Planting Sesbania (agathi) around the young plants will be effective in ensuring the required shade, besides enriching the soil. Several annual crops such as pulses and vegetables, can be raised as intercrops in the initial years. The plants should be trained to grow vertically by discouraging the lateral shoots and other growths. Regular pruning to get the desired dome-shape should be done when the plants are still young.

The field should be kept free of weed and other unwanted vegetation. Regular manuring should be done twice annually. The nutrients mostly organic in nature, should be incorporated at the base of the plants, and watered immediately.

The plants particularly respond well to liberal application of organic amendments. The micro-nutrient deficiencies will not be noticed in acid lime plantations raised with rich organic nutrients. Plant protection is an important aspect in acid lime cultivation. The plants should be sprayed with cow’s urine, vermi-wash and other botanical insecticides to ward off leaf-munching caterpillars and other sucking and chewing pests.

Need-based application after monitoring the field for pest incidence will be rewarding. Spraying should be taken up at an interval of ten days, and it will also improve the fruit setting and fruit development. The plants will establish well and start yielding from the second year of planting. Though the fruits can be had all round the year, some major flushes can be harvested in December–January and July–August seasons.

A well nurtured grown-up tree can yield as high as 3000 fruits a year. The profit for the growers depends on the season and the prevailing market rate. With an average price of Rs. 0.35 a fruit, a farmer can realize about Rs. 2.5 lakhs from a hectare of a healthy and well-tended acid lime garden.

6. It can be inferred from the passage that

I. The quality and size of fruits depend upon the longevity of the plants.

II. The yield of grafts is less as compared to the trees developed from the seeds.

III. There is not much of a difference between grafts and the trees developed from the seeds, except in life.

(a) (I) and (II)

(b) Only (II)

(c) Only (III)

(d) Only (I)

(e) (I), (II) and (III).

7. For a good growth of acid-lime crop, all of the following are essential except,

(a) rich residues of organic nutrients;

(b) good irrigation with adequate drainage;

(c) water-logged tropical plains;

(d) All of these.

(e) None of these.

8. The author of the passage could be

(a) a rich farmer.

(b) an agricultural expert.

(c) an agricultural activist.

(d) an analyst.

(e) An environmentalist.

9. Which of the following is necessary for the nascent crop?

(a) sufficient shade.

(b) regular irrigation.

(c) excess manuring and application of organic nutrients.

(d) Sufficient sunlight.

(e) Both (a) and (b).

10. The most appropriate insecticide for acid-lime crop is

(a) vermi-compost.

(b) powdered neem.

(c) cow's urine.

(d) organic residue.

(e) Cow dung.

Passage 3

Mohammed Akber Ali and Shrikanth Sriram, the London duo known as Badmarsh & Shri, don't do scenes. They figured that out soon after the release of their first CD, Dancing Drums, in 1998. The duo was waiting to play at a London night spot packed with would-be hipsters desperate to get a hit of a new music genre—dubbed "Asian underground" but often consisting of little more than DJs sampling Indian folk music over drum-'n'-bass beats —that was then the rage in U.K. clubs. "There was a band on before us," Sriram remembers. "And a couple of Asian guys came on with sitars. They didn't even know how to hold them. They twanged one note, and the crowd goes, 'Yeah, this is Asian underground.'

After two notes, they put down the sitars and out came the rock guitars." To Sriram, a 32-year-old Bombay native who grew up surrounded by classical Indian music, it was too much to bear. "I thought, this doesn't make any sense," he says. "I'm not a part of this movement. The further we stay away from it the better."

They made the right choice. Since distancing themselves from the manufactured sounds and styles of London's Asian club scene, the duo has created its own, highly original kind of music. It's a sonic masala of traditional tablas, sitars, flutes and strings stirred together with just about every spice in the Western pop pantry, including drum 'n' bass, garage, funk and reggae. All the elements are on display on Signs (Outcaste), their thrilling second CD. "This music works as well in Norway as it does in

London or New York," Sriram says. "People like to get their heads blown apart." Says Ali: "We're not making music in a particular genre for a particular group."

In that sense, Badmarsh & Shri belongs to a generation of young British-Asian acts, from Nitin Sawhney to Cornershop, who have emerged from the ethnic underground to make music that bends—and transcends—traditional pop categories. South Asian culture suffuses almost every facet of modern British life: Bollywood movies outdraw West End musicals, and curry is the national cuisine. Now, with the novelty of the "Asian underground" fading, Asian musicians are demanding recognition as mainstream British artists with global appeal. Talvin Singh, the critically acclaimed London-based DJ and tabla virtuoso, says British-Asian pop "is the music of today. Whether it's underground or overground, it's creating a new spirit and science of making music."

Badmarsh & Shri are an unlikely team: the Yemeni-Indian Ali, 34, grew up in East London listening to black dance music before becoming a DJ; Sriram, who moved to London from India in 1997, plays bass and has tastes that range from Rush to Herbie Hancock. After meeting in 1998, they decided to record together—Ali spinning and mixing, Sriram laying down bass lines and melodies—and within a month they had finished Dancing Drums. "Shri became my human sampler," Ali says. "Instead of sampling from vinyl, I sampled from him."

Signs closes with Badmarsh & Shri's sparest song to date: Appa, which features Sriram's father, T.S. Sriram, playing a delicate sitar raga, backed by the Strings of Bombay. Sriram included the song on the album not only as a homage to his father but also as a retort to those pretenders—the guys who couldn't hold their sitars properly—who once populated the so-called Asian underground. "I thought I'd show people what real sitar can sound like," he says. "Even my father says he never knew he could sound that good."

11. According to the passage, what does "Asian Underground" stand for?

(a) Indian folk music.

(b) A music group formed by Asians.
(c) A band.
(d) A type of music.
(e) An Indian curry.

12. According to the passage, the appeal of Sriram's music seems
(a) universal.
(b) limited.
(c) selective.
(d) localized.
(e) limited to the Asian British.

13. According to the passage, which of the following is true?
(a) The duo has created a totally original kind of music.
(b) The duo has totally abandoned the manufactured sounds.
(c) The new music is totally devoid of any traces of Indian folk music.
(d) The current trend in music is a mixture of two kinds of music.
(e) The new music is liked only by Asians.

14. According to the passage, the duo Badmarsh and Shri can be said to be
(a) totally compatible to each other.
(b) totally incompatible to each other.
(c) a totally unlikely combination.
(d) a successful pair.
(e) An eccentric couple.

15. It can be inferred from the passage that
(a) British culture no more influences the modern British life.
(b) British culture is now less influential than the Asian culture.
(c) South Asian culture has now defeated British culture on its own soil.
(d) South Asian culture is becoming more and more a part of the British society.
(e) Both b & d.

Passage 4

Room 46 in the West Bengal legislative assembly complex is called the 'Bejoy Kumar Banerjee Hall.' Few would recognise his name today but for 38 years he made the headlines in every Indian newspaper. What he said and did in 1967 are relevant to the events of today.

The West Bengal of 1967 presented as confused a picture as the Goa, Jharkhand, and Bihar of today, no party having won a clear majority in the assembly election. Ajoy Kumar Mukherjee, leader of a group of Congress defectors, joined hands with the Marxists to form the United Front. The coalition ministry was involved in a running battle with Governor Dharam Vira from the first. It did not last very long, the exasperated governor kicking out the United Front to install the Progressive Democratic Alliance that was led by Dr P C Ghosh.

It was at this point that Speaker Bejoy Kumar Banerjee entered the picture. The Speaker refused to recognise the new regime, ruling it was the exclusive power of the House to make and unmake ministries. Efforts to do so behind the back of the assembly were, he declared, unconstitutional and invalid. The P C Ghosh ministry threw in the towel, there was a bout of President's Rule, and the Ajoy Mukherjee-led United Front returned in 1969.

Many think that politicians should be barred from becoming governors. It may interest them to know that Dharam Vira was no politician, he had been one of India's most distinguished civil servants, efficient and incorruptible. He was genuinely concerned about the deteriorating situation in West Bengal; the Ajoy Mukherjee ministry was so spectacularly incompetent that the chief minister once sat on a *dharna* outside Writers Building against his own government! But the Speaker was equally correct in upholding the authority of the assembly.

Both Dharam Vira and Bejoy Kumar Banerjee could legitimately claim that they were working in West Bengal's best interests. Nobody would buy that excuse from Governor S C Jamir, the former Speaker Vishwas Satarkar, and Speaker Pro-tem Francisco Sardinha. Does anyone think S C Jamir had

no role to play in the fall of the BJP-led Manohar Parikkar ministry? Speaker Satarkar sought to counter this by disqualifying an MLA just before a crucial vote in the assembly.

Finally, Speaker Pro-tem Sardinha stretched the powers of his post to the limit by ordering the ouster of an MLA from the BJP side.

The sad part is that it was actually politics as usual up to the point where Francisco Sardinha entered. S C Jamir is scarcely the first governor to be partial to one party. There are even precedents of a Speaker playing fast and loose with the rules. (The governor would have been justified in recommending President's Rule after Satarkar's timely disqualification of the pro- Congress Philip Neri Rodrigues.) But what the Speaker Pro-tem did was in a class of its own. It opened the door to manipulation on a different scale.

Every assembly—even the Lok Sabha come to that—starts proceedings with a Speaker Pro-tem being nominated. That nomination is the gift of the executive wing, not of the legislature. Imagine what might happen if other Speakers Pro-tem follow Sardinha to disqualify 'inconvenient' members. You could face a situation where an electoral verdict is overthrown before all the legislators have time to read the oath.

A governor serves at the pleasure of the President. A Speaker is elected by the legislature over which he presides, and he may be removed by its members. But who is to check abuse of power by a Speaker Pro-tem? Sitaram Yechury says the Left disapproves of all legislative problems being dumped into the judiciary's lap. In principle he is correct, but who else can lay down the law to prevent the disgusting antics we saw in Goa?

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

But what of those Speakers, properly elected and not serving pro-tem, who act as tools of the executive wing? The position of a Speaker was spelt out on January 4, 1642 when King Charles I came in person to arrest five MPs from

the House of Commons. Not finding them, he asked the Speaker where they were. William Lenthall, famously replied, 'I have neither eyes to see nor tongue to speak in this place but as this House is pleased to direct me, whose servant I am here.' Speaker Bejoy Kumar Banerjee was a man cast in the same iron mould; others, I am afraid, have been far more accommodating to the executive branch.

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

16. Governor Dharmavira was_____

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

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

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

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

(a) The P.C. Ghosh ministry was inefficient right from the start.
(b) The left approves of all powers being held by the judiciary.
(c) Dharam Vira had worked for the interest of his political bosses.

(d) The Supreme Court has given directives about all speakers Pro-tem.

(e) S.C. Jamir is not the first governor to be partial towards a particular political party.

19. The ultimate fate of Indian Democracy is in the hands of_____

(a) the speaker of Lok Sabha.

(b) the president of India.

(c) we, the people of India.

(d) the Supreme Court of India.

(e) The politicians & the bureaucrats.

20. The style of working of William Lanthall of the house of Commons was similar to the style of which of the following Indian politicians?

(a) Sitaram Yechury.

(b) Ajoy Kumar Mukherjee.

(c) Vishwas Satarkar.

(d) Francisco Sardinha.

(e) None of these.

21. Who holds the exclusive power to make and unmake ministries?

(a) The Executive.

(b) The Legislature.

(c) The Judiciary.

(d) All of the above.

Answer Key

Test I

Passage 1

1. (e)
2. (a)

3. (b)
4. (d)
5. (b)
6. (c)

Passage 2

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

Passage 3

12. (e)
13. (a)
14. (d)
15. (d)
16. (e)
17. (b)

Passage 4

18. (a)
19. (e)
20. (e)
21. (a)
22. (d)

Test II

Passage 1

1. (c)
2. (c)
3. (c)

4. (b)
5. (b)
6. (b)
7. (a)

Passage 2

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

Passage 3

12. (d)
13. (c)
14. (a)
15. (c)
16. (b)
17. (c)
18. (b)

Test III

Passage 1

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

Passage 2

6. (c)
7. (c)
8. (b)

9. (e)
10. (c)

Passage 3

11. (d)
12. (a)
13. (a)
14. (c)
15. (d)

Passage 4

16. (b)
17. (c)
18. (e)
19. (c)
20. (e)
21. (b)

Solutions

TEST 1

Passage 1

1. The correct answer is option (e), as is clearly mentioned in the 4th sentence of the 1st paragraph of the passage that coke cans which are a collector's item fetch a good amount of money.
2. The correct answer is option (a). It is clearly mentioned in the 3rd paragraph of the passage that coke contains a lot of caffeine , here 'for good measure' has nothing to do with the taste or quality of the product, it just signifies that the amount of caffeine added is a lot.
3. Mentioned in the 1st paragraph of the passage, option (b) is correct. Phenomenal success would signify a significant achievement which could translate as impressive.

4. Enviable marketing strategies can be from the viewpoint of the rivals , thus option (d) is correct.
5. An American lifestyle might be an aspiration for many people and drinking coke makes them similar to that in one way at least , thus option (b) is the best answer . So it is living like an American that is their wish rather than living in America itself, which makes the other options incorrect.
6. In the answer options, we have to find the correct answer. Options (a), (b), (d) and (e) are incorrect. Only option (c) is correct. It is clearly mentioned in the last sentence of the 3rd paragraph of the passage.

Passage 2

7. From the passage it is clear that the author has no regrets about how he lives and what he does, so we can infer that he is satisfied with his life. Option (b) is correct.
8. In the 3rd last paragraph of the passage these lines have been clearly mentioned, hence option (c) is correct.
9. All the points mentioned in options (a), (b) and (c) have been mentioned clearly, hence option (d) is the answer.
10. The author is a writer and has been doing so, this is also clear from the passage, hence option (b) is the answer.
11. Option (b) is directly mentioned in the passage, but if we have to understand the implied meaning, then option (a) is the correct choice.

Passage 3

12. Mentioned in the 1st sentence of the passage, the correct option is (e).
13. The 3rd sentence of the passage mentions that , ‘the pressure affects their mind’, thus option (a) is correct.
14. The 1st sentence of the passage mentions that the limitations of the diver’s equipment is overcome by undersea vehicles. Thus option (d) is correct.

15. These vehicles directly observe the ocean floor as mentioned clearly in the paragraph. Hence option (d) is correct.
16. This answer is not clearly given hence no accurate inference is possible. If we take a guess, options (b), (c) and (d), all are possible, hence all cannot be rightly inferred. Thus option (e) is correct.
17. This is clearly mentioned in the last sentence of the passage, option (b) is correct.

Passage 4

18. The lines written under the books for five year olds clearly mention that 'the words must not be plentiful'. Thus, option (a) mentioned in the 2nd paragraph, 1st sentence is correct.
19. None of the given options (a), (b), (c) and (d) are correct, as the book talks about how animals unlike children, are not given presents. Thus option (e) is correct.
20. All the books mentioned in the options have been listed in the passage, so none of the above would be the right choice. Option (e) is correct.
21. Under the 6-10 yrs old heading the book 'Christopher Mouse' has been said to contain 'deft humour'. Thus option (a) is correct.
22. In the 2nd last paragraph the book 'Millions' has been mentioned in the context of the question. Option (d) is correct.

TEST 2

Passage 1

1. The last paragraph of the passage mentions the answer, [market researcher Active Media]. Option (c) is correct.
2. Auto By Tel, has been mentioned as selling sales lead deals. Thus option (c) is correct.
3. Netpreneurs are those who are doing business on the net and making money too.Option (c) is correct.
4. Mentioned in the last sentence of the 3rd paragraph of the passage.

" Companies that are……will be successful". Option (b) is correct.

5. Only option (b) has been mentioned in the passage.
6. The MCI according to the 3rd paragraph of the passage, mentioned that it was an internet shopping mall and it failed to lure tenants'. Option (b) iscorrect.
7. Options (b), (c) and (d) are all mentioned in the passage, only option (a) has not been mentioned. Option (a) is correct.

Passage 2

8. Mentioned clearly in the 1st paragraph of the passage. Option (a) is correct.
9. 'The cloning process still has some problems…….animals', admits a Japanese scientist. This clearly makes option (d) correct.
10. Dr Wilmut has been clearly mentioned only in the context of option (b).
11. The topic of the passage is cloning, which is a part of Genetics and its related studies. Option (c) is correct.

Passage 3

12. Mentioned in the first sentence of the passage clearly and then explained further in the passage, option (d) is correct.
13. Option (c) is clearly mentioned in the passage, some others could be inferred, hence option (c) is clearly true according to the passage.
14. Prozac has been mentioned as a drug boosting serotonin intake. Option (a) is correct.
15. Syrian hamsters are mentioned in this context. Option (c) is correct.
16. "the hamsters were given a high dose of anabolic steroids over the……in humans". Option (b) is correct.
17. "This breed has similar neurological circuitry to humans". Option (c) is the answer.
18. It is related to scientific issues so it can be described as 'scientific'. Option (b) is the most suitable answer.

TEST 3

Passage 1

1. Mentioned in the 1st paragraph of the passage, where Kautilya has been quoted. Option (a) is correct.
2. Paragraph 4 last line states that all government institutions are supposed to be mindful of it.Option (d) is correct.
3. Only option (c) can be inferred, the rest are incorrect.
4. The CVC's advice is only advisory in nature and not binding. Option (b) is correct.
5. 'The institution that has become very famous,' has been clearly mentioned about the CBI. Option (c) is correct.

Passage 2

6. Mentioned in the 1st paragraph of the passage.Option (c) is correct.
7. Water logging is not mentioned anywhere in the context of lime growing in tropical plains. Option (c)is the answer.
8. The author seems to be very knowledgeable thus he could be an agricultural expert. Thus option (b) is the best choice.
9. Shade and irrigation both are important for the nascent[young] crop. Option (e) is correct.
10. According to the passage cow urine is clearly mentioned as an insecticide from the given options.Option (c) is the answer.

Passage 3

11. This has been mentioned in the 1st paragraph of the passage as 'a new music genre'. From the given options, option (d) is the most suitable.
12. According to the passage, his music is liked as much in Norway as in New York or London. Thus option (a) is correct.
13. Clearly mentioned in the 3rd paragraph of the passage. Option (a) is correct.
14. The 1st line of the 2nd last paragraph of the passage mentions that they are

an unlikely team. Option (c) is correct.

15. From the 2nd sentence of the 4th paragraph, it can be inferred what is said in option (d).

Passage 4

16. Mentioned in the 4th paragraph of the passage, option (b) is correct.
17. Mentioned in the 4th paragraph that the CM had to sit in dharna against his own ministry. Option (c) is correct.
18. The 2nd sentence of the 7th paragraph clearly mentions option (e).
19. The last paragraph of the passage gives the answer to this. Option (c) is correct.
20. Bejoy Kumar Banerjee is the correct answer . Since none of the options give the correct answer, we will go with option (e) [none of these].
21. The 2nd sentence of the 3rd paragraph mentions the Legislature in this regard. Option (b) is correct.

Level of Difficulty—II

TEST 1

Passage 1

Astrologers habitually prone to goof-ups now have an excuse for why their predictions have been going haywire, the emergence of newer and newer planets that have caused their calculations to go awry. For the international team of astronomers who recently discovered eight new planets, the arrivals are, however, a cause for excitement. Indeed, even as the rest of the world continues to be consumed by a morbid passion for shiny new war machines, deadly chemicals and sinister war tactics, astronomers have been doggedly searching the heavens for more heavenly bodies in the belief that the search will take us closer to a more exalted goal—that of knowing the truth about us and the universe. "Reality is much bigger than it seems… the part we call the universe is the merest tip of the iceberg" one scientist remarked. How true. In the beginning, skeptics wouldn't accept that the earth actually moves, let alone that it revolves around the sun because of an unshaken belief that the earth was the centre of the universe. We've come a long way. Today, scientists have spotted nearly 80 extra-solar planets using sophisticated instruments. What's more, our universe may not be the only universe in

the cosmos; there could well be several parallel universes teeming with many galaxies, solar systems and planets, although none of this may be perceptible to the naked eye. Perhaps sages who say that truth is not easily perceptible, mean just this—what is evidently before us is not the whole truth.

Scientists say that "everything in the tangible universe has its shadowy counterpart in other, parallel universes". In fact, it is by observing the play of cosmic light and shadow through powerful devices that scientists have been able to 'feel' shapes or 'see' shadows that indicate the existence of other heavenly bodies without actually seeing them. The international team of scientists involved in the present discovery conducted their search through telescopes in Australia, Belgium, UK and the US. Two of the newly discovered eight planets are believed to have circular orbits very like the Earth's, while the others have well-defined elliptical orbits much like Pluto's. This is significant because a planet with a circular orbit would more likely be hospitable to life forms than would one with an elliptical orbit. In the latter, the planet experiences extreme temperatures depending on whether it is proximate to or distant from the energy-giving star it's circumambulating. As in the case of other recent discoveries—such as finding traces of microbes in a meteorite—this too strengthens the belief that we're not alone in the universe. So would we be exchanging inter galactic e-mails soon? Perhaps not as yet, given that our closest neighboring galaxy is millions of light years away. What is within our immediate grasp, though, is exploring the viability of establishing human settlements in space—an endeavor that has assumed urgency what with biological terrorism and the like threatening humankind on earth. As Stephen Hawking recently said, "I don't think the human race will survive the next thousand years unless we spread into space. There are too many accidents that can befall life on a single planet".

1. According to the author's belief, it can be inferred that all of the following

are not true except

(a) It is unlikely that the human race can survive the next thousand years.

(b) It seems quite likely that the human race can survive the next thousand years.

(c) Accidents will wipe out the human race from this planet by accidents within the next one thousand years.

(d) Earth is the only planet with life.

(e) The age of human race is one thousand years.

2. According to the passage it can be inferred that:

(a) Finding traces of microbes in a meteorite proves the existence of life on other planets.

(b) Finding traces of microbes in a meteorite converted the belief into truth that we are not alone in the universe.

(c) Finding traces of microbes in a meteorite would make it possible to exchange galactic e-mails in future.

(d) Finding traces of microbes in a meteorite made us think about exploring the viability of establishing human settlements in space.

(e) None of these can be inferred.

3. According to the passage it can be inferred that

(a) A planet with a circular orbit is more likely to be hospitable to life than would one with an elliptical orbit because the latter experiences very low temperatures.

(b) A planet with a circular orbit is more likely to be hospitable to life form than would one with an elliptical orbit since the latter is proximate to the energy-giving star it is circumambulating.

(c) A planet with a circular orbit is more likely to be hospitable to life forms than would one with an elliptical orbit because the latter experiences extreme temperatures.

(d) Both (a) and (c).

(e) (a), (b) & (c).

4. According to the passage, we can infer that

(a) Parallel universes are half truth and half truth is not perceptible

(b) Parallel universes are not easily perceptible because they are not the whole truth.

(c) Parallel universes are not easily perceptible and what we perceive is not the whole truth.

(d) Truth is always easily perceptible.

(e) Parallel universes do not exist.

5. After the discovery of new planets, according to the passage, scientists are

(a) euphoric.

(b) jubilant.

(c) enthusiastic.

(d) elated.

(e) joyous.

Passage 2

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

The very first meeting of the council was eventful. After a spell of half-

hearted enquiries and expressions of doubt, one senior scientist, MN Rao, shot a straight question: “On what basis did you select these five Pandavas (he meant the Project Directors)?”

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

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

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

One of the most difficult questions came from a young scientist: “How are you going to stop these projects from going the Devil’s way?” I explained to him the philosophy behind IGMDP—it begins with design and ends in deployment. The participation of the production centres and user agencies right from the design stage had been ensured and there was no question of going back till the missile systems had been successfully deployed in the battlefield.

While the process of forming teams and organizing work was going on, I found that the space available at DRDL was grossly inadequate to meet the enhanced requirements of IGMDP. Some of the facilities would have to be located at a nearby site. The missile integration and checkout facility built during the Devil phase consisted only of a 120 sq. meter shed thickly populated with pigeons. Where was the space and the facility to integrate the

five missiles which would arrive here shortly? The Environmental Test Facility and the Avionics Laboratory were equally cramped and ill equipped.

I visited the nearby Imarat Kancha area. It used to be the test range for anti-tank missiles developed by DRDL decades ago. The terrain was barren —there were hardly any trees—and dotted with large boulders typical of the Deccan plateau. I felt as if there was some tremendous energy trapped in these stones. I decided to locate the integration and checkout facilities needed for the missile projects here. For the next three years, this became my mission.

6. It can be inferred from the passage that

I. emotions are a drawback for scientists.

II. scientists fail to pull themselves together when they stumble.

III. scientists should be helped by fellow scientists to overcome setbacks.

(a) I, II and III

(b) I and II

(c) II and III

(d) III and I

(e) III only

7. It can be inferred from the passage that goal setting should not be done when one is at a low ebb because

1. disappointments are likely to retard a person's thinking capacity.
2. setbacks limit a person's perceptions about his potential.
3. a person on his own can't think on reasonable terms.

(a) All three

(b) 1 and 2

(c) 2 and 3

(d) 1 only

(e) 2 only

8. It can be inferred from the passage that the science council

I. served its purpose.

II. was an excellent platform for interaction.

III. meetings were jeopardized by every member flinging accusations against each other.

(a) II and III

(b) I and III

(c) I and II

(d) I only

(e) II only

9. The author selected the five Pandavas because

I. they had exemplary positive thinking traits.

II. he had faith in their capacity to meet unforeseen challenges.

III. he wanted the Pandavas to grow from the difficulties that could pose ahead.

(a) All three

(b) II and III

(c) I and II

(d) I only

(e) II only

10. According to the passage a productive leader should have the following traits:

I. Should have an open mind, enabling him to tackle problems from new avenues.

II. Should recruit greater number of young people as compared to old people.

III. Should be adept at handling his subordinates.

(a) I and III

(b) I and II

(c) I, II and III

(d) II and III
(e) III only

Passage 3

The 1983 re-organization was done with the objective of renewal; it was indeed a very complex exercise handled deftly by A.V. Ranga Rao and C.R. Swaminathan. We created a team of newly joined young scientists with just one experienced person and gave them the challenge of building the strap down inertial guidance system, an-on board computer and a ram rocket in propulsion system. This exercise was being attempted for the first time in the country and the technology involved was comparable with world-class systems. The guidance technology is centered around the gyro and accelerometer package, and electronics, to process the sensor output. The on-board computer carries the mission computations and flight sequencing. A ram rocket system breathes air to sustain its high velocity for long durations after it is put through a booster rocket. The young teams not only designed these systems but also developed them into operational equipment. Later, Prithvi and then Agni used similar guidance systems, with excellent results. The effort of these young teams made the country self-reliant in the area of protected technologies. It was a good demonstration of the 'renewal factor'. Our intellectual capacity was renewed through contact with enthusiastic young minds and had achieved these outstanding results.

Now, besides the renewal of manpower; emphasis had to be laid on augmenting the strength of project groups. Often, people seek to satisfy their social, egoistic and self actualization needs at their workplaces. A good leader must identify two different sets of environmental features. One, which satisfies a person's need and the other, which creates dissatisfaction with his work. We have already observed that people look for those characteristics in their work that relate to the values and goals which they consider important as giving meaning to their lives. If a job meets the employees' need for achievement, recognition, responsibility, growth and advancement, they will

work hard to achieve goals.

Once the work is satisfying, a person then looks at the environment and circumstances in the workplace. He observes the policies of the administration, qualities of his leader, security, status and working conditions. Then, he correlates these factors to the interpersonal relations he has with his peers and examines his personal life in the light of these factors. It is the agglomerate of all these aspects that decides the degree and quality of a person's effort and performance.

The matrix organization evolved in 1983 proved excellent in meeting all these requirements. So, while retaining this structure of the laboratory, we undertook a task-design exercise. The scientists working in technology directorates were made system managers to interact exclusively with one project. An external fabrication wing was formed under P.K. Biswas, a developmental fabrication technologist of long standing, to deal with the public sector undertakings (PSUs) and private sector firms associated with the development of the missile hardware. This reduced pressure on the in-house fabrication facilities and enabled them to concentrate on jobs which could not be undertaken outside, which in fact, occupied all these three shifts.

11. The author's choice of the team indicated his

I. lack of faith in the older generation to achieve things.

II. bias towards younger scientists.

III. perception of the level of difficulty of the project.

(a) Only I

(b) I and III

(c) II and III

(d) I, II and III

(e) Only II

12. From the passage it can be inferred about the project that:

I. India had attained nothing of the ilk before.

II. project components were developed indigenously.

III. laudable efforts were made by the team members.

(a) III only
(b) II and III
(c) III and I
(d) I, II and III
(e) II and III

13. It can be said about the renewal factor that

(a) It was responsible for the project's success.
(b) The young were rejuvenated on coming in contact with the experienced.
(c) The old scientists were refocused on their job.
(d) The young intellectually stimulated the experienced.
(e) The young and old gelled together.

14. The following traits of a good leader are evident from the passage:

I. Should be able to identify the contradicting environmental features to which a person reacts.
II. Should keep a tab on a person's individual need fulfillment.
III. Should well understand the external factors which dissatisfy a person.

(a) All three
(b) I and II
(c) II and III
(d) I and III
(e) Only I

15. From the passage it can be inferred that

I. social, egoistic and self-actualization needs could be catastrophic at the workplace.
II. social, egoistic and self-actualization needs are catastrophic at the workplace.
III. social, egoistic and self-actualization needs should be eliminated.
IV. social, egoistic and self-actualization needs should be taken care of.

(a) I and III

(b) I and IV
(c) II and III
(d) IV only
(e) II and IV

TEST 2

Passage 1

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

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

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

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

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

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

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

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

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

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

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

says.

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

I. Sometimes, alcohol is considered as brain food.

II. Alcohol reduces the risk of development of Alzheimer's disease.

III. Alcohol may be a cure for dementia.

(a) Only II and III

(b) Only III

(c) Only II

(d) I only

(e) None of these

2. According to the passage, alcoholism can lead to all of the following except

(a) macular degeneration

(b) breast cancer

(c) death of brain cells

(d) cognitive problems

(e) liver cirrhosis

3. According to the passage, alcohol may have some beneficial effects on all of the following except,

(a) brain.

(b) liver.

(c) eyes.

(d) cardiovascular health.

(e) None of these.

4. According to the passage, the term "therapeutic quantities" is used to indicate that

(a) alcohol acts as a medicine.

(b) moderate drinking is advisable.

(c) moderate drinking might be therapeutic sometime.

(d) small quantities of alcohol is being prescribed as a medicine.

(e) moderate drinking is advisable for everyone.

5. The attitude of the author towards the benefits of alcohol in reducing the risk of dementia in elderly people can be described as:

(a) skeptical.

(b) radical.

(c) positive.

(d) prejudiced.

(e) indifferent.

Passage 2

Is there a plant that eats animals? And if I were to eat that plant, will I become a non-vegetarian, albeit once removed? After all, such a plant is technically a non-vegetarian!

This question is not just coffee-table chatter. There are insect eating plants in nature. The Venus fly trap is an oft-quoted example. Now comes the startling information about a member of the pitcher plant family, which has a particular preference for termites, and eats thousands of them at one go. Drs. Marlis and Dennis Merbach and their associates from Germany report on such a plant in the 3rd January issue of *Nature.*

Our general opinion about plants is that they are truly ascetic, demanding little from other life forms. Much of what they need comes from whatever there is in the ground below, sunlight, some water and air. They make carbohydrates out of this spartan set of ingredients and store them in their bodies. Animals like us pluck these and feed ourselves.

Many of us humans pride ourselves by declaring that we eat nothing but plants, and that we do not eat meat since that amounts to harming animals. The truth is plants are life forms too; furthermore, such interdependence and “big fish eat small fish” is an inescapable part of existence. Wanton hurting of other life forms is what we should not be practising.

The relation between insects and plants has always been intimate and mutually beneficial. Many plants need insects such as bees to help in propagation. For this purpose, they have put out elaborate structures in their flowers, which entice the bee. The colour attracts the insect while the nectar offers a meal. For its part, the insect carries the pollen across to another plant, helping the latter to propagate through such dispersal. In many instances, this mutualism has become so one-to-one as to be finicky or specific. For example, it is a particular legume plant alone that the insect called psyllid (or the jumping plant lice) will go to and none other: an example of “made for each other”.

It is all very well, as long as it is the flower and the nectar that the insect is interested in. But if the insect were to start eating any other part of the plant, say the leaf or the seed, it has had it! The plant puts up a strong reaction. Its defence or self-protection can be pretty offensive. The plant releases chemicals that can stun or even kill the insect. The neem tree is an example. It synthesizes and stores a chemical called azadirachtin. When the insect takes a bite at the plant, the released chemical kills all further desire in the insect to take any more bites. As a result, the insect dies a slow death of starvation. Azadirachtin is therefore called an insect antifeedant. Other plants use other strategies aimed at the same defensive purpose. For example, why are all fruits two-faced? The pulp in them is entirely tasty and nutritious. But the kernel and seed are at best indigestible (they actually can give you a stomach upset), and at worst poisonous (recall the desperate poor tribals of Orissa who suffered eating mango kernels). The pulp is the enticement, the come-hither. The seed should not be destroyed but simply dispersed, so that the next generation plant can grow.

We know that all plants are not passive bystanders in the theatre of life. Several of them are activists that seek out their food and nutrition beyond air, water, soil and sunlight. There is a whole bunch of tropical plants that are carnivorous. Yes, they gobble up insects for food! The Venus Fly Trap mentioned above is the famous one. Its leaf has two lobes, edged with interlocking “teeth”. On the surface, they have many trigger hairs. When a

hapless insect were to disturb these hairs, the leaf snaps shut. Upon this, the plant secretes some digestive juice into the enclosure, which dissolves much of the insect. The food so mashed up into a puree or soup is absorbed by the plant. The chitinous outer layer of the insect is all that is left, which is discarded later. Here is a twist—the leaf of the plant holds its stomach!

What Dr. Merbach and co-workers found in the Southeast Asian country Brunei was an even more striking example of a non-veg plant. Called "Monkey's Rice Pot" in West Australia, it is technically known as *Nepenthes albomarginata*. The family Nepenthes has many subspecies. The name is Greek in origin and means banisher of sorrow. One account has it that the plant was used by the ancient Greeks to banish sorrow and induce restful sleep. Obviously, its nectar or some other component has a sedative influence. (Parenthetically, Dr. Dennis Merbach writes to me that he doubts this since not even Alexander the Great came far enough east to find this plant).

The genus Nepenthes is found in Southeast Asia, Seychelles and Madagascar, and Australia, but *N. albomarginata* is abundant in Peninsular Malaysia, Sumatra, Borneo and Brunei. The German work was done in Brunei. *Albomarginata* literally means white border, and is so named because the pitcher that it presents at its leaf tips is rimmed with white hair—like protrusions. It is a slender, heat-loving plant that has attractive green-red pitchers rimmed white, and does very well in a stovehouse or heated frames.

N. albomarginata is quite different from its cousins of the pitcher plant genus Nepenthes. Others are not choosy about their prey. They catch any insect that is careless enough to step on their slippery, toothy appendage. Monkey's Rice Pot, or *N. albomarginata* is picky—it loves to eat termites! In order to do so, it presents its pitcher to the prey, luring them with its colour and distinctive smell. The white hairs that fringe the rim of the pitcher are edible. Termites seem to love the hair and come to it in hordes. The scientists usually found not one or ten, but thousands of termites trapped in a single pitcher!

All the termites they found in one pitcher belonged to the same species

and were in the same state of decomposition. This led the researchers to conclude that a whole battalion was caught over a short period of time. The termites caught and gobbled up were largely from no more than three genera, with one particular genus called Hospitalitermes predominating. It thus seems that these fellows are picky about *N. albomarginata,* and the latter returns the compliment. In fact, the plant pretty much starves when termites are not around. Over the six-month-lifespan of the pitcher, it gets by with a few dozen ants, beetles or flies (while neighbouring pitcher plants of other provenance, not being so picky, get along much better). For its part, the termite genus mentioned above too gets by usually with live fungi and algae, but upon sensing the plant, it forages in massive columns, and meets its death by the thousands at the teeth of the pitcher plant. Extraordinary, till death do them apart!

It is the white hairs that the termites go for. Pitchers with no hair are ignored. When the researchers placed near a termite marching column, both pitchers with hair and pitchers shaven off, the lead termite sensed the white hair, went back and called his mates for the forage. They came in numbers, started gobbling up the edible hairs and making food pellets out of them to carry home. In the process, they fell into the pitcher and could not escape. The fall-in rate was one every three seconds (could be even faster with a bigger marching band). After an hour, when all the hairs were gone, the pitcher was no longer of any interest to the termites. What it is in the hairs that attract the termite is not clear yet. It could be some volatile molecule, but the researchers could not detect any smell in their study. As of now, it appears that contact happens by chance. To date, *N. albomarginata* appears to be the only one known plant that offers up its own tissue as bait, and the only one too that specialises on a single prey.

Reading the article, it occurred to me that here is a clean and green way to rid your house of termites—plant a hedge of *N. albomarginata* around your house, and it will do the rest. Alas, when I raised this point, Dr. Merbach disappointed me with his e-mail message, stating that this group of termites does not feed on wood, since they feed over ground. The wood-eater termites

feed underground, while the plant presents its pitchers above. There goes another of my brilliant solutions!

I wonder whether *N. albomarginata* is seen in India, since there are other members of Nepenthes that grow in our subcontinent. It will also be interesting to check whether some of these are pest-gobblers. One plant, called *N. khasiana*, is found in the Khasi hills of Assam, but its termite-preference has not been tested so far, to the best of my knowledge. This pitcher plant is an undemanding highland species that grows slowly to a height of about two feet. It is able to tolerate low humidity and temperatures and thus, should be cultivable in other chosen areas of India. And it better be soon, since this plant is already in the endangered list because of encroachment by farmers who have cleared up land in that area for agriculture.

6. According to the passage, which of the following is facing the threat of extinction?

(a) N. albomarginata.
(b) Azadirachtin.
(c) N. Khasiana.
(d) Hospitalitermes.
(e) The pitcher plant.

7. According to the passage, where does the digestion in plants take place?

(a) stem.
(b) leaf.
(c) flower.
(d) roots.
(e) fruits.

8. According to the passage, azadirachtin

(a) kills the insect.
(b) acts as a poison.
(c) acts as a repellant.
(d) has the effect of starving the insect to death.

(e) induces the death of the insect.

9. It can be inferred from the passage that

(a) tropical plants are omnivorous.
(b) tropical plants are carnivorous.
(c) tropical plants depend upon insects for food.
(d) some tropical plants absorb the insect soup.
(e) Some tropical plants are carnivorous.

10. According to the passage, all of the following can be inferred to be not true except:

(a) N. albomarginata is completely different from the Nepenthes genus.
(b) N. albomarginata is very intelligent.
(c) N. albomarginata catches insects inadvertently while others do it in a planned manner.
(d) Termites love the hair of the pitcher very much.
(e) Plants of the Nepenthes genus eat termites for food.

11. According to the passage, Hospitalitermes

(a) is a termite genus.
(b) is the main food of N. albomarginata.
(c) loves to eat the white hairs that fringe the rim of the pitcher.
(d) is mainly attracted to the N. albomarginata plant.
(e) All of the above.

Passage 3

Global climate change pundits have for long been blowing hot and cold over melting ice caps, rising ocean levels and unusually hot summers on the one hand and receding deserts, shrinking biodiversity and colder winters on the other. Climatologists are, however, unanimous in their opinion that regional variations notwithstanding, the Earth as a whole is becoming warmer—and largely due to the increased human activity. And yet, as a continent, Antarctica would seem to be bucking the trend. Recent reports quoting

American scientists from the South Pole say that while temperatures in every other continent have risen over the past century, Antarctica has become appreciably colder over the past 35 years and continues to cool, becoming the only one of Earth's seven continents to react differently to global warming. The world's average temperature over the last 100 years has risen by 0.06°C a decade, and the average actually went up to 0.19°C between 1979 and 1998. In the Antarctic, on the other hand, temperatures fell on an average by 0.7°C a decade. Traditional theories of climate change have held that the effects of global warming ought to be magnified at the Poles. Nonetheless, recent research points out that while the Arctic is indeed getting warmer, the Antarctic is definitely getting cooler. This will mean that previous estimates of rising sea levels that included the melting ice caps of both the North and South Poles will have to be suitably revised. So what is the mystery behind the cooling of the White continent?

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

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

(a) Traditional theories failed to calculate the effects of global warming.

(b) Fall in temperatures in the Antarctic is in accordance with the traditional theories.

(c) Effect of global warming is the maximum at the Poles.

(d) Effect of global warming on Antarctica is on unexpected lines.

(e) Effect of global warming on Antarctica is on expected lines.

13. According to the passage, it can be said that

(a) Antarctica has become colder than the other continents of the world.

(b) Antarctica has become colder than the Earth over the last 35 years.

(c) The decade growth in temperature is much higher for Antarctica than the Earth itself.

(d) The average temperature rise for the decade 1979–1998 was more than the average rise in temperature over the last 100 years.

(e) Both the Arctic and Antarctic are getting cooler with global warming.

14. It can be inferred from the passage that:

(a) Our knowledge and our theories about global climate change fails to explain what is happening across the globe.

(b) It is a matter of great contradiction that we failed to understand the full import of global climatic change.

(c) We could not understand the importance of global climatic change.

(d) It was difficult for us to understand the full implication of global climatic change.

(e) The threat of global warming is accentuated due to what is happening in Antarctica.

15. According to the passage, factors affecting the temperature profile of Arctic do not include

(a) ocean currents.

(b) greenhouse effects.

(c) atmospheric pollutions.

(d) warming the air.

(e) None of these.

16. According to the passage, the most important factor for global warming is

(a) hot summers.

(b) increased human activity.

(c) shrinking biodiversity.

(d) increasing pollution levels.

(e) polluting factories.

TEST 3

Passage 1

It is said that the British ruled India with the help of just two laws, the Revenue Recovery Act and Section 144 of the Criminal Procedure Code, whereas the present governments in India, with hundreds of laws on the statute book, are unable to either recover their revenues or control law and order! It is true that the British Government's strength was its unfaltering commitment to the collection of revenues and enforcement of the law. It is not, however, my case that the country should now be run the way it was run by the British or that governments should do nothing but collect revenues and maintain law and order. But does one build a house without any mason to lay the foundation and by concentrating only on plans for interior decoration?

In post-Independence Indian public administration, there has always been a controversy, if not a conflict, relating to the roles of specialists and generalists. The former feel that the latter are cornering jobs for which they are not suitable and the latter feel that the former do not have breadth of perception and are blinkered by their narrow specialist knowledge. The IAS, especially, has been in the eye of this storm, so to say. I have heard my colleagues in functional departments say that the IAS was fit only for collecting revenues and maintaining law and order. The implication was that, apart from being unglamorous and pedestrian, these jobs were only for the unintelligent or the unscrupulous!

In the post-Independence era, the IAS too, presented with opportunities in the economic development sector and with the vanishing of land revenue as an important source of revenue for the States, began to regard tax collection and law and order jobs as not being promising enough from the job satisfaction or career points of view. With greater politicisation of the people and the spread of the populist cult, these activities came to be regarded as not merely non-developmental and feudal but almost as anti-people. No wonder

that, while premier civil servants distanced themselves more and more from taking them seriously, the politicians seized the opportunity to undermine their importance and effectiveness.

An oversimplified, naïve and misunderstood version of development economics that public finance has nothing in common with private finance and that for a sovereign, especially democratic government, expenditure and income could be independent of each other, has contributed to a dangerously complacent view of poor tax recovery. A government's sovereignty, alas, does not extend to the laws of arithmetic! A divine faith in the seductive comfort of the Laffer Curve and the emerging philosophy of privatisation and liberalisation have made strict enforcement of any rule or law appear not merely rigid and bureaucratic but almost retrograde and reactionary. (At the same time, the government is accused of not enforcing the law strictly against one's competitors!)

Today, immunity from payment and prosecution and the impunity with which both can be evaded—even defied—are the most coveted symbols of political importance, and the prime goal of coming to power is to do this on a scale of ever-increasing magnitude and frequency. Immunity from law and impunity of violation have become the modern political equivalents of the ancient sceptre and the crown. Kaleidoscopic coalitions in which the constant goal is to stay in power but the members keep changing almost randomly, have made every politician with at least one other member in his party a potential MLA/MP/Minister! This has made the tax collection and law enforcing agencies diffident and unwilling to stick their necks out. Political scientists who wax eloquent over how the emergence of the concept of coalition is a sign of the maturing of Indian democracy have completely missed, or slurred over, its adverse impact on administration (which includes tax enforcement as well as law and order) and how a coalition is a convenient, indirect and legal way of defection—defecting from principles without defecting from the party!

1. According to the passage, it can be said that:

(a) British rule in India was very effective in collecting revenues.

(b) British rule in India was based on the rule of law.
(c) The existing laws are not sufficient for the recovery of revenues.
(d) Collection of revenues is of supreme importance for the government.
(e) The British were in India only to collect revenues.

2. It can be inferred from the passage that:
(a) IAS is fit only for collecting revenues and maintaining law and order.
(b) IAS is responsible only for collecting revenues and maintaining law and order.
(c) IAS is only for unintelligent people.
(d) Maintaining law and order and collecting revenues are the responsibilities of IAS.
(e) IAS is for the super intelligent.

3. According to the passage, emergence of the concept of coalition politics:
(a) has allowed and encouraged ideological defection.
(b) has made political defection legal.
(c) has strengthened Indian democracy.
(d) is a sure sign of the maturing of Indian democracy.
(e) None of these.

4. According to the passage:
(a) Public finance has nothing in common with private finance.
(b) Sovereign democratic government should keep expenditure and income completely separate.
(c) Development economics has not helped to correct the poor-tax recovery system.
(d) The spirit of the development economics has not been understood.
(e) The spirit of the development economics has been well understood.

Passage 2

Sixty eight years since our tricolour fluttered atop Red Fort. Sixty eight years of freedom and only a handful of us have succeeded in bagging a Nobel

prize. Why has human resource development taken a backseat? Why have we, 1/6th of the world's population, done so moderately in the international arena? Questions! Questions! Before we try to seek answers, let us look at ways in which we have stood out in the international arena.

Nobel laureates apart, Time magazine has identified a few Indians amongst 100 heroes and icons of the 20th century. Mother Teresa needs no introduction. J. Krishnamurthy is known for his theological ideas. Gandhi is why we are India. And amongst these personalities is a person who has put the Indian system of healing on the global map. Deepak Chopra, "Lord of immortality", the new age guru and an endocrinologist by training is the poet-prophet of alternative medicine.

The ancient view of medicine was essentially a holistic one, i.e., an intimate interaction of body, mind, environment and spirit. The human being and the whole of society and nature for that matter, was viewed as being intelligent, conscious and ordered. Nature had laws and in order to stay well or to treat illness, one had to work with those laws. The physical world was believed to be underpinned by the mental world—by the spiritual. As these 'worlds,' move 'inwards' they become more subtle and difficult to measure. A lot of work has nevertheless gone into developing measurement tools for physical and psychological parameters and through their combination, we are able to test if such relationships exist. This field of study is called mind–body medicine, probably the most comprehensive and reliable scientific examination of holism. Mind–body medicine focuses on the interactions between mind and body and the powerful ways in which emotional, mental, social and spiritual factors can directly affect health. It regards as fundamental, an approach which respects and enhances each person's capacity for self-knowledge, self-care and emphasizes techniques which are grounded in this approach. These techniques include self-awareness, relaxation, meditation, exercise, diet, biofeedback, visual imagery, self-hypnosis and group support. It explores and integrates the healing practices of other cultures, such as acupuncture and accupressure, meditation and yoga, as well as alternative Western approaches, including herbalism, massages,

musculoskeletal manipulation and prayer. It views illness as an opportunity for personal growth and transformation and health care providers as catalysts and guides in this process. Consciousness, being primary, illuminates thoughts, desires and emotions in the mind and these in turn affect behaviour and physiology. Consciousness gives life to mind and body.

Over recent times, there has been an explosion of knowledge in the physical sciences. In medicine, the emphasis has tended to focus on the human body, but it has often ignored a holistic perspective, that is the body's interaction with mind, emotions, social environment and spirit. This more mechanistic and materialistic way of viewing the human being and illness has often times been at the expense of more traditional holistic models, which placed great emphasis on these more subtle elements of human experience. Mind–body medicine and its kindred fields of study, such as psycho-neuro-immunology and psychooncology, are opening our awareness and require more communication and cooperation across the scientific community than ever before. Thus far we can say that the potential of mind-body medicine for promoting health, both physically and psychologically, seems to be great. Its costs are relatively low and the 'side-effects' seem to be generally low. It may well be that the next major break-throughs in clinical medicine will involve the re-integration of contemporary physical sciences with traditional wisdom.

5. Which of the following is not a characteristic of mind–body medicine?

(a) It is a field that has been developed by Deepak Chopra.

(b) Deepak Chopra is the only proponent of mind–body medicine.

(c) It emerges out of the ancient view of medicine as a holistic one.

(d) It focuses on the interactions between mind and body and how social, mental, emotional and spiritual factors affect health.

(e) None of these.

6. According to the passage, which of the following is/are vital for the mind?

I. Illuminations

II. Visual imagery

III. Meditation

(a) II and III

(b) Only I

(c) Both I and II

(d) Only II

(e) Only III

7. It can be inferred from the given passage, that:

(a) modern medicine totally rejects the need of harmonizing the human body interaction with the human mind.

(b) Modern medicine does not accept the traditional holistic models.

(c) Modern Medicine is more mechanistic and materialistic in its approach than that of the traditional holistic models.

(d) Traditional holistic models attach greater importance to mind, emotions, social environment and spirituality.

(e) Modern medicine is superior to traditional holistic models.

8. According to the passage, mind–body medicine is the most comprehensive and scientific examination of holism because

I. It developed measurement tools for physical and psychological parameters.

II. It tests the relationships between physical and psychological parameters.

III. In it, the physical world, the mental world and the spiritual world move inwards to become one.

(a) Only III is correct

(b) Only I and II are correct

(c) I, II and III are correct

(d) Only I and III are correct.

(e) None of these

9. Which of the following professions is the most likely one to which the author could belong?

(a) a psychologist

(b) a physician
(c) a sociologist
(d) an economist
(e) a scientist

10. According to the passage, consciousness does not affect

I. thoughts, desires and emotions.
II. behaviour and physiology.
III. mind and body.

(a) II and III only
(b) III only
(c) I and II only
(d) Only I
(e) None of these

TEST 4

Passage 1

THE murder of Fadime Sahindal, a young Kurdish woman, in the Swedish university city of Uppsala was no ordinary affair. Her father shot her in the head, in front of her mother and younger sister, for refusing an arranged marriage with a stranger from her Turkish homeland.

The killing has stunned Swedes. Thousands have joined torchlight vigils in her memory. Thousands more are expected to attend her funeral in Uppsala's Lutheran cathedral. Miss Sahindal was an outspoken champion for second-generation immigrants seeking their own way of life, often against their more tradition-minded parents' wishes. Mona Sahlin, Sweden's immigration minister, called her "a fantastic role model for young women".

The murder has also touched a raw nerve in Sweden by questioning the country's ability to integrate its ethnic minorities. Issues such as forced or arranged marriages and the clash between Swedish values and those of immigrants have leapt up the political agenda. The problem is not just

Swedish. Denmark too worries about integration, and a row about arranged marriages is now blazing there.

But the two governments have taken different approaches. After Miss Sahindal's death, Sweden's ruling Social Democrats said they would give more cash to crisis centres and support groups for young women seeking to avoid arranged marriages or to leave violent partners. They also said they would close a legal loophole that lets foreign girls as young as 15 to marry, when 18 is the threshold for everyone else. The tone of Swedish ministers was one of sympathy for victims of forced marriages.

Not so in Denmark. Foreigners—or at least immigrants—plus their descendants for a couple of generations, make up about 7 per cent of the population. No vast figure, and foreign need not mean brown or black. But the new centre–right coalition was helped to power in November by a promise to curb immigration, and at times, will need votes in parliament from the overtly anti-immigrant People's Party, which made large gains. The government has chosen to take action at the border. Till now, the foreign spouse of a Danish resident was entitled, automatically, to come in with a residence permit. But under proposals unveiled last month, this—with some exceptions, maybe—would no longer be true, even for Danish citizens, if either person was aged less than 24 (unless, of course, the incomer was a Dane or other EU citizen). Even for a couple both aged 24 or more, the permit would not be automatic; cases would be decided individually.

The Danes are also making it harder for foreigners to come to Denmark to join family members already there. The reason, they say, is that unemployment among young immigrants is already too high. Human-rights campaigners suspect grubbier motives: to keep Denmark's proportion of brown and black residents below 10 per cent.

1. According to the passage, the murder of Sahindal reflects that

(a) Turks are generally orthodox.
(b) Kurdish are generally orthodox.
(c) Turks are opposed to arranged marriages.
(d) Kurds are opposed to arranged marriages.

(e) Kurds are unorthodox people.

2. According to the passage, the murder of Sahindal raises all of the following issues except:

(a) arranged marriages.
(b) clash of Swedish and immigrant values.
(c) Sweden's ability to integrate its ethnic minority.
(d) Denmark's ability to integrate its ethnic minority.
(e) None of these.

3. According to the passage, a large number of Swedes joined torchlight vigils to

(a) express solidarity with the cause for which Sahindal was murdered.
(b) express resentment against the murder.
(c) show displeasure against the murder.
(d) console the family.
(e) express solidarity with the family.

4. According to the passage, the Swedish government is planning to

(a) implement an exhaustive and extensive social reform program in Sweden.
(b) give cash awards to young women seeking to avoid arranged marriages.
(c) punish orthodox Kurdish population.
(d) Implement policies to support victims of forced marriages.
(e) None of these.

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

(a) Denmark and Sweden both are facing the problem of integration of ethnic minority.
(b) Denmark and Sweden are planning to work together to tackle the same problem.
(c) Denmark has refused to work together with Sweden.
(d) The problem of ethnic minority is not a big issue in Denmark.
(e) All the above are not true.

6. The author of the passage could be

(a) a political scientist.

(b) a social scientist.

(c) an immigrant.

(d) a psychologist.

(e) a politician.

Passage 2

The year was 1965. I was deputy secretary (budget and planning) in the ministry of defence. In 1963, a top secret committee headed by JRD Tata had been appointed to review the decision to produce the Russian MiG-21 aircraft in India. At that time, there were hopes that the US would agree to license their F-104 fighter aircraft for production in India.

Although these had been supplied to Pakistan, New Delhi and Washington had developed a military aid relationship after the Chinese attack in October 1962.

The sum and substance of the Tata committee report was that India should opt for the US aircraft and scrap the MiG project. However, when defence minister Y B Chavan led a delegation to the US in May 1964 to sign a comprehensive aid agreement, it became clear that US would not release the F-104 aircraft for India. Instead, the US offered the F-5 aircraft which the US air force itself did not have in service. After his return from the US, Chavan went to Moscow in August 1964. At the end of the visit, Chavan not only reconfirmed the earlier MiG-21 production agreement but also placed orders for three extra squadrons.

In 1965, the Public Accounts Committee under the chairmanship of R R Morarka, demanded to see the Tata committee report. As was to be expected, the ministry of defence took the stand that the top secret report could not be shared with the PAC. Since, as deputy secretary, I was the coordinator for dealings with the PAC at my level, the file came to me. I put forward a

solution which earned me the distinction of being dubbed a maverick.

I argued that while it may not be possible to share the top secret report with the entire PAC and allow it to be discussed, the PAC chairman's status was equivalent to that of a cabinet minister; one day, he could become a Union minister. Therefore, it would be quite in order for the defence minister to invite the PAC chairman to his office, give the report to him, get him to read it and then discuss with him how he would like it to be handled. This suggestion of mine was forwarded to Chavan by the joint secretary, albeit with a lot of reservations.

The defence minister accepted my suggestion. He invited Morarka to his room and gave him the slim Tata committee report to read. Morarka read it and he did not press the matter any further. At that time, the Congress party had been in power continuously for 18 years and no opposition had ever tasted office at the Centre.

Some 37 years later, the situation is different. The opposition parties have also been at the helm of the Union government. The present chairman of the PAC has had a long innings as a cabinet minister. Once again, the same kind of issue has arisen with the PAC asking for the CVC's top secret report on defence deals. Is Chavan's democratic norm still relevant?

7. According to the passage, Tata Committee was constituted

I. to make a case for the licensed production of F-104 fighter aircraft.

II. to help the people in taking a decision about the production of MIG-21 in India.

III. to suggest to the government how to review the proposed plan of production of MIG 21 in India.

(a) I and III only
(b) I and II only
(c) II and III only
(d) All three
(e) I only

8. According to the passage,

(a) The author was of the opinion that the Tata committee report was a top secret report and it was not in national interest to discuss it inPAC.

(b) The author was of the opinion that the Tata committee report may be discussed with the PAC chairman in extraordinary circumstances.

(c) The author was of the opinion that it should be left on the wisdom of the PAC chairman how he would like it to be handled.

(d) Both (b) and (c).

(e) All of (a), (b) and (c).

9. It can be inferred from the passage that

(a) US was never interested in selling F-104 aircraft.

(b) US was never in agreement with India to supply F-104 aircraft.

(c) US breached the agreement with India.

(d) India breached the agreement with US.

(e) There was a mutual breach of agreement between India and US.

10. It can be inferred from the passage that the author thinks that

(a) the CVC's top secret report should be discussed in PAC.

(b) the CVC's top secret report should not be discussed in PAC.

(c) there is a need for flexibility on the part of the government while dealing with sensitive reports.

(d) Both (a) and (c).

(e) None of these can be inferred.

11. The attitude of the author towards the issue can be best described as

(a) anarchist.

(b) democratic.

(c) autocratic.

(d) extremist.

(e) illogical.

Passage 3

“Indian reality,” Panikkar said, “is fast-changing, changing for the worse.” Referring to globalization and the growing power of trans-national corporations, he said: “An empire is forming before our eyes.” He said that sections of society had come to accept the dominance of the market in social relations “as an ideal” and that the situation is ripe for “the making of an uncritical mind, a conformist mindset”. Panikkar said that although the ‘empire’ promised modernity and affluence, it actually promoted social obscurantism and cultural backwardness. Panikkar argued tht the forces of communalism and empire complemented each other and had commonly shared interests. He said that the Indian government’s reaction to Afghan war had clearly demonstrated the Indian ruling class’ “uncritical acceptance of the dictates of the empire”.

Panikkar said that activists working to develop a “counter-culture” had to realise that “culture is an area in which social power is exercised”. He emphasized that this action was not a cultural programme, nor was it a performance or a spectacle based on various art forms. Only social activity on a continuous basis, aimed at the “radicalization of civil society”, could develop such a counter-culture, in the process unsettling the existing equilibrium. He urged the People’s Science Movement (PSM) to bring cultural action center-stage.

Panikkar referred to three factors that impede progressive cultural action —the changing relationship between the individual and the outside world, the influence of the market and the spirit of consumerism it enforces, and the rise of religiosity and communalism. These factors create a “myopic vision that is insensitive to social reality”. The rise of the market results in the growing alienation of the individual from society. Consumerism, as the “ideology and the culture of the masses” creates a situation in which people’s material aspirations are largely unrealistic. Panikkar argued that the anxieties generated by this contradiction formed the ground in which religiosity and communalismthrive.

Panikkar suggested two areas for cultural action. In the “creative realm”, he suggested the use of art forms for cultural action. He referred to the Safdar Hashmi Memorial Trust’s (SAHMAT) effective campaign against communalism, using paintings, music, street plays and other methods. However, he said the drawback with this type of cultural action was that it was largely sporadic. Panikkar suggested that cultural action in the constructive realm would be more effective as they would be far more sustained. Action in the constructive realm would enable the formation of cultural communities. Such communities could be either imagined or local. “Imagined communities are those that internalize common values and interests and their members relate to a common origin,” he said. The intervention of Eklavya, a non-governmental organization, in the field of education in Madhya Pradesh was an example of the development of such a community, he said. Local communities constitute the other type of counter-cultural action. They are “local” not because they address local issues, but because they undertake action on issues that are universally valid. Issues such as environmental degradation are prime areas that provide the basis for the development of such a community. Panikkar said such communities offered the possibility of “continuous engagement, a necessary precondition for the creation of social consciousness.” Panikkar said that cultural action was needed to “de-ideologise civil society from the influence of globalisation and the logic of communalism.” Referring to the inherent contradiction between the “interests of globalisation and the ideology of cultural nationalism”, Panikkar said that the contradiction offered local communities the space to initiate counter-cultural action. In developing such a culture there was need to revitalize indigenous cultural resources while ensuring that they were not snared in obscurantism and revivalism, Panikkar added.

12. According to the passage, which of the following about ‘local community’ is true?

I. Environmental degradation is the most important area that provides the basis for the development of a local community.

II. They might not address local issues.
III. Local communities address only those issues that are universally valid.

(a) Only III
(b) Only II
(c) I, II and III
(d) Only I
(e) I and II

13. According to the passage, what made local communities an agent for starting counter-cultural action?

(a) Social consciousness that leads to the formation of such communities.
(b) Contradiction between the interests of globalisaton and the logic of communalism.
(c) Continuous engagement between the interests of globalisaton and the logic of communalism.
(d) Cultural nationalism with the motive for initiating counter cultural action.
(e) Mutual support between the interests of globalisation and the logic of communalism.

14. It can be inferred from the passage that

(a) influence of the market formed the ground in which religiosity and communalism thrive.
(b) consumerism forces people to aspire for largely unrealistic material aspirations.
(c) growing alienation of the individual from the society is generally preceded by consumerism.
(d) Both (b) and (c).
(e) All of (a), (b) and (c).

15. According to the passage, counter culture

(a) challenged the dominance of the empire.
(b) aimed at the radicalisation of civil society.
(c) can be developed through continuous social activity.

(d) can be developed without unsettling the existing equilibrium.
(e) is essential to maintain our cultural superiority.

16. The tone of the passage can be best described as

(a) persuasive.
(b) highly critical.
(c) analytical.
(d) exploratory.
(e) descriptive.

TEST 5

Passage 1

One phase of the business cycle is the expansion phase. This phase is a twofold one, including recovery and prosperity. During the recovery period there is ever-growing expansion of existing facilities, and new facilities for production are created. More businesses are created and older ones expanded. Improvements of various kinds are made. There is an ever-increasing optimism about the future of economic growth. Much capital is invested in machinery or “heavy” industry. More labour is employed.

More raw materials are required. As one part of the economy develops, other parts are affected. For example, a great expansion in automobiles results in an expansion of the steel, glass, and rubber industries. Roads are required; thus the cement and machinery industries are stimulated. Demand for labour and materials results in greater prosperity for workers and suppliers of raw materials, including farmers. This increases purchasing power and the volume of goods bought and sold. Thus, prosperity is diffused among the various segments of the population. This prosperity period may continue to rise and rise without an apparent end. However, a time comes when this phase reaches a peak and stops spiraling upwards. This is the end of the expansion phase.

1. Which of the following statements is the best example of the optimism mentioned in the passage as being part of the expansion phase?

(a) Public funds are designated for the construction of new highways designed to stimulate tourism.

(b) Industrial firms allocate monies for the purchase of machine tools.

(c) The prices of agricultural commodities are increased at the producer level.

(d) Full employment is achieved at all levels of the economy.

(e) Taxes are reduced in the economy.

2. It can be inferred from the passage that the author believes that

(a) when consumers lose their confidence in the market, a recession follows.

(b) cyclical ends to business expansion are normal.

(c) luxury goods such as jewellery are unaffected by industrial expansion.

(d) with sound economic policies, prosperity can become a fixed pattern.

(e) business expansion is folled by an economic depression.

3. Which of the following statements would be most likely to begin the paragraph immediately following the passage?

(a) Some industries are, by their very nature, cyclical, having regular phases of expansion and recession.

(b) Inflation is a factor that must be taken into consideration in any discussion of the expansion phase.

(c) The farmer's role during the expansion phase is of vital importance.

(d) The other phase of the business cycle is called the recession phase.

(e) During the expansion phase, everyone is optimistic.

Passage 2

Revival of sick industries can be effective only when the rehabilitation schemes focus on organisational restructuring, and not just on financial recast. An in-house study by the BIFR reveals that promoters' non-compliance with revival scheme provisions is a key reason for the failure of

rehabilitation programmes. Some other reasons are incompetent and/or dishonest management, state and central government policies and unexpected adverse developments in the external environments. According to RBI, internal factors like project appraisal and management deficiencies account for nearly 56 per cent of the total sick and weak units. Another reason is the limited stake of the promoter. Workforce, contrary to perceptions, is not a significant factor in industrial sickness.

Most of the new class of emerging promoters has no professional experience and their tactics are mostly unprofessional. With the proposed SICA Bill, the role of BIFR should change to that of a facilitator from that of a court. But this is defined very narrowly—the BIFR would be a facilitator only for creditors and promoters of the organisation, and try to work out a solution for the debt repayment. Moreover, the Operating Agencies that formulate the rehabilitation package are financial institutions and banks. They focus only on financial restructuring. What revival schemes need is a competent professional facilitator, and sick companies, transformational restructuring. The present BIFR approach grossly fails to understand how organisations behave and work. Therefore, the high failure rate of the rehabilitation schemes, 54 per cent for under Section 17(2) and 42 per cent for under Section 18(4), till Sept, is not surprising. Further, there has been a decline in the number of references received by the BIFR by 10.63 per cent compounded annually.

Moreover, there are instances of some units being intentionally forced to deteriorate, and the same promoters floating new units in other regions. At present, for the promoters, exit is an easy and desired option. The result is that though at times the BIFR has drawn up the rehabilitation plan, the promoter has not been interested in making the unit viable. All this shows the BIFR has to undergo a drastic change that should stress on the process of change and involve organisational restructuring by the shared learning approach that is characteristic of process based consultancy.

In process consultation, the consultant helps the client to perceive, understand and to act upon process events that occur in the client’s

environment. In other words, it addresses the problem solving activities of the client as opposed to the client's actual problems. The process involves the organisation and the consultant in joint diagnosis of the problem. The process consultant would urge the CEO that he should not leap into any kind of action programme (especially if it deals with changes in structure), until the organisation itself has done a thorough assessment of the strengths and weaknesses of the present structure.

In other words, the need for a change should first emerge from the organisation itself. Since the consultant, being from outside, would not know the people, their tradition, styles and personalities, he would only assist the organisation to become a good diagnostician so that it can solve the problems on its own. This would involve a partnership approach from the unions and the workers in joint diagnosis with the management.

This would in turn, result in lower resistance to change from the unions since they are also involved in the change process. This kind of partnership is crucial in creating the stake of the workforce in the organisation and building up trust that would help turnaround organisations.

4. The revival of sick industries have failed because of which of the following reasons:

I. Rehabilitation schemes focus on organisational restructuring.

II. Rehabilitation schemes focus only on financial recast.

III. Rehabilitation schemes are not effective.

IV. Non-compliance with revival schemes.

(a) Only II & IV

(b) Only I & IV

(c) Only III & IV

(d) Only II.

(e) I and II only.

5. Industrial sickness according to the RBI, is majorly caused by all of the following, except:

(a) The limited stake of the promoter.
(b) Internal factors like project appraisal and management deficiencies.
(c) The attitude of the workforce.
(d) Lack of professional experience of new promoters.
(e) All of the above are causes of industrial sickness.

6. Which of the following is incorrect with respect to the SICA bill:

(a) The SICA bill alters the role of BIFR from a court to a facilitator.
(b) BIFR will be a facilitator only for creditors and promoters of the organisation.
(c) BIFR is the main operating agency.
(d) Financial institutions and banks formulate rehabilitation packages.
(e) BIFR fails to understand how organisations behave and work.

7. Revival schemes, according to the passage,should

(a) Focus on organisational restructuring.
(b) Have competent professional facilitators.
(c) Work out the solution for debt repayment.
(d) Both a & b.
(e) All of these.

8. Process based consultancy, according to the passage

(a) Follows the shared learning approach.
(b) Is one in which the consultant helps the client to study the process events.
(c) Improves the problem solving activities rather than solving the actual problems.
(d) All the above.
(e) Only a and b.

9. According to the passage, need for change

(a) is created by the joint diagnosis of the problem by the organisation and the consultant.

(b) is created by the action programmes.
(c) creates awareness of the strength and weakness of the present structure.
(d) should emerge from the organisation itself.
(e) occurs when the organisation fails to reach its goals.

TEST 6

Passage 1

Henry Ford grinned at his wife Clara, while wiping his grease-stained hands on a piece of cloth. His face was aglow with excitement. It seemed to tell his dame, “I have it, dear. Ready to be tested—All that it needs is your signal.” Clara smiled while gently holding the cup with the gasoline, steady at an angle, so that the fuel could flow in at a regular pace. Ford whipped the engine out of its slumber by triggering the mechanism. The engine seemed reluctant to start. But, soon, it spluttered and as the fuel nudged, it roared loudly. The noise was deafening. Yet, to Henry and Clara it was sweet music. As soon as the engine was turned off, Henry ran into the outstretched arms of Clara. The two stood hugging each other, savouring the moment of success. Henry gently tilted Clara’s face up and peered into her eyes. For a long time, they stood, almost mesmerised. Then Clara wriggled out, while gently reprimanding him for his dirty hands and the smears they had left on her cheeks where they had run freely. Did Henry cheer her, saying “These are the signs of my first triumph?” At least, that was his impression. Henry stood and admired the enigma which would revolutionise travel. His mind flashed back to the days of childhood. His father, a farmer at Michigan had eagerly looked forward to the birth of a son. He had his plans. He would help his son learn every thing about farming. He would direct the boy, equip him with the skill to tend plants to eliminate pests and weeds, to plough the field with the help of animals. He saw only one career for his son in fact that lay in farming.

Parental expectations have a distinct slant. Rarely ever do they provide for the natural proclivities of the progeny. By and large, they manage to have

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

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

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

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

The two sat together in a lonely place, while Henry detailed his future plans. He hinted that life would not be a bed of roses. His first love would always be machines. If she could share his enthusiasm, the two together could target for fame, wealth, and recognition. In other words, what he wanted of Clara was a multiple role. Not only should Clara be his wife, but his friend, critic, associate, my Woman Friday. That was not an easy role to play. However, Clara did not bat an eyelid. She responded with warmth to his

proposal. The two decided to go through life hand in hand, creating a path that had never been trekked by others. It was hard work for Henry. During the day, he worked at the Edison Illuminating Company. At night, he huddled along with Clara, at the workshop, at the rear of their humble house. Henry would have an assortment of old parts—many of them partly worn out, brought by him from the pile of discards—from which he wanted to fabricate an engine that would work on gasoline. He had read about a gasoline engine developed by Dr Nicolaus A Otto, of Germany. Henry did not miss the cue. If he could develop such an engine, he would have the horse-less carriage. He shared his excitement with Clara.

1. "Every clock in the village shudders when it sees Henry coming." Why did Henry's neighbour make this joke?

(a) Mechanical contraptions fascinated Henry.
(b) The whole world of the protagonist lay around machines.
(c) Henry had no interest in farming, as every other villager did.
(d) Henry always damaged all machines.
(e) None of the above.

2. The example of the engine driver is given by the author to elucidate which of the following character traits of Henry Ford?

(a) Inquisitive.
(b) Contemplative.
(c) Challenging.
(d) Perseverant.
(e) Intelligence.

3. The role of Clara in the success of Henry Ford can best be described in the following words:

(a) She was with him as a great support and a great friend.
(b) She was not exactly a part of his success.
(c) She should be given equal accolades for Ford's success.
(d) Her role was minimal in his success.

(e) Cannot be derived from the passage.

4. “Horse less Carriage”—this was the dream of Henry Ford. He got a major cue from Dr. Nicolaus Otto. This cue was in the form of

(a) Material help which Mr. Otto gave him.

(b) The idea, which he got from Dr. Otto’s discovery.

(c) The confidence, which he got from Dr. Otto’s discovery.

(d) None of the above.

(e) All of the above.

5. “while gently reprimanding him”. What is the attitude of Clara towards Henry?

(a) She was angry with Henry because of the smears she was having on her face.

(b) She was reprimanding him because she did not like the gesture of her husband.

(c) This was a gesture that showed her happiness.

(d) Showed her condescending attitude towards Henry.

(e) None of the above.

6. What is the normal relation between parental expectations and the natural proclivities of the progeny, as per the passage?

(a) They are often on different paths.

(b) Natural proclivities superimpose the parental expectation.

(c) They have no definite relation.

(d) Parental expectations build natural proclivities or, natural proclivities are inherent.

(e) They are mutually supportive.

7. According to the author, the sign of Henry Ford’s first triumph was:

(a) Smears that were running freely on Clara’s cheeks.

(b) The loud noise which was triggered by the start of the engine.

(c) The testing of Ford’s invention.

(d) All of the above.

(e) None of the above.

Passage 2

Many scientists rely on elaborately complex and costly equipment to probe the mysteries confronting humankind. Not Melissa Hines, a behavioural scientist who is hoping to solve one of life's oldest riddles with a toy box full of police cars, jigsaw puzzles and Barbie dolls. For the past two years, Hines and her colleagues have tried to determine the origins of gender differences by capturing on videotape the squeals of delight, furrows of concentration and myriad decisions that children from 5 to 8 make while playing. Although both sexes play with all the toys available in Hines' laboratory at the University Of California, the experiments confirmed what parents and more than a few aunts, uncles and nursery school teachers already know. As a group, the boys favour sports cars and fire trucks, while the girls are drawn more often, to dolls and kitchen toys.

But one batch of girls defies expectation and consistently prefers boy toys. These youngsters have a rare genetic abnormality that caused them to produce higher levels of testosterone, among other hormones, during their embryonic development. On the average, they play with the same toys as boys, in the same ways and just as often.

Could it be that the high level of testosterone present in their bodies before birth has left a permanent imprint on their brains, affecting their later behaviour? Or did their parents knowing of their disorder, somehow subtly influence their choices? If the first explanation is true and biology determines the choice, Hines wonders, "Why would you evolve to want to play with a truck?"

Not so long ago, any career-minded researcher would have hesitated to ask such a question. During the feminist revolution of the 1970s, talk of inborn differences in the behaviour of men and women was distinctly unfashionable, even taboo. Men dominated fields like architecture and engineering, it was

argued, because of social, not hormonal, pressures. Women had the vast majority of society's child rearing because few other options were available to them. Once sexism was abolished, so the argument ran, the world would become a perfectly equitable, androgynous place, aside from a few anatomical details.

But biology has a funny way of confounding expectations. Rather than disappear, the evidence for innate sexual differences only began to mount. In medicine, researchers documented about heart disease; what it does to women and that women have a more moderate physiological response to stress. Researchers found subtle neurological differences between the sexes, both in the brain's structure and in its functioning. In addition, another generation of parents' best efforts to give baseballs to their daughters and sewing kits to their sons, girls still flocked to dollhouses while boys clambered into tree forts. Perhaps nature is more important than nurture after all. Even professional sceptics have been converted. "When I was younger, I believed that 100% of sex differences were due to the environment." Says Jerre Levy, professor of psychology at the University of Chicago. Her own toddler toppled that utopian notion.

"My daughter was 15 months old, and I had just dressed her in her teeny little nightie. Some guest arrived, and she came into the room, knowing full well that she looked adorable. She came in with this saucy little walk, cocking her head, blinking her eyes, especially at the men. You never saw such flirtation in your life." After 20 years spent studying the brain, Levy is convinced: "I am sure there are biologically based differences in our behaviour."

Now that it is OK to admit the possibility, the search for sexual differences has expanded into nearly every branch of the life science. Anthropologists have debunked Margaret Mead's work on the extreme variability of gender roles in New Guinea.

Psychologists are untangling the complex interplay between hormones and aggression. But the most provocative, if as yet inconclusive, discoveries of all stem from the pioneering exploration of a tiny 1.4 kg universe: the human

brain. In fact, some researchers predict that the confirmation of innate differences in behaviour could lead to an unprecedented understanding of the mind. Some of the findings seem merely curious. For example, more men than women are left-handed, reflecting the dominance of the brain's right hemisphere. By contrast, more women listen equally with both ears while men favour the right one. Other revelations are bound to provoke more controversies. Psychology tests, for instance, consistently support the notion that men and women perceive the world in subtly different ways. Males excel at rotating three-dimensional objects in their heads and females are better at reading emotions of people in photographs. A growing number of scientists believe the discrepancies reflect functional differences in the brains of men and women. If true, then some misunderstanding between the sexes may have more to do with crossed wiring than crossed tempers.

Most of the gender differences that have been uncovered so far are statistically speaking, quite small. "Even the largest differences in cognitive function are not as large as the differences in male and female height," Hines notes. "You still see a lot of overlap." Otherwise, women could never read maps and men would always be left handed. That kind of flexibility within the sexes reveals just how complex a puzzle gender actually is, requiring pieces from biology, sociology and culture. Ironically, researchers are not entirely sure how or even why humans produce sexes in the first place. Why not just one—or even three—as in some species? What is clear is that the two sexes originate with distinct chromosomes. Women bear a double dose of the large X chromosome, while men usually possess a single X and a short, stumpy Y chromosome. In 1990s, British scientists reported they had identified a single gene on the Y chromosome that determines maleness. This master gene turns on a host of other genes to the complex task of turning a foetus into a boy. Without such a signal, all human embryos would develop into girls. "I have all the genes for being male except this one, and my husband has all the genes for being female," marvels evolutionary psychologist Leda Cosmides, of the University of California at Santa Barbara. "The only differences is which genes got turned on."

Yet, even this snippet of DNA is not enough to ensure a masculine result. An elevated level of the hormone testosterone is also required during the pregnancy. Where does it come from? The fetuses, own undecided testes. In those rare cases in which the tiny body does not respond to the hormone, a genetically male foetus develops sex organs that look like a clitoris and vagina rather than a penis. Such people look and act female.

The influence of the sex hormones extends into the nervous system. Both —males and females produce androgens, such as testosterone, and estrogens —although in different amounts. Men and women who make no testosterone generally lack a libido. Researchers suspect that an excess of testosterone before birth enables the right hemisphere to dominate the brain, resulting in left-handedness. Since testosterone levels are higher in boys than in girls, that would explain why more boys are left-handed.

Subtle sex-linked preferences have been detected as early as 52 hours after birth. In studies of 72 new-borns, University of Chicago psychologist Martha McClintock and her students found that a toe-fanning reflex was stronger in the left foot for 60% of the males, while all the females favoured their right. However, apart from such reflexes in the hands, legs and feet, the team could find no other differences in the babies responses.

One obvious place to look for gender differences is in the hypothalamus, a lusty little organ perched over the brain stem that, when sufficiently provoked, consumes a person with rage, thirst, hunger or desire. In animals, it performs a sexual function and is somewhat larger in males than in females. But its size need not remain constant. Studies of tropical fish by Stanford University neurobiologist Russell Fernald reveal that certain cells in this tiny region of the brain swell markedly in an individual male whenever he comes to dominate a school. Unfortunately for the piscine pasha, the cells will also shrink if he loses control of his harem to another male.

Many researchers suspect that, in humans too, sexual preferences are controlled by hypothalamus. Based on a study of 41 autopsied brains, Simon Levay of the Salk Institute for Biological Studies in San Diego announced last summer that he had found a region in the hypothalamus that was on average, twice as large in heterosexual men as in either women or

homosexual men. Levay's findings support the idea that varying hormone levels before birth may immutably stamp the developing brain in one erotic direction or another.

These prenuptial fluctuations may also steer boys towards more rambunctious behaviour than girls. June Reinisch, director of the Kinsey Institute for Researches in Sex, Gender and Reproduction at Indiana University, in a pioneering study of eight pairs of brothers and 17 pairs of sister ages 6 to 18, uncovered a complex interplay between hormones and aggression. As a group, the young males gave more belligerent answers than did the females on a multiple-choice test in which they had to imagine their response to stressful situations. But siblings who had been exposed in-utero to synthetic anti-miscarriage hormones that mimic testosterone were the most combative of all. The affected boys proved significantly more aggressive than their unaffected brothers, and the drug-exposed girls were much contentious than their unexposed sisters. Reinisch could not determine, however, whether this childhood aggression would translate into greater ambition or competitiveness in the adult world.

8. According to the passage, which of the following pairs is correct?

I. Leda Cosmides, California University, Los Angeles.

II. Jerre Levy, Kinsey Institute, Indiana University.

III. June Reinisch, Chicago University.

IV. Melissa Hines, California University, Santa Barbara.

(a) I, II, III and IV

(b) I and III only

(c) II and IV only

(d) I and II.

(e) None of these.

9. According to the passage, which of the following statement is correct?

(a) Hines work confirms that boys favour sports cars & fire trucks, while the girls are drawn more often to dolls & kitchen toys.

(b) Levy is sure that there are biologically based differences in our behaviour.

(c) Levy is correct that 100 per cent sex differences were only due to the environment.

(d) Both (a) and (b).

(e) (a), (b) and (c).

10. During the feminist revolution of the 1970s,

(a) men dominated fields like architecture & engineering.

(b) women had the vast majority in society's child rearing field.

(c) men started showing interest in child rearing activities.

(d) both (a) & (b) above.

(e) None of these.

11. The human brain, according to the passage, weighs-

(a) Less then 1.4 kg.

(b) 1.4 kg.

(c) More than 1.4 kg.

(d) 2.4 kg.

(e) Cannot be inferred or concluded from the passage.

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

(a) Males excel at rotating three-dimensional objects in their heads.

(b) Females prove better at reading emotions of people in photographs.

(c) More men, than women, are left handed, which shows the dominance of the brain's right hemisphere.

(d) Men are better at reading maps.

(e) None of these.

13. The psychologist Leda Cosmides, says—"I have all the genes for being male except this one, and my husband has all the genes for being female". What is she talking about?

I. Women bear double doses of the large X chromosome.

II. Men usually bear a single X and a short stumpy Y chromosome.

III. There is a single gene on the Y chromosome that determines maleness.

IV. A master gene that turns a foetus into a boy, without which, all human embryos would develop into girls.

(a) I & II only

(b) II, III & IV

(c) II & IV only

(d) III & IV only

(e) I, III and IV.

14. According to the researches, as given in the passage, more boys are left-handed because:

(a) Testosterone levels are higher in boys than in girls.

(b) An excess of testosterone before birth enables the right hemisphere to dominate the brain, resulting in left handedness.

(c) Both (a) & (b) of the above.

(d) They are right brained.

(e) None of the above

15. In the studies of 72 new-borns, as done by the psychologist Martha McCIintock of the University of Chicago, it was found that

(a) A toe-fanning reflex was stronger in the left foot for 60% of the males, while all the females favoured their right.

(b) A toe-fanning reflex was stronger in the left foot for 60% of the females, while all the males favoured their right.

(c) Both of the above.

(d) Apart from the toe fanning reflex there were no major differences between boys and girls.

(e) Both a and d.

16. According to the passage, which of the combinations is correct?

I. Hypothalamus is a lusty little organ perched over the brain stem.

II. Hypothalamus, when provoked, doesn't create any effect on the person with respect to his rage, thirst, hunger or desire.

III. Its size need not remain constant. (of the hypothalamus)

IV. Most probably, sexual preferences are also controlled by the Hypothalamus.

(a) III & IV only

(b) I, III & IV

(c) All of the above

(d) I, II and III

(e) Only I and III

Passage 3

Organisations are made of people. Without people, there can be no organisation. Where people are involved, some learning always takes place. The learning may be good or bad, but it happens all the same. In other words, organisations can and do learn, since their people can and do learn. This ability of organisations takes the shape of strategic and competitive advantage, when you begin to consider that we compete in a world full of knowledge. Not just that, there is so much of knowledge getting added each day that it is almost impossible to compete on any other basis. For sure, financial prudence and soundness helps, but that is useful only if you can compete in the first place. It therefore makes eminent sense for organisations to create an environment where lots and lots of people learn lots and lots of new things all the time. Yes, companies do recognise this, but they do mighty little about actually getting down to making it happen in big and continuous doses.

There is another completely different advantage of competing on learning. Organisational knowledge is the sum of many parts—the sum of many minds working together. This simply cannot be replicated by the competition. Why? The reason is quite simple. It is not possible to replicate the same set of circumstances and the same set of people existing in one company into

another company. So, even if a few people leave and join forces with the competition, all is not lost. As a result, when discussions centre around return on investment, there is the invariable war cry for cost cutting. Such debates are common in corporate settings, and the outcome is invariably one-sided. Since the majority of costs relate to people, let's seize a hatchet and cut the headcount. Few, far too few, senior managers think about the incredible damage they are doing by taking such an approach. No one pauses to ponder over the loss of knowledge, human capital, and loyalty.

This is where the story of the titmouse becomes relevant. Alan Wilson, a zoologist and biochemist at the University of CaIifornia at Berkeley, has been studyjng how animals learn. His research has established that there is a certain behaviour that enables primates and songbirds to share the position at the top of the table of evolved species.

Wilson's theory for accelerated anatomical evolution describes three characteristics that enable learning:

Innovation: As individuals and as a community, they have the ability to invent new behaviour. They are capable of developing skills that enable them to exploit and take advantage of their environment in newer and better ways.

Social propagation: Skills are propagated and transferred in a proper and established way to the entire community through direct communication, not genetically.

Mobility: Individuals of the species have the ability to move around. They use this ability to a tremendous extent. They flock and move in herds, instead of keeping to themselves like hermits.

To determine whether his theory would hold water, Wilson researched studies done on the British titmouse, a small songbird commonly found in Britain. The study is extremely revealing and goes thus: During the early part of this century, milk was distributed to the doors of British country houses in bottles without tops. The cream would settle at the top of the bottles. Two species of birds—the titmice and red robin, learned to siphon the cream from the bottles and get an enriched diet. This diet was obviously richer than other food the birds had. The digestive systems of these two species underwent a metabolism to cope with the extra nutrition. By the early fifties, the entire

titmouse population had learnt how to pierce the aluminium caps and get to the cream. On the other hand, the red robins simply did not learn how to pierce the caps. There was a stray robin here and a stray robin there that had learned how to pierce the cap, but the species as a whole, simply failed to learn. In other words, the knowledge was simply, not passed to all red robins. What was the difference between the two species? Basically, the titmice underwent a remarkably successful process of institutional learning, while the red robins couldn't do so. This could not be explained as a difference in communicating ability. Both species possess the same range of ability to communicate. The difference lies in the process of social propagation—the manner in which titmice disseminate their skills between members of the community. And here is the difference. The titmice live in pairs (male and female) during spring season. They live thus until their brood grow big enough to fly and feed on their own. By the time summer arrives, the titmice can be seen hopping from one garden to another in flocks. Their propensity to flock is so powerful that the groups remain practically intact, roving the countryside. This movement pattern lasts through the summer.

On the other hand, red robins are highly territorial birds. They care for their young ones but have no ability to move as a community. They guard their turf jealously, and the only real communication that takes place is antagonistic and adversarial. Wilson concluded that birds that flock learn much faster. Moreover, everyone is able to learn. This greatly enhances their chances of survival, and speeds their evolution. The lessons for organisational learning from this study are profound, to put it mildly. How many organisations can you find where the communication is not adversarial? Territorial behaviour and turf guarding are staple diets in corporate corridors. Most organisational structures, in fact, encourage this behaviour, albeit unknowingly. The results are the same, just think, organisational charts have boxes in which people are placed. They then have functions and divisions to make things worse. This is the perfect setting for the proliferation of bureaucracy and empire-building. No wonder Hammer and Champy describe this as "The Humpty Dumpty School of Organisational Management" in their book, "Re-engineering the Corporation". Mobility

comes from moving people across functions and divisions. That may be the easier of the two criteria. The tough one is social transmission. As long as corporations are organised around functional concepts, social transmission will take place in an antagonistic manner. Here lies the key, then: CEOs who continue to organise their structures by function are doomed to head unlearning organisations. Hey, even the humble titmouse has figured that out. What is preventing the lofty man from emulating the titmouse?

17. What is the relationship between people, organisa-tion and learning?

(a) Organisations are made up of people and where people are involved, even if they are bad, some learning takes place.

(b) Organisational learning is brought about by many minds of many people working together.

(c) Organisations are made up of people and the involvement of people evolves learning and this learning can lead to competitive advantage.

(d) All of the above.

(e) Both (b) and (c) but not (a).

18. The author talks of creating an environment of learning. Why is there a need for creating this type of environment?

(a) The world in which the organisations exist is full of knowledge, so it is necessary to imbibe this knowledge.

(b) The learning ability takes the shape of competitiveness and an environment is needed to combat this competitiveness.

(c) An environment of learning is needed because in an organisational set-up, there are many minds working together.

(d) All the above.

(e) (a) and (c) but not (b).

19. Which one of the following is not an advantage of competing on learning in an organisational set up?

(a) The leaving and movement of a few people doesn’t create much difference.

(b) Knowledge is added each day and this knowledge becomes the parameter on which one competes.

(c) Competition brings financial prudence and soundness.

(d) Everyone in the organisation is able to learn and thus, exchange his or her knowledge.

(e) Both (c) and (d).

20. "Let's seize the hatchet and cut the head count". What is the author trying to express?

(a) Organisations stop all fresh recruitment to reduce costs.

(b) Organisations reduce the work force to cut costs.

(c) Both (a) and (b).

(d) Organisations focus on targets and cost cutting.

(e) None of the above.

21. What is the relation between Alan Wilson's study and organisational learning?

(a) Alan Wilson's experiment illustrates the process through which all organisational learning takes place.

(b) There is no direct relationship between Alan Wilson's study and organizational learning.

(c) His study gives lots of lessons on organizational learning through a simple example of titmouse and red robins.

(d) Two of the above.

(e) All of the above.

22. "Titmice underwent a remarkably successful process of institutional learning, while the red robin could not do so" because:

(a) Of difference in their communicating ability

(b) Titmice move in groups.

(c) There is a difference in the method they use to propagate their skills.

(d) Two of the above.

(e) All of the above.

23. What is “the Humpty Dumpty School of Organisa-tional Management”?

(a) An institute where organisational management is being taken care of.

(b) It is a remark on the adversarial communication in an organisation, which leads to bureaucracy and empire building.

(c) Organisations encourage bureaucratic and empire-building tempers by these forms of structure of the “Humpty Dumpty School of Organisation Management”.

(d) “The Humpty Dumpty School” is a hypothetical business school.

(e) A hilarious description of a management school.

24. Which one of the following is not a part of Wilson’s theory of accelerated anatomical evolution on primates and songbirds?

(a) Their ability to invent new behaviour and capability of developing skills.

(b) Their ability of propagating their skills.

(c) Their staying in flock and possessing great mobility.

(d) All of these.

(e) None of the above.

25. What is the lesson which can be derived from the passage?

(a) Company heads should not organise structures by function.

(b) Company heads should form learning organisations.

(c) Company heads should learn from the example of Titmouse and Red robins.

(d) All of the above.

(e) None of these.

26. What does the passage advise CEOs to do?

(a) Emulate the titmouse and apply its principles.

(b) Acquire the ideas of organisational management.

(c) They should learn something about institutional learning.

(d) They should become innovative and mobile.

(e) Learn from successful experiments of other organisations.

Passage 4

TWO new books on Leonardo daVinci have covers that are almost identical. Both authors have pored over Leonardo's notebooks, and claim to take us inside the mind of the Renaissance giant. Yet one book, a surprisingly short one, paints Leonardo as a genius, whereas the other, a doorstep of a volume, presents him uncut, looking something of a fallen angel. Which Leonardo you choose depends on whether you prefer your heroes on or off their pedestal.

Martin Kemp, an eminent Oxford art historian and Leonardo scholar, has condensed what he calls Leonardo's "strange career" as an engineer and musician into a series of key moments. Writing his book in the Tuscan villa that was once home to a smiling housewife named Lisa, thought to be the model for the most famous painting in the world, Mr. Kemp warms to the ambience of the place before launching into the essential facts about the man. Yet, after an auspicious beginning, the book reads like a gallery guide to Leonardo, and this may be because Mr Kemp is organising a Europe-wide exhibition of Leonardo in 2006, called the Universal Leonardo Project. His is a convenient handbook for the show or for any of the 24 paintings he attributes to the artist, and the book is also worth buying for Mr Kemp's handy timeline and illustrated list of Leonardo's at the back. The prose, however, is more efficient than uplifting.

Charles Nicholl's long biography of the master is more gratifying to read, yet it ties itself in knots trying to follow every lead that Leonardo, his contemporaries and a legion of scholars have left behind. The author's goal is to show not the genius but, rather the man, and he does his best to drag Leonardo down to earth. He begins with an anecdote about a note of Leonardo's jotted in the margins of an exposition on geometry: he is stopping work, the note explains, because his soup is getting cold. More details follow about Leonardo's animal-loving vegetarianism and about his inability to get a job done on time. A Freudian analysis of Leonardo's paintings of the Holy Family attempts to expose the artist's problems with father figures (Joseph is

always absent, you see). And you learn more perhaps than you might wish about the homoerotic impulses in Leonardo's angels. That Leonardo, like Michelangelo and Botticelli, was homosexual is not news, but the lurid details of his love life may surprise some.

Such information would be more enlightening if it informed an analysis of how Leonardo became the great creative thinker we now consider him to be. Yet, the only clues about the development of Leonardo's exceptional mind come from the fact that he was the illegitimate son of a notary; as such, he was not allowed to follow in the family business and was therefore, spared a rigid education.

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

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

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

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

Mr Nicholl's book brings the reader no closer to the nature of Leonardo's genius, though a better understanding of the man, warts and all, does emerge

—a subtler appreciation of a man, for instance, who devised war machines for the violent Cesare Borgia, yet also bought caged birds to set them free. Leonardo's love of birds and his desire to "conquer the resistance of the air" is the lasting and original detail of this book. Metaphorically, Leonardo flew, because he was for ever asking why.

27. On the basis of which of the following does the author want us to decide our choice for a particular book?

(a) The desire to read Leonardo as a good character or a bad one.
(b) Which one of the writers was more effective.
(c) The contents of the book.
(d) Our personal preferences.
(e) Both a and d.

28. Which of these bring about the exact definition of Leonardo Da Vinci's character, according to Martin Kemp?

(a) Leonardo had a strange career.
(b) Leonardo's brilliance lay in his penchant for a variety of subjects.
(c) He is a genius in paintings.
(d) He is the subject of an exhibition—Universal Leonardo Project.
(e) None of these.

29. Which of these brings about the exact definition of Leonardo da Vinci's character, according to Charles Nicholl?

(a) He was a man who made mistakes and had weaknesses.
(b) He was a down-to-earth person.
(c) He was a perverted person, indulging more in narcissism.
(d) He was a rebel.
(e) None of the above.

30. According to the paragraph, homosexuality is not present in which of the following?

I. Botticeli
II. Michelangelo

III. Leonardo da Vinci

(a) only I
(b) I & II
(c) II & III
(d) only II
(e) none of these.

31. Which of the following according to the passage, is not correct?

(a) Leonardo believed only what was empirically proved.
(b) Leonardo served as a trainee to Verrochio.
(c) Leonardo was the son of a notary.
(d) Leonardo had a historical bent of mind.
(e) none of above.

TEST 7

Passage 1

JOHN CORNWELL, author of 'A New Life of Pope John Paul II,' would have made a fine devil's advocate when the pope's name is one day advanced for sainthood. Unfortunately, he will not be chosen, for John Paul II himself, some two decades ago, scrapped the custom of having a devout Catholic question the virtues of a candidate for beatification or canonisation. The old job of devil's advocate is now, in effect, performed by committee.

Devil's advocates were supposed to be fair-minded, and in the past, Mr. Cornwell, a prolific writer on Catholic matters, has at times been anything but fair. As he admits, "Hitler's Pope" (1999), his biography of Pope Pius XII, lacked balance. "I would now argue," he says, "in the light of the debates and evidence following 'Hitler's Pope', that Pius XII had so little scope of action that it is impossible to judge the motives for his silence during the war, while Rome was under the heel of Mussolini and later occupied by the Germans."

Chastened by this experience, Mr. Cornwell is now a better biographer. In this 'Life of John Paul II' he celebrates his subject's achievements as well as

deplores the mistakes. The pope's heroism is affirmed. As a young would-be priest in occupied Poland, Karol Wojtyla was not intimidated by Nazi efforts to liquidate the Catholic clergy. A priest under Communism, he was again courageous. When the Soviet system imploded, "few would dispute that the inexorable and bloodless process had been initiated by the Polish pope."

Unfortunately, as Mr. Cornwell sees it, the siege mentality that enabled Polish Catholics to survive persecution has carried over into John Paul II's papacy. The pope presents himself as a reformist in the spirit of the Second Vatican Council, and indeed, he reveals himself as such in many things—in "liturgy, focus on scripture, out-reach to the world, compassion for the poor and disenfranchised." Overall, though, John Paul II is an authoritarian rather than a collegial pope, Mr. Cornwell says. He has centralised power in the Vatican where, in his dotage, it is increasingly exercised by reactionary cardinals.

Here the biographer almost gives way to despair. The astonishing feature of John Paul's campaign against condoms has been the lack of public dissent by the bishops, even though many bishops privately disagree with the pope. The same, the author complains, goes for the pope's stands on married clergy, homosexuality and women priests, and for his willingness to meet such sinners as George Bush (whose re-election chances were perhaps boosted) and Tariq Aziz, then Saddam Hussein's deputy (thereby validating a deeply nasty regime). And by resolutely strengthening the centre during his papacy, Mr. Cornwell says, John Paul II has demoralized the periphery into sullen silence.

In referring to the "periphery", Mr. Cornwell overreaches himself. He is really interested only in those of the world's billion Catholics who are liberal westerners like himself. John Allen, an admirably objective American journalist, has a broader perspective. The pope he notes, has to ponder not just how something will play in Peoria, but also in Pretoria, Beijing and Sao-Paulo. Westerners, especially Americans, he notes, often want to do things in their own way, and see opposition from Rome as a form of oppression. But from Rome's point of view it often seems the reverse—it is saving the rest of

the church from being involuntarily “Americanised”.

Like John Paul II, members of the Curia, the Vatican bureaucracy, strive to “think in centuries”. They believe that the Catholic church will still be around when Communism and Nazism are footnotes in history books and when George Bush and Tariq Aziz and even John Paul II are forgotten. They accept reform, but usually only after thinking about it long and hard. Mr. Cornwell’s despair is premature.

1. Cornwell’s account of Pope John Paul II can best be described as

(a) negative.
(b) balanced.
(c) flattering.
(d) sympathetic.
(e) critical.

2. According to the passage, what is the original name of the Pope John Paul II?

(a) Karol Wojtyla
(b) John Paul
(c) John Allen
(d) John Paul Allen.
(e) Can’t be determined

3. Which of the following, in the light of the information given in the passage is not a negative side of the Pope?

(a) his stand on homosexuality.
(b) his meeting with Aziz.
(c) his stand on married clergy.
(d) his validation of women priests.
(e) none of the above.

4. According to the passage, what is true from among the following viewpoints of Cornwell?

(a) There are elements of heroism in the Pope.

(b) The Pope is not an authoritarian.

(c) The Pope should not be concerned with every country of the world.

(d) The Pope does not believe in the future.

(e) The Pope does not deserve to continue.

5. According to John Allen, why is there an instinct of opposition towards Americans, from Rome?

(a) They do not want the values of the Americans to erode those of the church.

(b) Because the Americans do not like Rome's interference in world affairs.

(c) Both a & b.

(d) Because they feel that Americans do not follow Christian values.

(e) None of these.

Passage 2

When is a grid not a grid? It depends upon whom you ask. According to many in the computer industry, grid computing which roughly means the harnessing of the collective processing power of many computers in different places, is here today, and is already widespread. Yet according to others, grid computing, while promising, is still years away from becoming a reality. Who is right?

The problem is that "grid" has been co-opted as a buzzword and applied to a number of entirely different things. The term "grid computing" was originally coined by Ian Foster of America's Argonne National Laboratory in the late 1990s. He meant to draw an analogy between the supply of computing power and the supply of electricity, which is delivered along a wire, when you need it and with no need to worry about where it came from.

In 2002, Dr Foster drew up his own three-part definition of grid computing. A grid, he proposed, should co-ordinate computing resources that are not centrally controlled, rely on open standards, and provide more reliability than stand- alone machines. Alas for Dr Foster, his checklist

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

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

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

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

What of those deliberately decentralised systems, peer-to-peer file-sharing networks? Some of them, at least, operate using open standards, and they are

certainly robust: repeated attempts to close them down have failed. But they do not count as grid computing either, since they are mostly storage and distribution systems, and do not perform general purpose data-processing.

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

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

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

6. According to the passage, which of the following definition of clustering is correct?

(a) Harnessing of the collective processing power of many computers in

different places.

(b) Linking of small computers.

(c) Maintenance of grids.

(d) Maintenance of small computers.

(e) Cannot be determined.

7. According to the passage, a grid should not be mistaken as

(a) utility computing.

(b) on-demand computing.

(c) data centre virtualisation.

(d) Autonomic computing.

(e) All of the above.

8. According to the passage, which of the following benefit particle physicists?

(a) LHC computing grid.

(b) United Devices.

(c) IBM.

(d) Argon National laboratory.

(e) SETI @ home.

9. What is the author's assertion in the passage?

(a) Grid computing's biggest problem is that nobody knows for sure, what it is.

(b) Grid computing is the next big thing in computers.

(c) In the present scenario, it will be extremely difficult to put grid communication in practice.

(d) Grid computing is an unknown thing.

(e) None of the above.

10. Which of the following in the context of the passage, is correct?

(a) Grid computing is not very far away from reality.

(b) The New World Community Grid conducts research on unidentified

terrestrial subjects.

(c) EGEE provides common grid infrastructure for scientists.

(d) SETI @ home is a project for explaining the definition of grid computing to people.

(e) None of the above.

Passage 3

TOM WOLFE'S new novel about a young student, "I am Charlotte Simmons", is a depressing read for any parent. Four years at an Ivy League university costs as much as a house in parts of the heartland—about $120,000 for tuition alone. But what do you get for your money? A ticket to"Animal House".

In Mr. Wolfe's fictional university, the pleasures of the body take absolute precedence over the life of the mind. Students "hook up" (ie, sleep around) with indiscriminate zeal. Brainless jocks rule the roost, while impoverished nerds are reduced to ghost-writing their essays for them. The university administration is utterly indifferent to anything except the dogmas of political correctness (men and women are forced to share the same bathrooms in the name of gender equality). The Bacchanalia takes place to the soundtrack of hate-fuelled gangsta rap.

Mr. Wolfe clearly exaggerates for effect (that's kinda, like, what satirists do, as one of his students might have explained). But on one subject he is guilty of understatement: diversity. He fires off a few predictable arrows at "diversoids"—students who are chosen on the basis of their race or gender. But he fails to expose the full absurdity of the diversity industry.

Academia is simultaneously both, the part of America that is most obsessed with diversity, and the least diverse part of the country. On the one hand, colleges bend over backwards to hire minority professors and recruit minority students, aided by an ever-burgeoning bureaucracy of "diversity officers". Yet, when it comes to politics, they are not just indifferent to diversity, but downright allergic to it.

Evidence of the atypical uniformity of American universities grows by the week. The Centre for Responsive Politics notes that this year, two universities—the University of California and Harvard—occupied first and second place in the list of donations to the Kerry campaign by employee groups, ahead of Time Warner, Goldman Sachs, Microsoft et al. Employees at both universities gave 19 times as much to John Kerry as to George Bush. Meanwhile, a new national survey of more than 1,000 academics by Daniel Klein, of Santa Clara University, shows that Democrats outnumber Republicans by at least seven to one in the humanities and social sciences. And things are likely to get less balanced, because younger professors are more liberal. For instance, at Berkeley and Stanford, where Democrats overall outnumber Republicans by a mere nine to one, the ratio rises above 30 to one among assistants and associate professors.

"So what", you might say, particularly if you happen to be an American liberal academic. Yet the current situation makes a mockery of the very legal opinion that underpins the diversity fad. In 1978, Justice Lewis Powell argued that diversity is vital to a university's educational mission, to promote the atmosphere of "speculation, experiment and creation" that is essential to their identities. The more diverse the body, the more robust the exchange of ideas. Why apply that argument so rigorously to, say, sexual orientation, where you have campus groups that proudly call themselves GLBTQ (gay, lesbian, bisexual, transgendered and questioning), but ignore it when it comes to political beliefs?

This is profoundly unhealthy per se. Debating chambers are becoming echo chambers. Students hear only one side of the story on everything from abortion (good) to the rise of the West (bad). It is notable that the surveys show far more conservatives in the more rigorous disciplines such as economics than in the vaguer 1960s "ologies". Yet, as George Will pointed out in the Washington Post this week, this monotheism is also limiting universities' ability to influence the wider intellectual culture. In John Kennedy's day, there were so many profs in Washington that it was said the waters of the Charles flowed into the Potomac. These days, academia is

marginalised in the capital—unless, of course, you count all the Straussian conservative intellectuals in think-tanks who left academia because they thought it was rigged against them.

Bias in universities is hard to correct because it is usually not overt: it has to do with prejudice about which topics are worth studying and what values are worth holding. Stephen Balch, the president of the conservative National Association of Scholars, argues that university faculties suffer from the same political problems as the "small republics" described in Federalist 10: a motivated majority within the faculty finds it easy to monopolise decision-making and squeeze out minorities.

The question is what to do about it. The most radical solution comes from David Horowitz, a conservative *provocateur*: force universities to endorse an Academic Bill of Rights, guaranteeing conservatives a fairer deal. Bills modelled on this idea are working their way through Republican state legislatures, most notably Colorado's. But even some conservatives are nervous about politicians interfering in self-governing institutions.

Mr. Balch prefers an appropriately Madisonian solution to his Madisonian problem: a voluntary system of checks and balances to preserve the influence of minorities and promote intellectual competition. This might include a system of proportional voting that would give dissenters on a faculty more power, or the establishment of special programmes to promote views that are under-represented by the faculties.

The likelihood of much changing in universities in the near future is slim. The Republican business elite doesn't give a fig about silly academic fads in the humanities so long as American universities remain on the cutting edge of science and technology. As for the university establishment, leftists are hardly likely to relinquish their grip on one of the few bits of America where they remain in the ascendant. And that is a tragedy not just for America's universities but also for liberal thought.

11. In the passage, Tim Wolfe's novel, "I am Charlotte Simmons" could be at best described as

(a) hated.

(b) a mockery of the present American educational pattern.

(c) a funny book.

(d) a book dealing with diversity.

(e) a satire about educational institutions.

12. The Madisonian solution according to Mr. Balch in the passage, speaks about

(a) a system of checks and balances.

(b) preservation of the minority influence.

(c) promotion of intellectual competition.

(d) all of the above.

(e) a system of proportional voting.

13. Which of the following is incorrect according to the passage?

(a) Political parties get donations from Universities.

(b) Diversity enhances speculation, experiment and creation.

(c) Tom Wolfe's novel "I am Charlotte Simmons" is a great book for anybody.

(d) Universities are likely to change fact due to new legislation.

(e) None of the above.

14. Which of the following best describes the style of the author?

(a) Empirical.

(b) Theoretical.

(c) Prosaic.

(d) Practical.

(e) Unplanned and diverse.

Passage 4

For most people, the family is the most sacred part of private life, and therefore, the bit they are keenest to keep the state away from. That is why the idea that the British government has a child-care strategy sounds so immediately repellent. Surely the state already encroaches far too far in our lives: do we really want it playing with our babies? Yet in this area, it is worth curbing a natural aversion to government interventionism: child-rearing is part of the state's business.

Children are the focus of much of the British govemment's current hyperactivity. It has targeted its anti-poverty measures at families with children and is now extending pre-school education and state-supported child care for working parents. It is also spending heavily on Sure Start, an expensive scheme focused on helping poor children.

The government has got into the nannying business for both good and bad reasons. The first bad reason is its determination to envelop everybody in the warm embrace of a Scandinavian-style welfare system. Its child-care policies are the sharpest illustration of the plan to extend tax funded benefits up as well as down the income scale by providing pre-school education for all and also, increasingly, keeping schools open after hours to offer child care to hard-pressed parents. In the background lies the idea that by providing the well-off as well as the poor with tax-funded benefits which they will want to hang on to, Labour will make it that much harder for a future Tory government to roll back the state.

The second bad reason is to get women out to work. The government has been pushing them in that direction for years, and providing child care will give them an extra shove. The government has a clear interest in getting mothers back to work—they will boost economic growth and tax revenue—but families, not governments, should decide whether mothers trade their time with their children for cash.

The only good reason for the state to intervene in child-rearing is that the youngsters themselves may benefit. If intervention substantially improves the prospects of the children concerned—and the gain must be substantial, to override the presumption that parents make the best parents—then that is

justification in itself. Moreover, in that case, there would be further benefits for society at large. If children are troublesome, they make life hard for those they are taught with. If they grow up criminal, they will steal the cars of those who live near them. If they grow up ill-educated, they will contribute less to the economy.

Do pre-school programmes actually work? The answer is nuanced. While high-quality, part-time pre-school education (for three- and four-year-olds) seems to help children cope with school, dumping babies in nurseries all day long before they are one is also pretty clearly bad for them. So the government needs to temper its enthusiasm for universal child care and working mothers.

And what about targeting children whose parents are too poor, too reckless or too drugged to give them a decent up-bringing? Unfortunately, such schemes are not the panaceas they were once thought to be. Head Start, America's programme for pre-school education for three- and four-year-old disadvantaged children has consumed $66 billion over four decades, and nobody really knows whether it has done any good. That is why the General Accounting Office has commissioned a large-scale study to answer the question. Sure Start, the version the British government is pushing, looks more promising—it starts earlier, is more intensive and involves mothers, which evidence suggests are all important—but as it rolls out, the British government needs to pay closer attention than Americas had to, whether this is a good way to spend money.

Those who fear letting governments further into their family life are rightly suspicious: governments are not to be trusted. Nor, sadly, are some parents. If the state can act to improve children's prospects, and hence society's prospects too, it should. The government's child-care strategy is not wrong in principle, but ministers also have to show that it will work, and that remains to be seen.

15. Why according to the passage, should the government not interfere in child rearing?

(a) because only mothers can understandbabies.
(b) because as it is the government has too much to handle.
(c) family is a holy part of one's private life.
(d) the government simply does not have resources for it.
(e) none of the above.

16. Which of the following is/are the feature(s) of the child-care scheme that are described by the author as detrimental one(s)?

(a) It engulfs everyone in the welfare system.
(b) It wants women to go and work outside.
(c) Either (a) or (b).
(d) Both (a) and (b).
(e) Neither (a) nor (b).

17. Which of the following in the context of the passage, is correct?

(a) Sure start is a cost friendly scheme to help poor children.
(b) Child care policies will curb benefits from tax funds.
(c) Women must work to encourage economic growth and tax revenue.
(d) Women should leave child rearing responsibilities to the govt.
(e) None of the above.

18. Which of the following best describes the author's stand on child-care strategies by the government?

(a) supportive.
(b) critical.
(c) sarcastic.
(d) philosophical.
(e) Balanced.

TEST 8

Passage 1

Penetrating studies carried out so far suggest conclusively that the human

brain is the most unexplored and mystifying territory which would baffle scientists for quite a long time yet. Dr. V. S. Ramachandran, Professor and Director of the Center for Brain and Cognition at the University of California, Santiago, in his recent presentation of the subject at the Apollo Hospital, gave some tantalizing glimpses of the ways in which the brain behaves and responds for dictating behaviour and which he has dealt with in absorbing detail in his 'Phantoms in the Brainwidth' with his co-author, Sandra Blakeslee. The picture which emerges is of a mocking, teasing presence inside the human head, submitting itself to the exacting demands of Einsteins on the one hand and remaining hopelessly beyond the reach of morons on the other. If, as Dr. Ramachandran has pointed out, India's achievements have ranged from the realistic to the abstract, it is an indication of the powers locked up in the brain which could throw up glittering images of the cosmic dance of Shiva brought to life in sculptures.

The diverse creativity of the human brain has enriched the world with discoveries spreading from that of the Copernican theory which replaced Earth and the planets by Sun as the center of the universe much to the indignation of the Roman Catholic Church, to the Theory of Relativity. It has led to the flight of imagination from the plays of Shakespeare to the writings of Boris Pasternak who had kept alive the longing for freedom in the Soviet Union even while remaining silent for nearly twenty years. However, it could go haywire and throw up hallucinations that are "more real than reality." A great deal which yet remains to be known about the brain is about its right and left "hemispheres" with the former having a much broader "searchlight" than the latter. While the left hemisphere is concerned with speech, language and semantics, the right is projected by Dr.Ramachandran as the "intellectual" half for taking care of the "more subtle aspects of language, such as nuances of metaphor, allegory and ambiguity". Any damage to either of the hemispheres could affect proper brain coordination which would look strange and despairing to a normal person. One of the lessons that are taught in elementary physics is that the image in a mirror is "as far away from the mirror as the object is in front of it." Dr. Ramachandran mentions the case of

mentally ill patients who take this description literally and try to reach the image on the other side of the mirror as the result of the inability to distinguish the real object from its image. It is an instance of a brain suffering from a disturbance to its intricately placed perceptions.

Among the oft-mentioned instances of the strange manifestations of the brain is the still very little understood mathematical genius of Srinivasa Ramanujan. The world would never have known him but for the equations mailed to the Cambridge mathematician G.H. Hardy who was initially inclined to dismiss them as scribblings of a “crackpot”. It was perhaps another case of the brain taking over at the right time when Hardy thought again of the equations and saw that no one else except Ramanujan had the imagination so far to think about them. The equations which could well have remained as just jottings on a piece of paper as they might have to most, were coming alive to Hardy to put him on a trail blazed by Ramanujan. If the brain is a teaser, it could be because it is very demanding on the geniuses who have blazed and would continue to blaze new trails in their chosen disciplines. The brain, which intrigued the caveman with images on the wall thrown up by the sunlight, continues to tease today’s cosmonauts with the beckoning, expanding space. The real wonder here, however, is the brain that comprehends it all.

1. Which of the following sentences is true, according to the passage?

(a) Dr. Ramchandran’s conclusion about the functioning of the brain is abstract.

(b) The abstraction focuses on the life in sculptures.

(c) To draw inference about the exact reaction of the brain towards different emotions is intricate.

(d) Scientists have completely worked out the brain’s intricate processes.

(e) None of these.

2. Which of these incidents show the functioning of the brain in a wide spectrum?

(a) That it leads to the flight of imagination as in the plays of Shakespeare.

(b) It can throw up things as diverse as the theory of relativity and hallucinations ‘more real than reality’, at the same time.

(c) That the two hemispheres of the brain scrutinize very minutely, the different sundry affairs.

(d) Both (a) and (b).

(e) None of the above.

3. What probably could be the reason for the final selection of the equations of Ramanujan?

(a) Mr. G.H. Hardy, to whom the equations were sent, was courteously requested by Ramanujan for his kind consideration.

(b) The second hemisphere of G.H. Hardy’s brain had become active and therefore, perceived the ingenuity of the material, which he had rejected initially.

(c) Later on, the equations were considered in consonance with the methodology of Mr. Hardy.

(d) Both (a) and (b).

(e) None of these.

Passage 2

There are a few instances of diseases that have laid waste, huge tracts of forests throughout India. Caused mainly by pathogens and pests, these diseases are deadly and are capable of wiping out entire forests and plantations, causing immense economic as well as ecological loss.

Meanwhile, forest pathologists and entomologists are grappling with new maladies that are surfacing almost every year. But with meagre resources and just a few experts working on the issue, things are heading virtually towards a cul-de-sac.

Moreover, no assessment has been made so far to quantify the devastation. While large chunks of forests fall prey to maladies, it is also an opportunity for some politicians and timber merchants to cash in on it. Research and

documentation on forest disease, particularly on forest pathology, began in India way back in 1929, by pioneering pathologists KD Bagchi and BK Bagchi. Although it has been eight decades since then, not much headway has been made in this direction. The forestry sector today is ailing due to its misplaced priorities, resource crunch, and mismanagement. “Forest management lacks scientific approach”, says Surendra Kumar, director of the Himalayan Forest Research Institute (HFRI), Shimla.

The scientific community involved with forest diseases is today a dispirited lot. With only a few stalwarts left in this field, forest disease is a neglected area of research. Moreover, bureaucracy is increasingly taking over the scientific institutions and scientists in most of these institutes are a marginalized group.

To top it all, there are no institutions dedicated to forest diseases. Although the ministry of environment and forests is the facilitator for such research, it is not paying enough attention to promote scientific research of forest diseases. In fact, government’s lackadaisical approach came to the fore with the Sal borer epidemic in Madhya Pradesh in 1998. While forest bureaucracy slept, the beetles merrily continued to wipe out entire tracts of precious Sal forests. Eventually, with no solution in sight, thousands of valuable trees were hacked. There were also allegations that the Sal tragedy was a chance for the timber mafia in the state to cash in on timber through the legal loophole, with the nexus of politicians.

Today, things haven’t changed one bit. India’s forest department and research institutes have yet to formulate contingency plans to face any assault of similar dimensions.

Forest diseases are elusive. Although experts claim that they know quite a lot about forest diseases, there are still aspects of the maladies that are not completely understood. Says R.S. Bhandari, entomologist in the Forest Research Institute (FRI), Dehradun, “We know about all the important pests and insects, their life cycles and their development. But there are a few diseases which remain an enigma.” According to Jamaluddin, head of the pathology department in the Tropical Forest Research Institute (TFRI),

Jabalpur, “Due to micro climatic changes, we are discovering new aspects of the same disease every year. Diseases have also increased manifold.” Another FRI scientist points out that although forest diseases are increasing, there is no study to estimate the economic and ecological damage caused by these pests and pathogens.

Varying with different geophysical regions and climatic conditions, pathogens and pests are essentially responsible for the tree maladies and their mortality. When the pristine, natural and mixed forests existed, forest diseases acted as a natural control measure to check the proliferation of a particular species that could threaten the balance of the ecosystem. Perhaps, this is why forest diseases paled into insignificance in the past. But today, with shrinking forests and increasing monoculture plantations, any outbreak of disease takes on a virulent form.

To top this, changed climatic and forest patterns and environmental pollution have given rise to newer forms of forest diseases. While trees are forced to take an additional load of human induced environmental changes, the introduction of monoculture has substantially increased the problems. Whatever little we know about forest diseases today come primarily through mycology, the study of forest pathogens. Mycology explains that the prime pathological reasons for forest disease are fungi, bacteria and viruses. “Among these, fungi play a major role, while the other two are relatively less significant. There are 150 to 200 major pathological infections in central India. Out of these, only five per cent are bacterial. The rest are fungal,” says Jamaluddin.

Most of these pathogens stay close to a tree, waiting for a chance to infiltrate. Their entry points are small openings or wounds in the tree. However, invasion is not always easy. Like human beings, trees also have antibodies that fight anything alien. In case of invasion from the trunk of a tree, the sapwood acts as shield and secretes enzymes to fight pathogens. But when attacked and conquered, there are tell tale signs in the form of knotty growths or fruit bodies that are extensions of the fungi in the tree.

4. Which of the following is not happening according to the author of the passage?

(a) Prioritizing forest management and weeding out maladies have become a question of concern for the forest professionals.

(b) Research and Documentation work on the forest pathology is being carried out simultaneously to estimate the spoilage.

(c) The scientific community is feeling increasingly dispirited with the enigmatic behaviour of the forest pathogens.

(d) All of these.

(e) Both (a) and (b).

5. With which of the following is the author most likely to agree with?

(a) There needs to be a more coordinated effort towards dealing with forest diseases in India.

(b) There is a likelihood of another forest disease epidemic, similar to the Sal Borer epidemic, spreading in the country.

(c) The ministry responsible should take up a more serious view towards research in forest diseases.

(d) All of these.

(e) Both (a) and (b).

6. Which of these incidents discourages the government to formulate any kind of concrete plans?

(a) The prevalence of malpractices such as the alleged nexus of politicians with some of the forest officials.

(b) The government is not able to work in concomitance with specialists, like entomologists & pathogenists.

(c) India lacks specialists in this area of forestry.

(d) The surfacing of new maladies every year.

(e) None of these.

7. Which of these statements cannot be inferred from the passage?

(a) It is possible that the timber mafias could spread their network with help

from vested interests in the political and bureaucratic brass.

(b) There are hardly any committed institutions in India, for the promotion of research in forest diseases in India.

(c) With the variation of different climatic conditions, pests responsible for forest tree degradation, disappear.

(d) Forest disease research has slowed down considerably.

(e) None of these.

8. The discussion on the present condition of forest diseases proves that _____

(a) hitherto, forestry has been a neglected area of research.

(b) a lot more needs to be done by the government for sustaining the ecological balance.

(c) there must be a cooperative endeavour by scientists, government officials, and politicians to weed out the possibilities of forest diseases.

(d) Both (b) and (c).

(e) None of these.

TEST 9

Passage 1

Why do the vital organs of the body slow down on aging? Why do older people experience sleep disorders? A new study holds the molecular machinery of the "master clock" in the brain responsible for such malfunctions during old age. The study conducted by researchers at the University of Virginia and reported in the journal 'Proceedings' of the National Academy of Sciences, compares the working of the vital organs to a wall full of clocks with a large dominant clock controlling the synchronization of the peripheral clocks. The big clock continues to keep time, but, as it ages, its connecting signal to the smaller clocks weakens. Some of the smaller clocks eventually become desynchronized and some stop

running. This weakening of the signal, rather than a problem with the central timekeeper itself, apparently is the cause of alterations in the biological timing system in aging mammals—possibly including humans, according to the researchers. This may explain why older people experience sleep disorders—the signal from the master clock in the brain has weakened, even as it keeps on ticking. This weakened output causes some of the peripheral clocks in other organs to eventually stop oscillating or to fall out of proper sync, causing sleep disruption and malaise, the report says. Lack of sleep can affect more than a person's level of alertness. In the long term, it can disrupt the body's metabolism, affect eating cycles, lead to declining cognitive abilities and possibly, a shortened lifespan. Sleep disorders are also associated with Alzheimer's disease. Gene D. Block, professor of biology and one of the study's lead researchers, was quoted in the report as saying, "Our new finding demonstrates that the molecular machinery of the master clock continues to function normally. Taken together with our earlier studies, this suggests that there may be an age-related failure of the conversion of the clock's molecular rhythm into the electrical or humeral signals that the brain uses for communication. These weakened central signals may fail to keep some peripheral clocks appropriately synchronized or, in some cases, even rhythmic." The scientists studied tissues from the brain and other organs of older mice and measured the activity of a gene that is a part of the biological clock. They found that the central clock in the brain, the suprachiasmatic nucleus, maintained proper periodicity and synchronization. Clocks in some peripheral organs, such as the liver and kidney of older animals, were either improperly synchronized or had lost rhythm entirely. "This new knowledge could eventually lead to new therapies for age-related desynchronization," Block said. "Arrhythmic or improperly synchronized tissues of old animals could possibly be stimulated by a treatment to oscillate normally."

1. Which of these factors is held responsible for the slowing down of the vital organs in old age, as laid down in the passage?

(a) Molecular machinery of the master clock and the peripheral clocks in the

brain.

(b) Master clock in the brain.

(c) Weakening of the signals from the master clock in the brain.

(d) Arrhythnic oscillations of tissues of old animals.

(e) Sleep disorders.

2. Which of the following sentences is incorrect, according to the passage?

(a) The connecting signals of the big clock fail, as it ages.

(b) Alterations in the biological timing system are restricted to lower mammals only.

(c) The brain uses humeral signals, which are converted from the clock's molecular rhythm.

(d) Both (b) and (c).

(e) None of these.

3. What was the breakthrough achieved, as a result of the scientist's effort?

(a) The discovery of the fact that the clocks in some peripheral organs were either improperly synchronized or had lost their rhythm completely.

(b) The knowledge that the oscillation is necessary to maintain a person's level of alertness.

(c) The observation that the brain uses humeral signals for communication.

(d) Both (a) and (b).

(e) None of these.

4. Which of the following sentences is true, in the context of the passage?

(a) The brain of a guinea pig was used for the tissue experimentation.

(b) Declining cognitive abilities may be traced to sleeplessness.

(c) The big clock is directly synchronized to smaller clocks through tissues.

(d) There is likely to be an age-related failure of the conversion of the master clock's molecular rhythm into electrical or humeral signals.

(e) Both (b) and (d).

5. Which of the following sentences is incorrect, according to the passage?

(a) There is a similarity in the functioning of the brain and the vital organs of the human body with that of a wall full of clocks and the big clock synchronizing them.

(b) The molecular machinery of the brain is responsible for the entire malfunctioning occurring at older ages.

(c) The study of tissues from the brain and other organs of mice helped scientists discover that even though the suprachiasmatic nucleus maintained time properly, the clocks in the peripheral organs were either out of sync or had lost rhythm entirely.

(d) (b) and (c).

(e) None of these.

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

(a) Sufficient information about the bipolar disease is necessary to ward off desynchronization.

(b) Age related failure hampers the synchronization of the peripheral clocks in the respective organs.

(c) Alzheimer's disease and sleeping disorders have a similar impact upon the human mind.

(d) Only (b) and (c).

(e) Only (a) and (b).

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

(a) desynchronization of smaller clocks.

(b) destabilization of molecular machinery.

(c) arrhythmic functioning of the old tissues.

(d) Both (a) and (c).

(e) None of these.

Passage 2

It wasn’t every day that Patricia Torres raced down the streets of Miami at 70 m.p.h. But then it wasn’t every day that her daughter Nicole Cabezas hallucinated wildly, trying to jump out of the car, pulling off her clothes and ranting that people were following her, so this seemed like a pretty good time to hurry. Nicole, 16, had been having problems for a while now—ever since she was 14—and began closeting herself in her bedroom, incapable of socializing or doing her schoolwork, and contemplating suicide. The past few months had been different, though, with the depression lifting and an odd state of high energy taking its place. Nicole’s thoughts raced; her speech was fragmented. She went without sleep for days at a time and felt none the worse for it. She began to suspect that her friends were using her, but that was understandable, she guessed, since they no doubt envied her profound gifts. “I was the center of the universe,” she says quietly today. “I was the chosen one.” Finally, when the chosen one was struck by violent delusions—the belief that she had telekinetic powers, that she could change the colors of objects at will—Torres decided it was time to take Nicole to the hospital. Emergency-room doctors took one look at the thrashing teenager, strapped her to a gurney and began administering sedatives. She spent two weeks in the hospital as the doctors monitored her shifting moods, adjusted her meds and talked to her and her parents about her descent into madness. Finally, she was released with a therapy plan and a cocktail of drugs. Six months later, doctors at last reached a diagnosis: she was suffering from bipolar disorder. While emotional turmoil is part of being a teenager, Nicole Cabezas is among a growing cohort of kids whose unsteady psyches do not simply rise and fall now and then but whipsaw violently from one extreme to another. Bipolar disorder—once known as manic depression, always known as a ferocious mental illness—seems to be showing up in children at an increasing rate, and that has taken a lot of mental-health professionals by surprise. The illness until recently, was thought of as the rare province of luckless adults—the overachieving businessman given to sullen lows and impulsive highs; the underachieving uncle with the mysterious moods and the drinking problem; the tireless supermom who suddenly takes to her room, pulls the shades and

weeps in shadows for months at a time. But bipolar disorder isn't nearly so selective. As doctors look deeper into the condition and begin to understand its underlying causes, they are coming to the unsettling conclusion that a large number of teens and children are suffering from it as well. The National Depressive and Manic-Depressive Association gathered in Orlando, Fla., last week for its annual meeting, as doctors and therapists face a daunting task. Although the official tally of Americans suffering from bipolar disorder seems to be holding steady—at about 2.3 million, striking men and women equally—the average age of onset has fallen in a single generation from the early 30s to the late teens. And that number doesn't include kids under 18. Diagnosing the condition at very young ages is new and controversial, but experts estimate that an additional 1 million preteens and children in the U.S. may suffer from the early stages of bipolar disorder. Moreover, when adult bipolars are interviewed, nearly half report that their first manic episode occurred before age 21; 1 in 5 says it occurred in childhood. "We don't have the exact numbers yet," says Dr. Robert Hirschfeld, head of the psychiatry department at the University of Texas in Galveston, "except we know it's there, and it's under diagnosed." If he's right, it's an important warning sign for parents and doctors, since bipolar disorder is not an illness that can be allowed to go untreated. Victims have an alcoholism and drug-abuse rate triple that of the rest of the population and a suicide rate that may approach 20 per cent. They often suffer for a decade before their condition is diagnosed, and for years more before it is properly treated. "If you don't catch it early on," says Dr. Demitri Papolos, research director of the Juvenile Bipolar Research Foundation and co-author of The Bipolar Child (Broadway Books, 1999), "it gets worse, like a tumor." Heaping this torment on an adult is bad enough; loading it on a child is tragic.

8. What prompted Nicole to act wildly and jump out of the car?

(a) Nicole never wanted to be administered sedatives and therefore, she scuttled off to escape medication.

(b) Nicole was mentally retarded and therefore, she had to be kept under a

strong vigil.

(c) Nicole, out of wild hallucination, had the habit of reckless running, which compelled her mother to chase her.

(d) Her hallucinations which put her in an odd state of high energy.

(e) None of these.

9. Which of the following sentences is true, according to the passage?

(a) Patricia's fragmented speech was conceivable.

(b) Nicole suspected her friends of envying her gifts.

(c) Patricia had telekinetic powers, with which she could change the colors of objects at her will.

(d) Torres was suffering from a bipolar disorder.

(e) Both (b) and (d).

10. Which of the following sentences is incorrect, as laid down in the passage?

(a) Doctors took a little time to diagnose Nicole's condition.

(b) Bipolar disorder can be treated.

(c) Bipolar disorder took every health practitioner by surprise.

(d) The increasing rate of bipolar disorder in children has taken mental health professionals by surprise.

(e) None of these.

11. Bipolar disorder seems to have affected_____ .

(a) Children

(b) Adults

(c) Both (a) & (b)

(d) Septuagenarians

(e) All of (a), (b) and (d) alike.

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

(a) Bipolar disorder can affect any teenager.

(b) Victims of bipolar disorder are prone to alcoholism and drug abuse.

(c) Bipolar disorder is just manic depression and not a mental illness.

(d) Bipolar disorder is increasingly striking children.

(e) None of these.

13. Which of the following sentences is incorrect, as per the passage?

(a) Nicole was administered alkaloids as first aid, in hospital.

(b) It is tough to diagnose bipolar disorder in its nascent stage.

(c) Support of parents and relatives is a must to restore a patient's psychic equilibrium.

(d) Both (a) and (c).

(e) None of these.

14. Why is bipolar disorder considered to be serious?

(a) Because the victims can change color at will.

(b) Because the victims are prone to violent delusions.

(c) Because mental health professionals could not conclude as to who could be a victim.

(d) As victims of bipolar disorders have a very high rate of alcoholism, drug abuse and suicide, it is a serious mental illness.

(e) Both (b) and (d).

15. Which of the following sentences can be inferred from the passage?

(a) Since bipolar disorder is not considered to be a mental illness by the health practitioners, it should therefore be allowed to go untreated.

(b) Doctors are intrigued about the selective criteria of the disease.

(c) Impulsive gentlemen are more prone to bipolar disorders.

(d) The increasing rate at which bipolar disorder is afflicting younger people is a cause for concern.

(e) None of these.

Passage 3

You reach Harvard University's biological anthropology department by climbing five flights of fusty wooden stairs in the Peabody Museum in

Cambridge, Mass. It's an old building, haunted by the remnants of long lost tribes and the ghosts of an era when anthropologists thought nothing of collecting the paraphernalia of ancestor worship, not to mention the bones of the ancestors themselves. But it's not bones that have brought me to the Peabody today. I've made the climb to meet Carole Hooven, a young graduate student in biological anthropology, and Richard Wrangham, one of the world's leading experts on chimpanzee behavior. They want to show me a collection of what look like sturdy but quite ordinary sticks. These lengths of wood have a special meaning for Hooven and for science, especially the stick that's shaped like a divining rod with a crook at the end. The last time she saw it, in January 1999 in Uganda's Kibale forest, it was in the hands of a big male chimp called Imoso who was using it to beat mercilessly, a female named Outamba. As a woman, Hooven felt sick at heart at the violence directed at the smaller chimp. But as a scientist, it exhilarated her. She had never read about anything like this. Trembling, she rushed back to camp to report to Wrangham. He listened in silence and then shook her hand. This was a historic moment. While there are a few scattered accounts of chimps wielding sticks against prey or predators, no one before had ever seen a wild animal repeatedly, unambiguously—and with malice and forethought—use a tool as a weapon against its own kind. Until now, devising tools to inflict pain and death seemed to be something only humans did. To be sure, lots of animals use tools. Sea otters employ rocks to crack open shellfish. Crows in New Caledonia extract insects from foliage with twigs—or even bent wire—held in their beaks. Chimps will use sticks and stones for all sorts of purposes, including flailing and throwing them to impress rivals. But for all the theatrics of these so-called threat displays, no one before now had ever seen an ape use a stick to beat another ape. There are sound evolutionary reasons for this. Predators don't need weapons; they are weapons. During internecine wars, chimps will rip one another apart with their teeth and hands. Indeed, a good deal of evolutionary ingenuity has gone into the development of greeting and submission rituals to ward off lethal aggression. Which is why Imoso's crooked club raised so many questions. Where did his behavior

come from? Was it something chimps learned from humans, or was it behavior they developed on their own? Whatever the answer, I knew I had to find a way to get to Kibale. For me, seeing is knowing. I wanted to talk to the human witnesses and, if possible, meet the chimps themselves. When an opportunity to go to East Africa arose in 2001, I called Wrangham, who graciously invited me to stop by Kibale and gave me directions. He might have been guiding me to the local Starbucks: “Get to Fort Portal,” he said, as though this was the easiest thing in the world, “and find the cab stand. They all know the way.” As it turned out, that was all I needed to know. I arrived in Kibale one evening just as the sun was setting and introduced myself to Kathi Pieta, a graduate student who ran the research station. Over dinner, she told me a bit about the local chimp community. The so-called Kanyawara group consisted of about 50 chimps, including about 10 adult males and 17 adult females. Imoso was the top dog. Young and very aggressive, he was not very popular with the human observers, and his reputation did not improve with the discovery that he was a wife beater. The best description of the first attack comes from Hooven’s field notes. Imoso had been trying to get at Outamba’s infant Kilimi, but Outamba fended off his efforts. This seemed to enrage Imoso, who began kicking and punching Outamba. To protect her baby, she turned and exposed her back to Imoso’s fists. Here is how Hooven described what happened next: “MS [Imoso] first attacks OU [Outamba] with one stick for about 45 seconds, holding it with his right hand, near the middle. She was hit about 5 times ... he beat her hard. (The stick was brought down on her in a somewhat inefficient way ... MS seemed to start with the stick almost parallel to the body and bring it down in a parallel motion. There was a slight angle to his motion, but not the way a human would do it for maximum impact.)” After resting for a minute, Imoso resumed the beating, this time with two sticks, again held toward the middle. Imoso then began hurting Outamba in a number of creative ways, at one point hanging from the branch above her and stamping on her with his feet. To Hooven, the attack seemed interminable. Toward the end, Outamba’s daughter Tenkere, 2, rushed to her aid, pounding on Imoso’s back with her little fists. But the

trouble didn’t stop there. Imoso’s behavior was observed by other chimps in the community, and he may have inspired imitators. In July 2000, Pieta watched as Imoso’s best friend, Johnny, attacked Kilimi, the infant who figured in Imoso’s earlier attack. Outamba turned to help Kilimi, whereupon Johnny turned on her. Immediately Outamba became submissive, but Johnny was not to be appeased. He picked up a big stick and started striking Outamba. “He was definitely trying to hit her,” says Pieta. “It wasn’t just flailing or accidental.” He used an up-and-down motion. The whole attack lasted about three minutes. After the chimps moved on, Pieta retrieved the stick, which now resides at Harvard. The next morning, I arose at 4:45 a.m. and joined Pieta and two trackers in search of Johnny, Imoso and the battered Outamba. After a vigorous walk we got to the area of a fruiting ficus tree near where the chimps had built their nests the night before. There were Johnny, Outamba and a number of other chimps. Imoso was not around. When I asked a tracker named Donor why Imoso had attacked Outamba, his answer was straightforward: “Imoso is just a mean chimp.” That morning, all was peaceful. The principal drama I observed was the struggle of a 3-year-old female chimp whose arms were too short to grab the broad tree trunk. When she finally found a way into the ficus via a nearby sapling, the trackers applauded. The chimps went about their feeding, and then moved off. As they melted into the brush, I asked Pieta which chimp typically made the plan for the day. As one who was familiar with the jockeying for position in the ape community, she laughed and said, “Johnny thinks he does.” In all, the researchers have documented six stick attacks (the most recent seven weeks ago). The behavior is new to science and raises intriguing questions. Why have all the victims been female? And why sticks, why not stones? Imoso could have killed Outamba by slamming her with a heavy rock. That may be precisely why they use sticks, Wrangham and Hooven speculate: to inflict hurt rather than injury. Most of the attacks have been directed at sexually active females. Whereas the males might intend to do real harm to the babies, they have nothing to gain by killing their mates. Brutal as it seems, could it be that the use of sticks signifies restraint? That is one of the mysteries

Wrangham and his colleagues are trying to solve, in what they view as a snapshot of the evolutionary process in action. This may be a mirror of how we evolved culturally—by the spread of ideas that moved through our early ancestors in fits and starts. Back in New York City, I experience the familiar sense of relief that comes from returning safely home from an impoverished, disease-ravaged region. Three days later, as I drive my son Alec to nursery school, we hear a radio bulletin announcing that a plane has slammed into the World Trade Center. My son asks, "Is the plane going to be all right, Daddy?" How do I shield a 3-year-old from the enormity of what has just happened? I'm at a loss. I simply say, "I don't think so." We humans have ways of killing ourselves that chimps could never imagine.

16. Which of the following sentences is true, according to the passage?

(a) Outamba was physically harassed by Wrangham with sticks.

(b) In Uganda's Kibale forest resides Imoso, a big male chimp whose riotic deeds were recorded by Hooven.

(c) Kilmi was protected by Outamba against Kathi Pieta.

(d) Imoso's friend Johnny also learnt his behaviour and beat Outamba with a stick.

(e) Both (b) and (d).

17. Which of the following is incorrect, according to the passage?

(a) Imoso resumed beating with two sticks, injuring Outamba.

(b) Johnny picked up a big stick to attack Imoso.

(c) Imoso's behavior inspired other chimps.

(d) Tenkere tried to save Outamba from Imoso.

(e) None of these.

18. The sticks found at Kibale are preserved at _____.

(a) University of Illinois.

(b) Anthropological department USA.

(c) Library of Richard Wrangham.

(d) University of Harvard.

(e) Cannot be inferred.

19. Which of the following weapons is used by the crows of Caledonia to prey upon insects?

(a) Twigs
(b) Sticks
(c) Stones
(d) Foliages
(e) Rocks

20. Which of the following sentences can be inferred from this passage?

(a) Chimpanzees are better equipped to assault tribal members.
(b) Chimpanzees are more dangerous in fights than human beings.
(c) The inspirational values present among chimps are similar to those of human beings.
(d) A sense of fraternity exists among chimpanzees at the best and worst of times.
(e) Human beings are much more dangerous than Chimpanzees.

21. The passage could be described as

(a) Descriptive
(b) Topical
(c) Analytical
(d) Illustrative
(e) Hilarious.

22. Which of the following is correct, according to the passage?

(a) The real cause behind the exhilaration of a scientist named Hooven was the strange behavior of a chimp called Imoso.
(b) Violence directed against smaller chimps by Imoso was the main thrust of the scientist's inquisition.
(c) Predators themselves, are the manifestation of weapons.
(d) Chimpanzees try to hurt each other with the intention of killing.

(e) None of these.

23. Why did Imoso use only sticks to assault Outamba?

(a) Stones could not have been efficiently used.

(b) The use of sticks was resorted to inflict hurt & not to kill.

(c) Unpredictable behavior of the chimps could not lead the scientist to any conclusion.

(d) He did not know how to use other weapons.

(e) None of these.

24. To which group did all the chimps belong?

(a) Local starbucks

(b) Kanyawara

(c) Kibale

(d) Pieta

(e) None of these

25. Which of these cannot be inferred from the incidents of Kibale?

(a) The behaviour of the chimps can be classified as evolutionary.

(b) It is possible that chimps actually imitate human beings.

(c) The use of sticks signified restraint.

(d) All of the above

(e) None of the above.

TEST 10

Passage 1

Deep in our hearts, we have an intense desire to be loved. Yet, just as deeply, we know no one really understands us, and that we are separated from those around us by differences we don't fully comprehend. The 'Family of Man' we long to share and belong to does not exist. We are just a bunch of desperate, lonely orphans. We would give anything to know how to be lovable. Yet, now more than ever, seemingly caring guides want to help us in

our quest. A flurry of books and lectures tells us that change is mandatory for survival. While the recipes for harmony sometimes strike chords in our hearts, it is not enough to read the books or say the phrases. Only if the tools offered are actually used and do indeed make our lives better will we know that the message was correct and we understood. The majority of self-help books agree on one thing: Change is necessary for a more fulfilling life. Some say that the answers lie in justifying fears, anger and emotional suffering by holding someone else—usually a parent or spouse—responsible. Often, another race or some other force at work in our life gets the blame for the mess in which we find ourselves. But one thing is for sure: We are not responsible. 'They' are. How many books, tapes and seminars does it take before the average hurting human being becomes so frustrated that he or she cries, 'The true path must exist because all the wise people say so, but I'll never find it.' Life must have more to offer, something most of us are missing. Otherwise, God has a stranger sense of humour than any comedian working today. Here's the bad news. We can all agree that this thing we call our self, our ego, our personality, is somehow the cause of all our conflicts and negative emotions. This is the cold, hard truth: The self has no idea how to fix itself or it already would have. But no one else can fix our self. We must do it—on our own. You would have probably always suspected this—but no one would prove it because it appears to become a problem with no solution. This realisation is extremely threatening, especially to those who have tried so hard to change in the past and have been unable to do so. But the good news is that you can learn to fix the self by understanding four basic principles: (1) What the self is; (2) How the self works; (3) How the self got broken; and (4) How you can fix the self. Each of us made our self and only we can fix it. Real changes begin to happen as soon as repair begins and, as you become a better mechanic, the changes will be greater and come easier.

1. What is the central idea of the passage?

(a) Flurry of books and lectures guide us to become loveable.

(b) Our personality is the cause of negative emotions and conflicts and

knowing how to fix it is crucial.

(c) Change is mandatory for survival.

(d) The root cause for all our troubles are ‘others’.

(e) None of these.

2. For what does the author bestow the responsibility to other people?

(a) For justifying human sufferings.

(b) For bringing us into intricate situations.

(c) For not showing the true path.

(d) For inflicting our ‘self’ with fears, anger and emotional suffering.

(e) None of these.

3. Who can fix our self?

(a) No one

(b) We

(c) God

(d) Others

(e) None of these

4. What, according to the author is required to make our life better?

(a) Changing ourselves as per the dictates of time.

(b) Renouncing our negative emotions.

(c) Actually using the tools offered to us in self-help books, tapes and seminars.

(d) Immunising ourselves against negative emotions.

(e) None of these.

5. What is the cause behind all our conflicts and negative emotions?

(a) Our self

(b) Our personality

(c) Our ego

(d) All of the above

(e) Others

6. Of what use are tapes, books & seminars for the author?

(a) They are useless as they are meant to detract us from our original path.

(b) The true path can be shown only by these media.

(c) They serve as change agents in our society.

(d) They are of use only to the extent that their principles are put to use by us.

(e) None of these.

7. Why does the author seem to insist on self-help books?

(a) They can bring change in our lives.

(b) They justify tears, anger & emotional sufferings.

(c) They help us to harmonize the chords of our heart.

(d) They give us the tools for change—provided we use them.

(e) None of these.

8. What, according to the author are the inhibiting factors in the way of leading a good life?

(a) Self help books

(b) Our ego and our personality

(c) Conflicts and negative emotions

(d) Selfishness

(e) Cannot be inferred

Passage 2

Scandalised by how Arthur Andersen could destroy thousands of e-mails and paper documents related to its audit of Enron and the energy major's more than unconventional accounting methods? Don't know whether to believe it was just a rogue partner acting on his own accord, or whether the lead partner on the Enron account, David Duncan, was just following instructions—a person close to Duncan told *The Wall Street Journal* that, on October 12, an Andersen lawyer advised the Enron auditors to follow company procedure

that allows for the disposal of many documents.

Well, it's true that past practices in themselves are no indication that they're still being followed, but it would be instructive to go back, as I did, and read Mark Stevens' *The Big Six*, which is one of the best ‘‘audits’’ of the shenanigans of the world's top audit firms. Stevens' book is replete with examples of how the Big Six have fudged, obfuscated and kept their eyes wide shut in order to please clients. Oh yes, as in the Andersen-Enron case, there's even an example of shredding of possibly vital files. Perhaps that's a good place to begin. It concerns Touche Ross (which merged with Deloitte Haskins to become Deloitte & Touche later), and its audit of the Beverly Hills Savings & Loan, BHSL—the sudden collapse of various S&Ls, certified as financially sound, was a big scandal in the US in the late ’80s.

Anyway, while reviewing the business of a former vice president of the BHSL, Touche was told all the files ‘‘were contained in eight cardboard boxes and were (BHSL told Touche)... the complete set of files... except for one box which was accidentally shredded.’’ Touche was initially sceptical about the shredding, but clearly got over these doubts quickly enough since it gave BHSL the all-clear. Later, when Touche was examined by the US Congress, Congressman Wyden was scathingly sarcastic: ‘‘Is the shredding machine at Beverly Hills big enough to shred an entire box of documents all at once, or do they have to feed the documents page by page?’’

It gets better. When it became clear that BHSL was having a major problem disposing of high-cost property investments, Touche simply decided to change the book-keeping, and instead of showing the apartments as investments, decided to show them as ‘‘equity-participation loans’’. And once these were shown as loans, BHSL showed it was getting interest and fee income from them. Problem solved, except there was no interest or fee that was actually received. Congressman Dingell later quizzed Touche on the amount of ‘‘equity’’ in these ‘‘equity-participation loans’’. What was the amount of the equity, the Congressman asked? I don't know, replied the Touche partner. And they were the auditors.

Stevens' most evocative story, of course, is the one about ZZZZ Best, or

the carpet-cleaning business begun by Barry J. Minkow. Having built up a respectable business, Minkow decided to go public and, in order to get people interested in buying into his equity, boasted that his firm was in the lucrative insurance-restoration business—that is, he got restoration contracts from insurance firms. Minkow hired Ernst & Whinney (that later merged with Arthur Young to become Ernst & Young) to audit his firm.

Naturally, one of the first things Ernst did was to audit the insurance business. Minkow, to be fair to Ernst, cheated them. He hired an office in Sacramento, bribed the security guard to pretend he was familiar with ZZZZ's staff, and forced Ernst to do an inspection on a Sunday when other offices were closed. Duped by an impostor, Ernst said Minkow's business was fine, and repeated the inspections in various other ''facilities''. In fact, when the House Committee on Oversight began investigations, Ernst argued they couldn't be blamed for not being able to detect such an elaborate fraud.

Fair enough, but Ernst didn't even do basic checks like going to the buildings department in various cities to find out if the buildings that ZZZZ was helping ''restore'' had ever had a fire or the kind of water leakages ZZZZ claimed they'd had. Ernst had also signed a confidentiality letter preventing it from disclosing the location of the buildings ZZZZ was restoring to any third party. But, and this is critical, it also said it would ''not make any follow-up telephone calls to any contractors, insurance companies, the building owners... involved in the restoration project''. Congressman Ron Wyden asked Ernst how it proposed to do an independent audit with such restrictions on it? Ernst's behaviour gets curiouser. It appears someone told Ernst the ''restoration'' job it had inspected in Sacramento was a fake, but even then the audit firm didn't feel the need to revisit the Sacramento site. The charge about the restoration being fake, it appears, was withdrawn, but Ernst itself found evidence that ZZZZ had made payments to the individual who made and then withdrew the complaint!

While you're following every twist and riveting turn in the Andersen saga, be sure to compare them with those catalogued by Stevens. It promises to be both an interesting and frightening exercise.

9. It can be inferred from the passage that

(a) Ernst conducted an independent audit under the influence of bribe.

(b) Ernst attempted to conduct an independent and thorough audit but was prevented from doing so.

(c) Ernst's audit lacked professionalism.

(d) Ernst's audit was a complete fraud.

(e) Both c and d.

10. According to the passage, all of the following are not true except—

(a) Arthur Andersen destroyed Enron's document on it's own accord.

(b) Andersen and Enron were in close complicity in destroying Enron's documents.

(c) Andersen was against the concept of selective destruction of documents.

(d) Andersen was not averse to the practice of selective disposal of documents.

(e) Destroying documents is a standard audit practise.

11. The author of the book *The Big Six*

(a) has given the author the requisite insight to look at the various unprofessional modus operandi adopted by audit firms.

(b) has described the different frauds associated with the different methods of audits adopted by six big audit firms.

(c) has made a critical analysis of some of the top audit firms' bad practices.

(d) declares Andersen's audit as the best.

(e) has written a book on audit firms best practises.

12. According to the author, which of the following could have been the main cause behind Arthur Andersen's dubious shredding of vital files in the case of Enron?

I. A lead partner acting on instructions.

II. Complicity between Arthur Andersen, the audit firm, and Enron.

III. A rogue partner acting on his own.

(a) I & II only

(b) All three

(c) I & III only

(d) III only

(e) II and III only.

13. According to the passage, big audit firms

(a) were often misled and cheated by their clients

(b) used business practices that were aimed to satisfy their clients.

(c) were ignorant about the motives of their clients.

(d) were innocent victims of corporate fraud.

(e) None of these.

Answer Key

Test I

Passage 1

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

Passage 2

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

Passage 3

11. (c)

12. (d)
13. (d)
14. (a)
15. (d)

Test II

Passage 1

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

Passage 2

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

Passage 3

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

Test III

Passage 1

1. (d)
2. (d)

3. (a)
4. (d)

Passage 2

5. (a)
6. (a)
7. (c)
8. (b)
9. (b)
10. (e)

Test IV

Passage 1

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

Passage 2

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

Passage 3

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

Test V

Passage 1

1. (b)
2. (b)
3. (d)

Passage 2

4. (a)
5. (c)
6. (c)
7. (d)
8. (d)
9. (d)

Test VI

Passage 1

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

Passage 2

8. (e)
9. (d)
10. (d)
11. (b)
12. (e)
13. (d)

14. (a)
15. (a)
16. (b)

Passage 3

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

Passage 4

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

Test VII

Passage 1

1. (b)
2. (a)
3. (e)
4. (a)
5. (a)

Passage 2

6. (b)
7. (e)
8. (a)
9. (a)
10. (c)

Passage 3

11. (b)
12. (d)
13. (c)
14. (a)

Passage 4

15. (c)
16. (d)
17. (e)
18. (b)

Test VIII

Passage 1

1. (c)
2. (b)
3. (e)

Passage 2

4. (e)
5. (d)
6. (e)
7. (c)
8. (d)

Test IX

Passage 1

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

Passage 2

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

Passage 3

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

25. (d)

Test X

Passage 1

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

Passage 2

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

SOLUTIONS

TEST 1

Passage 1

1. (a) The answer is clearly stated in the last sentence of the passage where the author quotes a statement by Stephen Hawking.
2. (d) The answer is stated in the second paragraph in the lines, “As in the case of recent discoveries…….. establishing

human settlements in space".

3. (c) The answer is stated in the second paragraph in the lines, "This is significant because …… star it's circumambulating."
4. (c) The answer is clearly stated in the last statement of the first paragraph.
5. (c) In the passage, it is mentioned that the new discoveries have excited the scientists. Out of the options, enthusiastic is the closest synonym of excited.

Passage 2

6. (d) The answer is mentioned in the first paragraph of the passage where the author mentions about setbacks being part of any career and the steps taken by him to avoid such disappointments.
7. (b) Statements I and II can easily be inferred from the first paragraph. Statement III is far-fetched.
8. (c) Statement III is not mentioned anywhere in the passage and is hence incorrect are correct.
9. (c) Statements I and II can easily be inferred from the third paragraph which states the reasons for selecting the five Pandavas.
10. (a) The answer is clearly mentioned in the fifth paragraph.

Passage 3

11. (c) The answer is mentioned in the first paragraph of the passage. It cannot be inferred from the same that there was a lack of faith in the older generation.
12. (d) All the three statements are true and are mentioned in the first paragraph. Statement I is suggested by the line. "This exercise …….. world-class systems". Statement II is suggested by the line, "The young teams not only…….. equipment." Statement III is suggested by the last line of the first paragraph.
13. (d) the last line of the 1st paragraph mentions that 'our intellectual

capacity was renewed through contact with enthusiastic young minds'

14. (a) All the three statements are true and are mentioned in the second paragraph.
15. (d) The answer is mentioned in the lines, "Often, people…… within his work."

TEST 2

Passage 1

1. (c) The answer is mentioned in the first few lines of the passage. It is mentioned that Alcohol may reduce the chances of Alzheimer's disease but it is not a cure for the same.
2. (a) All but macular disease are mentioned in the second paragraph.
3. (b) The following lines state the answer: For brain- "Now, the brain …… from alcohol." For eyes, "Drinking also guards ……..eye disease." For cardiovascular health, " Nevertheless, …….. blood clots". So, the answer is liver.
4. (c) It is mentioned in the second last paragraph of the passage.
5. (c) The author has a positive note in the passage and has talked about the positive effects of alcohol throughout the passage.

Passage 2

6. (c) It is mentioned in the last few lines of the passage that *N. khasiana* is already in the endangered list. So, it is facing the threat of extinction.
7. (b) The seventh paragraph states the functioning of Venus Fly trap and states that the digestive juices are secreted in the leaf of the plant.
8. (d) The answer is mentioned in the sixth paragraph of the passage.
9. (e) The answer can be inferred from the line, "There is a whole bunch of tropical plants that are carnivorous.
10. (a) The answer is mentioned in the first line of the tenth paragraph, "*N.albomarginata* …….. Nepenthes."
11. (e) All the statements are true and are mentioned in the eleventh

paragraph.

Passage 3

12. (d) The answer is stated in the first paragraph in the lines," Recent reports quoting……. global warming."
13. (d) The average temperature rise for the last 100 years is 0.06°C while the average went up to 0.19°C between 1979 and 1998.
14. (a) The answer is clearly stated in the latter part of the first paragraph in the lines, "Traditional theories of……..the White continent?"
15. (a) It is mentioned in the second paragraph that ocean currents appears to have changed temperatures around Antarctic and not arctic.
16. (b) The answer is clearly stated in the first paragraph in the line," Climatologists are…….. human activity."

TEST 3

Passage 1

1. (d) If we go through the first paragraph, it becomes clear that collection of revenues is very important. It is also indirectly stated in the last line of the first paragraph.
2. (d) The question talks about the present situation and hence option (d) is correct. Maintaining law and order and collecting revenues are responsibilities of an IAS apart from various other responsibilities.
3. (a) The answer is stated in the last sentence of the passage, "…. and how …… the party."
4. (d) The first line of the fourth passage mentions 'misunderstood version of developmental economies' making option (d) as correct.

Passage 2

5. (a) Mind–body medicine is an ancient view of medicine and was not developed by Deepak Chopra. He only propagated it.
6. (a) Stated in the middle of the third paragraph of the passage which

mentions ‘visual imagery and meditation’. Illumination is mentioned in the context of consciousness, not independently. Thus option (a) is correct.

7. (c) The answer can be inferred from the last paragraph which states that, “In medicine, the emphasis …… human experience.”
8. (b) Statement III is not mentioned in the passage. It is stated that the physical world, the mental world and the spiritual world move inwards and become more subtle and difficult to measure.
9. (b) The author has considerable idea about mind– body medicine and hence could be a physician.
10. (e) It is mentioned in the last sentence of the third paragraph that consciousness affects thoughts, desires, emotions, behaviour, physiology, mind and body.

TEST 4

Passage 1

1. (b) Sahindal, a Kurdish woman, was murdered by her father because she refused to marry a stranger in an arranged marriage. This shows that Kurdish are generally orthodox.
2. (d) The answer is mentioned in the third paragraph. Only option (d) is not mentioned in the paragraph, rest all the options are mentioned.
3. (b) 2nd line of the 2nd paragraph gives us the answer. The vigil is in her memory and showing strong support to her.
4. (d) The answer is stated in the fourth paragraph of the passage in the lines, “But the two……..violent partners.”
5. (a) The answer is stated in the last line of the third paragraph in the lines, “The problem is……blazing there.”
6. (a) A Political scientist is a person who deals with systems of government and the analysis of political activity and political behaviour. So, the author could, most probably, be a political scientist.

Passage 2

7. (a) The answer can easily be inferred from the last two sentences of the first paragraph viz.

"In 1963, a top…… in India."

8. (b) The answer is stated in the fourth and the fifth paragraph. It is mentioned that when the PAC demanded to see the Tata committee report, the ministry of defence was reluctant to share the report. It was then when a solution was put forward by the author to ease the tension.
9. (b) The answer is mentioned in the third paragraph that "US would not release the F-104 aircraft for India" as hoped by India.
10. (c) It can be surmised from the fourth and the fifth paragraph that the author was in favour of some flexibility in the rules while dealing with sensitive reports.
11. (b) The author can be best described as a democrat.

Passage 3

12. (b) The answer is mentioned in the fourth paragraph in the lines," They are local not because they address local issues, but……"
13. (b) It is mentioned in the last part of the passage in the lines, "Referring to the……. cultural nationalism."
14. (b) The answer is mentioned in the latter part of the third paragraph in the lines, "Consumerism…….. unrealistic."
15. (c) The answer is mentioned in the second paragraph in the lines, "Only social activity…….. center-stage."
16. (a) The author is trying to prove something,hence his tone can be called as argumentative or persuasive.

TEST 5

Passage 1

1. (b) The answer is mentioned in the last sentences of the first paragraph.
2. (b) Throughout the passage, the author talks about cycles in business

expansion. So, the answer is option (b).

3. (d) The passage starts with the sentence, “One phase of……..” and goes on to explain the expansion phase. So, the paragraph following the passage would most likely be dealing with the recession phase.

Passage 2

4. (a) Both points II and IV have been mentioned in the first few lines of the 1st paragraph.
5. (c) The answer is mentioned in the last sentence of the first paragraph in the lines, “Workforce…… sickness.”
6. (c) It is mentioned in the second paragraph that BIFR only acts as a facilitator and not as the main operating agency.
7. (d) The answer is stated in the second paragraph in the lines, “What revival schemes…….. restructuring.”
8. (d) The answer can be surmised from the fourth and the fifth paragraphs.
9. (d) The answer is clearly stated in the first line of the second last paragraph.

TEST 6

Passage 1

1. (a) The answer is mentioned in the third paragraph. The paragraph starts with the line, ”Mechanical contraptions fascinated him.” and goes on to elaborate the point. So, the answer is option (a).
2. (a) The author highlighted the inquisitive nature of Ford by citing the example of the engine driver.
3. (a) The last paragraph of the passage highlights the fact that Clara played multiple roles in Ford’s life.
4. (b) The gasoline engine developed by Dr. Otto gave Henry the idea to fulfill his dream.
5. (c) The couple was elated at their achievement and the gesture showed her

happiness.

6. (a) The answer is mentioned in the first line of the second paragraph, “Parental expectations……. of the progeny.”
7. (b) The loud noise that was produced by triggering the engine was the first sign of Henry’s triumph.

Passage 2

8. (e) None of the pairs is correct.
9. (d) From paragraphs five and six, it becomes clear that statements (a) and (b) are correct.
10. (d) both (a) and (b) have been mentioned in the context of 1970. Hence option (d) is correct.
11. (b) According to the passage, the brain weighs1.4 kgs.
12. (e) All the statements are mentioned in the passage. So, the answer is option (e).
13. (d) The answer is clearly stated in the ninth paragraph of the passage making only statements III and IV true.
14. (a) The answer is present in the eleventh paragraph in the lines, “Researchers suspect……. left-handed.”
15. (a) The answer is mentioned in the twelfth paragraph in the lines, “In studies…….. their right.”
16. (b) The answer is mentioned in the second last paragraph.

Passage 3

17. (c) If we go through the first paragraph, then option (c) is the clear answer.
18. (c) The first paragraph talks about the learning that is possible in various organisations due to the large number of people involved.
19. (c) All the statements but (c) are mentioned in the first paragraph.
20. (c) The answer is clearly mentioned in the latter part of the second paragraph in the lines, “Such debates……and loyalty.”

21. (c) From his experiment, Wilson came to a conclusion that birds that flock learn much faster. So, option (c) is correct.
22. (d) Options (b) and (c) are true as per the passage. So, answer is option (d).
23. (b) The answer is mentioned in the ninth paragraph in the lines, "Territorial behavior…….. and divisions."
24. (e) All of the statements are a part of Wilson's theory. So answer is option (e).
25. (d) All the statements are valid lessons that can be learned from the passage.
26. (a) The answer is clearly mentioned in the last few sentences of the passage.

Passage 4

27. (e) The answer is based on our preference whether we want our heroes as good or bad. Thus (a) and (d), both mentioned in option (e) are correct.
28. (e) The answer is stated in the second paragraph wherein it is shown that Mr. Kemp after an auspicious beginning about Da Vinci changes the course of his book to a gallery guide to Leonardo.
29. (a) The answer is stated in the third paragraph of the passage.
30. (e) According to the passage, all three of them were homosexuals.
31. (d) Statements (a), (b) and (c) are present in the fourth, fifth and sixth paragraphs. Only statement (d) is not present anywhere.

TEST 7

Passage 1

1. (b) The answer can be deduced from the third paragraph wherein it is mentioned that "he celebrates his……..the mistakes."
2. (a) The original name of the Pope is mentioned in the third paragraph.
3. (e) All the negative traits are mentioned in the fifth paragraph of the

passage.

4. (a) The answer can be deduced from the statement,“The Pope’s heroism is confirmed.”
5. (a) The answer is mentioned in the second last paragraph of the passage in the lines, ”Westerners……..of oppression.”

Passage 2

6. (e) Cannot be determined not mentioned clearly.
7. (e) The answer is clearly stated in the first sentence of the fourth paragraph.
8. (a) The answer is stated in the eighth paragraph of the passage in the lines, “A good example is …….. particle physicists.”
9. (a) The answer is mentioned in the last sentence of the passage.
10. (c) The answer is stated in the last sentence of the sixth paragraph in the line,” To tackle……initiative.”

Passage 3

11. (b) The author ends the first paragraph by surmising that getting admission in a college is akin to getting a ticket to Animal House, which clearly shows that he is mocking the American education pattern.
12. (d) The answer is stated in the second last paragraph of the passage in the lines,” Mr. Balch ……..competition.”
13. (c) In the first three paragraphs, the author talks about Tom Woolfe’s novel and states that it exaggerates the facts. So, it is not a great book, according to the author.
14. (a) Empirical means relying on experience orobservation and is the closest to the style of the author.

Passage 4

15. (c) The answer can be inferred from the first line of the passage.

16. (d) The reasons are mentioned in the first sentences of paragraph three and four.
17. (e) None of the statements are true as per the passage.
18. (b) The author is critical of the child care strategies in the passage.

TEST 8

Passage 1

1. (c) The answer can be inferred from the first paragraph from the lines, "The picture ……. the other."
2. (b) The answer can be inferred from the first half of the second paragraph.
3. (e) The answer is stated in the last paragraph in the lines, "It was perhaps ……. About them."

Passage 2

4. (e) The answer can be inferred from the first four paragraphs of the passage.
5. (d) The author is likely to agree with all the three statements
6. (e) resource crunch, mismanagement, etc. are mentioned in paragraphs 3 and 4 as reasons for the answer to question. These are not mentioned in the options. Hence option (e) is correct.
7. (c) Statement (c) cannot be inferred from the passage. The answer can be deduced from the first statement of the eighth paragraph.
8. (d) Statement (d) is the correct answer.

TEST 9

Passage 1

1. (c) The answer is mentioned in the first 15 lines of the passage.
2. (b) It is clearly mentioned in the passage that alterations in the biological timing system are not only restricted to lower mammals but also extend to human beings.

3. (a) The answer is mentioned in the lines, “This weakened …… the report says.”
4. (e) Option (b) can be inferred from the lines,” Lack of sleep…….. lifespan.” Option (d) can be inferred from the lines,” Taken together with ……..… for communication.”
5. (b) Option (a) can be inferred from the first part of the passage and option (c) can be inferred from the latter part of the passage. Only option (b) cannot be inferred.
6. (b) Option (b) is clearly mentioned in the passage.
7. (d) The answer can be inferred from the last two sentences and the 1st paragraph.

Passage 2

8. (d) The answer is mentioned in the first few lines of the passage,” It wasn’t …….. of the car.”
9. (b) The answer is mentioned in the lines, “She began to ……. profound gifts.”
10. (c) It is mentioned in the passage that bipolar disorder took “a lot of mental health professionals.” instead of every mental health practitioner.
11. (c) The disorder has affected both children as well as adults.
12. (c) It is mentioned in the passage that bipolar disorder is a ferocious mental illness.
13. (a) Statement [a] is nowhere mentioned in the passage.
14. (e) Both (b) and (d) are mentioned.
15. (d) The fact that more children are getting affected has become a concern for the scientists.

Passage 3

16. (e) The answer can be inferred from the fact given in the passage.
17. (b) Johnny picked up a big stick and started striking Outumba and not

Imoso.

18. (d) The sticks are preserved at University of Harvard
19. (a) Crows use twigs to extract insects from foliage.
20. (e) The answer can be deduced from the lines, “We humans ……. imagine.”
21. (d) The tone of the passage could be defined as illustrative as it is serving as an example or explanation of the events.
22. (c) The answer can be deduced from the lines, “Predators don’t need weapons, they are weapons.”
23. (b) It is clearly mentioned in the passage that Imoso used sticks only to inflict hurt and not to kill.
24. (b) The author mentions it as ‘the so called Kanyawara group’. Option (b) is correct.
25. (d) All the statements are correct as per the passage.

TEST 10

Passage 1

1. (b) If we go through the entire passage, then option (b) is the perfect answer.
2. (e) The answer is stated in the lines, “Often, another ……. working today.”
3. (b) The answer is mentioned in the lines, “But no ……on our own.”
4. (c) The answer can be inferred from the lines, “Yet, now …….. we understand.”
5. (d) It is clearly mentioned in the passage that all the three are the cause of conflicts and negative emotions.
6. (d) They are only useful when their principles are put to use.
7. (d) The answer can be inferred from the lines, “The majority …….. life”

8. (c) Conflicting and negative emotions are the inhibiting factors in the way of leading a good life.

Passage 2

9. (e) The answer can be inferred from the last three paragraphs of the passage.
10. (d) The first paragraph of the passage makes option (d) as the correct answer.
11. (c) The answer can be inferred from the lines, “The Bis Six ……. audit firms.”
12. (b) The answer can be deduced from the first paragraph.
13. (b) The answer can be inferred from the lines,” Steven’s book ……. Please clients.”

LATEST PATTERN COMPREHENSION PASSAGES FOR THE CAT

TEST 1

Passage 1

Aeschylus was only the first of the great classic Greek dramatists. The generation that followed brought several other talented and powerful tragic playwrights. The most famous of these were Sophocles and Euripides. Both writers did much to expand the traditionally simple expectations of characters in plays. Sophocles’ plays feature incredibly strong-willed, modern characters who struggle with serious moral concerns, and Euripides wrote some of the most chilling psychological dramas of classical Greece.

Comic theatre also had its hero. A generation younger than Sophocles and Euripides, the comic playwright Aristophanes is today regarded as the best of the classic comic playwrights. His sometimes absurd, and sometimes elegant plays demonstrate a great skill in mixing comedy with honest and sincere

ideas. Aristophanes' plays certainly contain many wild and vulgar jokes, yet they also discuss serious concerns of his time, such as politics, art, and education. His work provides modern readers with some of the clearest images of the life and daily affairs of fifth-century Greeks. This literary revolution in the early part of the fifth century was not limited to the stage. The world of philosophy also experienced an awakening. Skills such as oration, logic, and rhetoric were polished, and the study of mathematics and the sciences was encouraged. Philosophers such as Socrates became famous for wandering about the city of Athens, engaging students and scholars in lively academic debates about morality and politics. Socrates' most famous pupil, Plato, wrote a number of books and dialogues in which he explains the philosophy and thoughts of his teacher, and goes on to develop the ideas further.His work—which deals with a wide range of theoretical concerns, such as politics, ethics, and the importance of friendship—is invaluable for modern scholars who wish to understand the ancient Greek mindset.

Another very well-known philosopher of the time was Aristotle. Aristotle was, in his turn, a pupil of Plato's, and is best known for his numerous texts dealing with the natural sciences. Interested in almost every conceivable topic, Aristotle left behind texts detailing his thoughts and questions on physics and astronomy, as well as meteorology, sleep patterns, raising animals, and numerous other subjects.

The age of classical Greece drew to a close with the end of the fourth century BC. Yet through its literature, classical Greece still has an enormous effect on modern Western thought and traditions. Almost all Western literature, from histories to romance novels, from thrillers to poetry, is rooted in classical Greek traditions. Many of the themes present in those ancient plays and poems are in fact still popular in modern literature. And even those plays that deal with uniquely modern themes still owe much in the way of technique and style to the golden age of Greece.

Q.1. How did Euripides contribute to the development of tragic theatre?

1. He wrote chilling stories about strong-willed, modern characters.

2. He expanded the expectations of characters inplays.
3. He wrote very disturbing plays.

(a) Only 1 and 2
(b) Only 2
(c) Both 2 and 3
(d) Only 1

Q.2. Which of the following best describes the plays written by Aristophanes?

1. Funny and light-hearted, yet without purpose
2. Serious and intellectual, discussing political ideas of the day
3. Humorous while still putting across serious ideas

(a) Only 1
(b) only 2
(c) Only 3
(d) Both 2 and 3

Q.3. Which of the following best describes the subjects that Aristotle wrote about?

a. Meteorology
b. Sleep disorders
c. Astronomy
d. All kinds of natural sciences and more.

Passage 2

Up at the League, says a friend, there had been one night a brisk conversational discussion, as to what would happen on the Morrow of the Revolution, finally shading off into a vigorous statement by various friends of their views on the future of the fully-developed new society.

Says our friend: Considering the subject, the discussion was good-

tempered; for those present being used to public meetings and after-lecture debates, if they did not listen to each others' opinions (which could scarcely be expected of them), at all events did not always attempt to speak all together, as is the custom of people in ordinary polite society when conversing on a subject which interests them. For the rest, there were six persons present, and consequently six sections of the party were represented, four of which had strong but divergent anarchist opinions. One of the sections, says our friend, a man whom he knows very well indeed, sat almost silent at the beginning of the discussion, but at last got drawn into it, and finished by roaring out very loud, and damning all the rest for fools; after which befell a period of noise, and then a lull, during which the aforesaid section, having said good-night very amicably, took his way home by himself to a western suburb, using the means of travelling which civilisation has forced upon us like a habit. As he sat in that vapour-bath of hurried and discontented humanity, a carriage of the underground railway, he, like others, stewed discontentedly, while in self-reproachful mood he turned over the many excellent and conclusive arguments which, though they lay at his fingers' ends, he had forgotten in the just past discussion. But this frame of mind he was so used to, that it didn't last him long, and after a brief discomfort, caused by disgust with himself for having lost his temper(which he was also well used to), he found himself musing on the subject-matter of discussion, but still discontentedly and unhappily. "If I could but see a day of it," he said to himself; "if I could but see it!"

Q.1. The man in the carriage was:

1. Upset with himself at having lost his temper.
2. Angry because he had forgotten to mention so many important points which would have provided buttress to his argument.
3. Was thinking about the topic of discussion

(a) Both 1 and 2

(b) 1, 2 and 3

(c) Both 2 and 3
(d) Only 3

Q.2. The person in the discussion who damned everyone :

1. Parted happily.
2. Parted after saying a friendly goodbye
3. Parted after cursing and walked away angrily.

(a) Only 1
(b) Only 2
(c) Only 3
(d) Only 1 and 2.

Passage 3

What is an Assembly? It is a structure that brings the people of an entire community into a systematic relationship with one another for the purpose of solving individual and community problems. It is the organization of a community in such a manner that if a great many people wanted to do a particular thing, they could do it. It is a means—through its formal structure and logical, systematic organization—of connecting masses of people; a means, through such systematic organization, of establishing a channel of communication between the Assembly's elected leadership and every last man and woman in the community; a means by which large numbers of people may engage in a common effort.

The Assembly follows certain rules of logic: in order for masses of people to enter into collective decision-making they must be organized prior to any decisions having been made. This means that for an anti-poverty effort to succeed, structure must be established prior to the creation of any program; otherwise it is likely that programs will be designed and controlled by persons outside the community.

We go into a community, and we divide it into Conferences of manageable size. Each Conference meets on a regular basis, and each sends a

Representative to a central decision-making body called the Assembly. Within the Assembly, each county or city is organized like a country, but instead of unwieldy Congressional districts there are districts of fifty people —or in cities, fifty households. These districts are called Conferences.

The representational dimension of the Assembly enables it to function community-wide. Each Conference elects one Representative to the Assembly. Thus, if there are five thousand adults (in cities, five thousand households) in a given community, there will be one hundred Representatives for one hundred groups of fifty people (in cities, fifty households). If there are ten thousand adults (or households), there will be two hundred Representatives, and so forth. Representatives meet at a community-wide assembly to discuss problems.

Communication is the key to success. Each Representative is in touch with fifty members through seven committee-persons, each of whom in turn communicates with six other members (see diagram). And it works! What we've done is transform entire communities.

The conference provides a setting in which citizens can bring problems to the group for discussion and creative problem-solving. Problems range from disparities in government services to the need for job training to how to file for Social Security benefits to school problems confronted by a member's children. Community members can fill out a problem sheet to address individual concerns. The sheet is given to their representative. If the representative cannot solve the problem, it is passed on to the Executive Council, which is made up of a dozen chairpersons assigned to areas such as employment, social services, housing, etc.

The assembly is the heart of the NASP approach to community transformation. It grapples with issues affecting the county as a whole. Its actions often result in new and expanded educational programs, low-income housing projects, improved county facilities such as all-weather roads and modern sanitation systems, and enhanced health, welfare, and recreational services.

Q.1. Which of the following questions would you ask the author of this piece?

1. Why is the conference a systemic organisation ?
2. Why is the assembly a systematic organisation?
3. Why does the action of the conference affect the county as a whole?

(a) Only 1
(b) Only 2
(c) Only 3
(d) Both 1 and 2

Q.2. Which of the following is correct according to the passage?

1. The conference aims at creative problem solving.
2. The conference transforms the communities.

iii. The communities are the districts of the assembly.

(a) Only 1
(b) Only 2
(c) Only 3
(d) Both 1 and 2

Q.3. Which of the following logics applies to the working of the Assembly?

(a) The masses of people can solve the problem once they have identified the problem, picked out the process of problem solving and then organized themselves into groups.
(b) Before a collective decision is made, the masses of people have to be organized into a structure.
(c) The programs are controlled by people from outside the community.
(d) The assembly grapples with the problems of the community as a whole.

TEST 2

Passage 1

It was the best of times,
It was the worst of times,
It was the age of wisdom,
It was the age of foolishness,
It was the epoch of belief,
It was the epoch of incredulity,
It was the season of Light,
It was the season of Darkness,
It was the spring of hope,
It was the winter of despair,
We had everything before us,
We had nothing before us,
We were all going direct to Heaven,
We were all going direct the other way--
In short, the period was so far like the present period, that some of its noisiest authorities insisted on its being received, for good or for evil, in the superlative degree of comparison only.

There were a king with a large jaw and a queen with a plain face, on the throne of England; there were a king with a large jaw and a queen with a fair face, on the throne of France. In both countries it was clearer than crystal to the lords of the state preserves of loaves and fishes, that things in general were settled for ever.

It was the year of Our Lord one thousand seven hundred and seventy-five.

Spiritual revelations were conceded to England at that favoured period, as at this. Mrs. Southcott had recently attained her five-and-twentieth blessed birthday, of whom a prophetic private in the Life Guards had heralded the sublime appearance by announcing that arrangements were made for the swallowing up of London and Westminster. Even the Cock-lane ghost had been laid only a round dozen of years, after rapping out its messages, as the spirits of this very year last past (supernaturally deficient in originality) rapped out theirs. Mere messages in the earthly order of events had lately come to the English Crown and People, from a congress of British subjects in

America: which, strange to relate, have proved more important to the human race than any communications yet received through any of the chickens of the Cock-lane brood.

France, less favoured on the whole as to matters spiritual than her sister of the shield and trident, rolled with exceeding smoothness down hill, making paper money and spending it. Under the guidance of her Christian pastors, she entertained herself, besides, with such humane achievements as sentencing a youth to have his hands cut off, his tongue torn out with pincers, and his body burned alive, because he had not kneeled down in the rain to do honour to a dirty procession of monks which passed within his view, at a distance of some fifty or sixty yards. It is likely enough that, rooted in the woods of France and Norway, there were growing trees, when that sufferer was put to death, already marked by the Woodman, Fate, to come down and be sawn into boards, to make a certain movable framework with a sack and a knife in it, terrible in history. It is likely enough that in the rough outhouses of some tillers of the heavy lands adjacent to Paris, there were sheltered from the weather that very day, rude carts, bespattered with rustic mire, snuffed about by pigs, and roosted in by poultry, which the Farmer, Death, had already set apart to be his tumbrils of the Revolution. But that Woodman and that Farmer, though they work unceasingly, work silently, and no one heard them as they went about with muffled tread: the rather, for as much as to entertain any suspicion that they were awake, was to be atheistical and traitorous.

Q.1. What is the tone of the passage?

(a) Argumentative
(b) Nostalgic
(c) Ironical
(d) Aesthetical

Q.2. Which one of the following options is correct according to the passage?

1. The author tries to use opposing pairs to highlight how they were equal in

their struggle

2. The author tries to show how Britain was superior to France.
3. The author tries to show how it was going to be the end of the world with things so mismatched as they had never been before.

(a) Only 1
(b) Only 2
(c) Only 3
(d) None of these

Q.3. The ‘humane achievements’ mentioned in the passage refers to :

1. The humane values which were upheld in those times.
2. A sarcastic comment on the system which had become totally ‘inhuman’ as opposed to ‘humane’.
3. The punishments and trials given to people was most humane and would be counted as an achievement.

(a) Only 1
(b) Only 2
(c) Only 3
(d) Both 2 and 3

Passage 2

Egoism can be held as a descriptive or a normative theory and Hobbes seems to have held both versions. As an empirical theory about human motivation generally termed psychological egoism, it holds that persons are always motivated by and act on the basis of what they perceive to be their self-interest and their good. As an ethical or normative theory it holds that all persons have a basic obligation to act to promote their own interests even to the detriment of others. Although Hobbes states in some of his writings that not all helping others is irrational, he does claim that sacrificing one’s life is always irrational. Virtues, for Hobbes, have no intrinsic value but only as a

means to power.

An essential component of Hobbes theory of human nature is his belief in human equality. This equality is a physical and intellectual equality in that, as Hobbes puts it, the weakest, under the right circumstances, can kill the strongest.Since all persons are equal in this sense, all have an endless desire for power to satisfy their desires, and given a scarcity of power and the goods necessary to satisfy desires, competition for power and conflict are inevitable. In addition to the competition for power, the other major causes of conflict are fear of death and injury and the desire for glory. Given such an analysis of human nature a condition without government has some clear implications for Hobbes.

The condition without a common power or authority Hobbes terms the "state of nature." Hobbes does not claim that there was ever such a state throughout the world, but he does believe it is still in existence among the independent nations of the world who have no power over them. He also believed that native Americans were still in such a circumstance.

Given the infinite desire for power, the state of nature is, for Hobbes, necessarily a state of constant war and threat of war "of every man against every man." In such a condition, there is no industry, agriculture, private property or civilization at all. Hobbes reinforces his claim that war is the natural state of mankind in some ordinary observations of human behavior.

He notes that all take precautions against robbery and violence even in society by locking their doors and other measures for self-protection.

The state of nature Hobbes describes is far starker than in mostcontract theories being a state without any morality or justice and permeated by a constant power struggle. In this harsh state of nature there are no moral or legal limits to anything and every person has a right to everything even another's life. Life is reduced to such a primitive, violent and crude level that Hobbes calls it "solitary, poor, nasty, brutish and short."

Human beings are, according to Hobbes, rational creatures with an inborn desire for life and pleasure and, as such, seek a way to escape the amoral, lawless and chaotic state of nature they find themselves in. At this point in his

argument Hobbes introduces the idea of the “laws of nature” as immutable laws which exist in the state of nature and which are not fundamental moral rules necessary for social order as understood by Aquinas and Locke among others, but rather precepts of prudential reason promoting survival and motivating humans to move to a more secure and comfortable life. The laws of nature give humanity what Hobbes calls the “natural right” to self-preservation. By “right” Hobbes does not mean a moral or legal notion but simply the natural liberty to act in one’s own enlightened interest.

For Hobbes, the desire for power is a basic human drive since power is the necessary means for happiness and getting what humans desire.

Consequently, the more power one has the more likely one will achieve one’s desires. Our desires are, for Hobbes, endless and so is the human need for power, which only ends in death.

Hobbes explains that individuals in the state of nature are in a state of war and so see the need to escape that turbulent state by forming some kind of central power or government. They decide to “confer all their power and strength upon one man or upon one assembly” and so make that person or group the authority to act for each person of the society. Later Hobbes qualifies this by noting that no one can or should give up the right to survival; this then is the only limit to the contract. The actual words of the contract or covenant “I authorize and give up my right of governing myself to this man or to this assembly of men on this condition, that you give up your right to him and authorize all his actions in like manner.” However, this agreement need not be unanimous but only a majority decision. If some refuse to consent to the contract, they would be destroyed since they would then be in a state of nature with respect to the others. This agreement creates a “sovereign,” a common political power, and what Hobbes calls a “commonwealth” which he also calls the “leviathan.” A sovereign created by agreement Hobbes calls sovereignty by “institution.”

However, a sovereign can also be created by conquest where one commonwealth overpowers another. For Hobbes, a contract is nothing without the power of enforcement or “covenants without the sword are but

words.” Words cannot keep a contract effective but two ways are effective, the fear of the consequences of breaking the contract and the “glory” of not breaking it or needing to break it. Hence, the sovereign must have all the necessary power to enforce the contract and the people keep their contract strictly out of fear of punishment and death.

Q.1. Which of the following courses of action would Hobbes be most likely to disagree with?

(a) A soldier defending the borders of his country from the belligerent neighbour’s surprise attack has to decide whether to take on an individual maneuver on the attackers. He knows his actions would buy his country’s forces a lot of time and possibly save many lives. He is torn between going forward and retreating as he thinks of his wife and newborn daughter. He decides to withdraw and convene with the others as he rationalizes that there must be some other way out.

(b) On the way to an important meeting, a man witnesses a severe accident between a two-wheeler and a car. Both parties are severely injured and there is a large crowd gathering at the scene of the accident. He hears someone call out to him help transport the injured victims to the nearby hospital. The man pretends not have heard and drives away quickly, thinking there would be several others to come to the rescue of the victims and he could not afford to be late to the meeting.

(c) A mother takes the blame for an act of theft on the behalf of her son in order to prevent him from being punished, as she believes he is too young and was under the bad influence of his friends.

(d) A country concludes an entente with its long-standing bitter rival neighbouring country due to mutual strategic advantages that the alliances offers them.

Q.2. According to the passage, which of the following are not characteristics of human beings?

(a) A strong urge to acquire might, glory and precedence over others.

(b) The desire to escape conflict, chaos and the fear of death.
(c) A predilection for selfless action and sacrifice.
(d) The capacity for critical reasoning.

Q.3. According to Hobbes' formulation of the pre-societal, what are the main disadvantages of the state of nature?

1. No sense of security and a fear for one's life
2. Absence of law and order and endless power struggle
3. Equality of all with every other member of the state of nature
4. There is great possibility of progress and development of mankind

(a) 1, 2 and 3
(b) Only 2
(c) Both 3 and 4
(d) Both 1 and 2

Q.4. In the context of the passage, the word 'covenant' means which of the following:

(a) A decree
(b) An order
(c) A pact
(d) An undertaking

Passage 3

Back in 1991, India was the world's greatest aid recipient, a patently uncompetitive giant begging for alms. Economic reforms from 1991 onwards gradually made India highly competitive, enabled it to touch 9% GDP growth, and to be called a potential superpower.

Those days are gone. GDP growth has halved to 4.5%. India has become uncompetitive in several ways. Worse, the Indian political class has stopped even trying to compete globally. It focuses on subsidies, reservations and

special measures for sundry vote banks, regardless of the implications for competitiveness. This will ultimately lead to bankruptcy, not inclusive growth (as claimed by Congress spin-masters).

When India went bust in 1991, drastic measures over several years were needed to restore competitiveness. The rupee was devalued hugely, industrial licensing and MRTP clearance were abolished, trade was liberalized, import duties were gradually slashed from 300% to around 10% by 2005. Public sector monopolies like telecom and oil refining were opened up to the private sector, enabling the creation of the world's fastest growing and cheapest telecom service, and the world's biggest export-oriented refineries. Liberal foreign investment converted India into a global small car hub, many multinationals like GE came in and made India an R&D hub. A liberalized private sector created the software/BPO revolution.

Merchandise exports rose from 5% of GDP to 15%. Service exports rose even faster, and India became a world leader in software. The rupee strengthened from Rs 50 per dollar in 2002 to Rs 40 per dollar by 2008. India's rising competitiveness made it a potential superpower. That's suddenly gone. In the last three years, GDP growth has plummeted, industry and exports have stagnated, the current account deficit has widened dramatically, and the rupee has crashed. A year ago this finally persuaded the government to embark on some reforms, but these have failed to revive the old dynamism.

Why? Because the new measures do not change the political mind-set of constantly ignoring competitiveness in formulating new policies and regulations. Politicians take competitiveness for granted, and just want to divide up the spoils of growth. Alas, neglect of competitiveness has meant a collapse of growth, and hence of the spoils too.

India certainly needs new rules to safeguard the environment and tribals. But in formulating new rules and regulations, did anybody check whether our rules compared with those in competing countries? Alas no.We need a fairer land acquisition policy. But our new law mandates a social impact assessment and expert group clearance before any acquisition. Do competing

nations have such time-consuming rules? Do they insist on 80% of land-owners consenting to acquisitions? Do they give workers, suppliers and other non-owners of land veto powers? Do they put the burden of rehabilitation on industries or the government?

Activist courts and NGOs have worsened matters, despite good intentions. The green tribunal has banned sand mining without environmental clearance. The result is a huge shortage of legal sand, which simply encourages illegal mining. A similar outcome is evident after ill-formulated bans on rock quarrying. It now takes 12 years to open a new coal mine. Not just illegal but even legal iron ore mining has been banned in some states. Do other Asian competitors have bans of this sort? If not, how does it affect India's competitiveness?

Neither the courts, NGOs nor the politicians seem to care. A profusion of new rules and regulations are constantly churned out without any cost-benefit exercise to judge the impact on competitiveness. The latest Doing Business 2013 report of the World Bank says India has slipped from 131st to 134th position in ease of doing business. It stands 177th in ease of starting a business, 183rd in getting a construction permit; and 186th in enforcing contracts. Yet this damning expose of our uncompetitiveness produces no political will to change. We have a deep structural problem that is not even recognized, let alone redressed. Will India have to go bust again to concentrate the minds of politicians?

Q.1. Identify the false statement:

(a) India's rules and regulations are inefficient in comparison to other countries and have led to time wastage, extra costs and put extra burden on the government.

(b) India has consistently been ranked as one of the more favorable nations in the world in terms of doing business and starting a business

(c) India is headed towards a crisis similar to that of the years preceding 1991

(d) India's political class allows irrelevant political concerns to come in the

way of good economic decisions

Q. 2. According to the author, competitiveness is enhanced by:

(a) Reducing the requirement for industrial licensing and clearances
(b) By promoting the creation of public sector monopolies
(c) By creating newer fair and comprehensive policies
(d) By creating effective filters for foreign investment into the country

Q.3. If you were to ask the author a question on his views on the role of competitiveness in a nation's growth, which of the following would you choose?

(a) In your opinion, is it unnecessary for the incumbent government to consider and protect the interests of the underprivileged while formulating policies?
(b) Should India revert to the pre-liberalization conditions, given that despite the reforms of 1991, it is still not experiencing the kind of growth that had been envisioned and promised?
(c) What are the key structural changes that should come about in the India system so as to enhance competitiveness and speed up development?
(d) Are over-enthusiastic activism and petitioning solely responsible for the current bleak economic scenario?

TEST 3

Passage 1

After intense negotiations between Iran and the world powers (chiefly among them the United States), November 24 saw a historic breakthrough. In a six-month interim agreement, Tehran has committed itself to a substantial freezing of its nuclear program in return for "modest relief" — according to US President Barack Obama — in sanctions. The agreement will be a first step towards achieving a comprehensive solution, with which the peaceful nature of Iran's nuclear program will be ensured while all sanctions against

the country would be lifted.

Now, there has been much speculation over the degree in which the decade-long transatlantic Iran strategy of coercive diplomacy was responsible for reaching this diplomatic victory. Was it the permanent threats of war or the increasingly crippling sanctions which, in the eyes of many Western observers, that led Iran to “give in”?

Arguably, it rather was a shift away from that policy of threats and pressure, and towards serious diplomacy aiming at a reconciliation of interests (especially during the month of November), which rendered the deal possible. But yes, without any doubt the sanctions did have an impact.

The sanctions have severely deepened Iran’s economic *malaise*, considerably harmed a variety of social groups, while part of the power elite quite comfortably adjusted to the situation. Consequently, the power gap separating the state and (civil) society was even boosted.

Yet, the immense damage that sanctions have done to society does not bear much relevance for policy-makers. However, what has gone largely unnoticed by supporters of the sanctions policy is the *realpolitik* fact that, contrary to their stated goal, the escalation of sanctions was accompanied by an increase in Iran’s nuclear program. When Obama entered the White House, there were not even 1,000 centrifuges spinning in Iran; today, the figure stands at almost 19,000.

The reason for this is that the west views sanctions through the cost-benefit lens, according to which it can only be a matter of time until the sanctioned party will give in. In contrast, Tehran sees sanctions as an illegitimate form of coercion, which ought to be resisted, for the alternative would be nothing less than capitulation.

Nonetheless, many commentators sardonically insist on praising the sanctions’ alleged effectiveness for aiding diplomacy. This is not only a sign of analytical short-sightedness, but also constitutes the not-so-covert attempt to shed a positive light on the coercive diplomacy that was pursued so far.

In reality, Iran’s willingness to offer concessions is rooted within a wider context.

Firstly, Iran already demonstrated its readiness to compromise over the last three years, which the Obama administration did not dare to accept due to domestic political issues (i.e. his re-election.

Secondly, and this is likely to have been crucial for achieving the agreement in Geneva, Iran's current foreign policy is primarily not a result of pressure through sanctions. Instead, it is embedded into a specific foreign-policy school of thought which is characterized by realism and a policy of *détente*.

Notably, with Hassan Rouhani's election, the "defensive realist" school of thought reasserted power, which had already been leading during Akbar Hashemi Rafsanjani's and Mohammad Khatami's administrations. Their prime objective was a policy of *détente* and rapprochement, especially with the West but also with neighboring Arab states — namely Iran's geopolitical adversary, Saudi Arabia.

In contrast to the "offensive realists" who were taking the lead under the Ahmadinejad administration, "defensive realists" do not view foreign policy as a zero-sum game but instead as an arena where win-win situations ought to be explored – especially with the United States. Another pivotal difference between these schools of thought is their estimation of US power.

While "offensive realists" see the superpower's power-projection capabilities rapidly declining, the "defensive" camp rightly acknowledges that even a US in relative decline can inflict substantial damage on weaker countries like Iran. The historically unprecedented Iran sanctions regime is a prime example for the veracity of the latter view.

Ultimately, the nuclear agreement in its core has to be seen as an American-Iranian one, which expresses the will of both sides to secure their interests in a rapidly changing regional landscape. To what extent this will affect Washington's traditional regional allies in Tel Aviv and Riyadh will be highly interesting to watch.

Q.1. Which of the following is the closest meaning of 'realpolitik'?

(a) A kind of politico-economic system

(b) The actual consequences of political maneuvers
(c) A political strategy focused on practical and material factors
(d) The idea that politics and reality are interlinked and should not be focused upon ideological things.

Q.2. What according to the author is the real reason for Iran 'giving in'?

(a) The inability to contain the debilitating effects of economic coercion
(b) The overall current direction of its general policy being that of reconciliation and peace-making and strategic reasoning
(c) A new flavor in foreign policy of appeasement and capitulation
(d) A failure of top political machinery in protecting the nation's pride

Q.3. What is the key point of divergence between the offensive realists and the defensive realists?

(a) The former argues for a state's active pursuit of power and the latter that states are best served by signaling restraint rather than aggression.
(b) Offensive realists don't believe in peaceful resolution of conflict while defensive realists do.
(c) Offensive realism is a strategy of the power elite while the latter belongs to civil society.
(d) Offensive realists believe in the effectiveness of economic sanctions while the latter condemn them.

Q.4. The author would most likely agree with which of the following?

(a) Iran's nuclear deal with the USA is a sign of its weakness and the effectiveness of the American economic sanctions.
(b) The USA has emerged triumphant in the long tussle between Tehran and Washington DC.
(c) Iran has displayed shortsightedness in pandering to the demands of the USA and compromised its own interests in the process.
(d) Iran has key political insight and has displayed restraint that will yield

invaluable future gains.

Passage 2

Manto was in Bombay when he heard the news about Pakistan: the British, quitting India at last, had decided in their haste to let the Muslim-majority regions in the east and west become a separate country. To a man like Manto —a Muslim who grew up in Sikhism's holiest city, who derived his livelihood from the cosmopolitan film business and had many Hindu friends —this religious designation of a landmass must have seemed unreal. "Where were they going to Inter the bones that had been stripped of the flesh of religion by vultures and birds of prey?" Manto would ask later, and not wholly rhetorically, recalling the plunder and flag-waving and killing that had broken out all around him. "Now that we were free, had subjection ceased to exist? Who would be our slaves? Thousands of Hindus and Muslims were dying all around us. Why were they dying?"

The answers were distressingly near. Even in Bombay, now a part of "secular" India, "the communal atmosphere was becoming more vicious by the day." At the Bombay Talkies film studio where Manto was employed, Hindu staffers began sending anonymous letters to the management, demanding the removal of Muslims from high posts and threatening "everything from murder to the destruction of the studio." Manto, suddenly a Muslim among Hindus, panicked. He "stopped going to Bombay Talkies." He "began to drink heavily" and "all day long" would "lie on [his] sofa in a sort of daze."

Much has been made of Manto's decision in that difficult hour to flee to Pakistan. His friend Ismat Chughtai, herself a Muslim writer and self-avowed progressive who stayed on in India, saw in it a proof of Manto's opportunism. She quotes him as saying that "the future looks beautiful in Pakistan" because Muslim migrants could now "get the houses of people who've fled from there." But once in Lahore, now Pakistan, Manto was inconsolable. "Despite my best efforts," he writes, "I could not dissociate India from Pakistan and

Pakistan from India." What was such a writer—one who saw maddening continuities where borders had been drawn—to do?

He could begin by putting down his most immediate impressions of the partition violence. "Siyah Hashiye" ("Black Margins"), published in October, 1948, is a collection of "sketches," some as short as a paragraph: in "Jelly," a murdered ice vendor's blood has merged on the road with ice melted from his pushcart, and a child who drives past it in a horse-carriage mistakes it for jelly. In "warning," a rich man is dragged out of his house by a mob and kicked to the ground. The mob is about to kill him when the man gets up, removes the dust from his clothes "with great dignity" and "wagging a finger at the rioters" says, "You can kill me, but I am warning you, don't you dare touch my money!" In "The Garland," another mob, this one in Lahore, frantically descends on the statue of a Hindu philanthropist (Hindus began to flee Lahore as soon as it was "given" to Pakistan). One of the rioters is about to place a garland of shoes around the statue's neck when he is shot by police and taken to the hospital—a hospital built by the same Hindu philanthropist. And this is what happens in "modesty":

The rioters brought the train to a stop. Those who belonged to the other religion were methodically picked out and slaughtered. After it was all over, those who remained were treated to a feast of milk, custard pies and fresh fruit.

Before the train moved off, the leader of the assassins made a small farewell speech: "Dear brothers and sisters, since we were not sure about the time of your train's arrival, regretfully we were not able to offer you anything better than this most modest hospitality. We would have liked to have done more."

That is all there is: murder—methodical and quick—followed by a feast and an ingratiating speech. Note the withholding of tags: we don't know the location of the massacre or the religion of the killers. All we have is a spurt of base instincts. (Including false modesty, present even in carnage.) Though "Modesty" is unrelated in plot or sequence to the other sketches in "Siyah Hashiye," it fits in the whole—like a snapshot in a slide show. Taken one at a

time, these sketches enact the speed, randomness, and anonymity of the partition violence; cumulatively they expose the partition—the coming-into-being of two flag-waving nation-states—as little more than an orgy of loot and blood. Manto's eye for irony here is sharp as ever. And the fragmented feel of his "sketches" represents a formal breakthrough—Manto has blasted away the conventions of the short story and arrived at a jagged approximation of the partition trauma.

But the timing of "Siyah Hashiye" was off. The literary scene in Pakistan had already broken down into factions: on one side were the progressive writers, now taking cues from the Soviet Union and calling for a socialist reform of the new state, which was the project of "a few reactionaries, capitalists and feudal landlords"[3]; and on the other side were "liberal" writers who disdained "Art for the sake of the Party" and were more inclined to peddle the idea of a fragile and imperiled new state in need of "nation-building." In such a fight, of what use were Manto's writings, which offered Pakistan neither a Communist cure nor a patriotic facelift?

He was punished. The progressives called "Siyah Hashiye" reactionary; Manto responded by saying that he didn't "care at all about 'progressivism.'" His next story about the partition, titled "Thanda Gosht" ("Cold Flesh"), was even more unmindful of the literary temperature: Ishwar Singh, a Sikh recently returned from a round of partition killing, can't bring himself to make love to his mistress. The mistress suspects him of infidelity—why else can't he get it up? In a fit of jealousy she stabs Ishwar Singh with his own dagger. Bleeding to death, Ishwar Singh admits that he tried to rape an unconscious Muslim girl, only to find her already dead (the "cold flesh" of the title). While it makes some literary stabs (death as contagion, etc.), "Thanda Gosht" is, ultimately, a racy little thing, relying on that last shocking detail for effect—and may well live up to a charge of sensationalism.

But in Pakistan the charge brought against "Thanda Gosht" was much more serious. A local bureaucrat named Chaudhry Muhammad Hussain, "one of Manto's old tormentors," took the story to mean that "we Muslims are so utterly without a sense of honor that Sikhs can rape even our dead

daughters."

Manto was back in the dock.

A protracted court trial in Lahore had him worrying about the punishment, which came to three years in jail and a fine of three hundred rupees. Manto appealed the verdict. Eventually, after a lot of worrying (and drinking), he was let off the hook by a judge who wore a conspicuously Islamic beard. ("If I sentence Saadat Hassan Manto," the judge had said with a Manto-esque smile, "he will go around telling everyone that he was sentenced by a man with a beard.")

Manto now found himself in the singularly unfortunate position of being branded a "progressive" by the state and a "reactionary" by the progressives. In an essay written at this time and addressed to his readers, Manto admits to feeling "a strange melancholy." He had "rebelled against the great upheaval that the partition of the country caused" and recovered from that "sea of blood" some "pearls of regret." (He means his partition stories.) But these pearls had found no place in Pakistan. Manto the writer had suffered, but so had Manto the man: "My present life is full of hardship. After working day and night, I barely make enough to fulfill my daily needs. The fear that keeps gnawing at me is that were I to die suddenly who will look after my wife and three little daughters?"

Q.1. What does the sentence, 'Manto, suddenly a Muslim among Hindus, panicked." mean?'

(a) Manto had developed strong vitriolic feelings towards Hindus

(b) Manto did not identify with his Hindu counterparts anymore

(c) Manto had not changed, but the circumstances around him had changed throwing his religion into sharp relief

(d) Manto suddenly saw the clear distinction that existed between Hinduism and Islam

Q.2. Which of the following can be said to be true of the bureaucrat's misinterpration of the premise of 'Thanda Ghost'?

1. Manto was a progressive and therefore everything he wrote was reactionary
2. The bureaucrat believed Manto was trying to dishonor Islam and bring shame to the community
3. The bureaucrat deliberately missed the real point of the story which aimed to highlight the human elements of the partition and unfairly charged Manto of attacking Islam
4. The bureaucrat followed Manto's work and looked for opportunities to disparage him

(a) 1 and 4
(b) 1, 2, 3 and 4
(c) 2, 3 and 4
(d) 3 and 4

Q.3. With reference to the passage, what did Manto's writing not offer the reader?

(a) Irony and romanticism
(b) Sensationalism
(c) Satire
(d) Political solutions

Q.4. According to the passage, it can be inferred that:

(a) Manto was apathetic to the fate of Pakistan
(b) The writings of Manto reflected his anguish at the partition as well as his helplessness
(c) Manto gladly left India for Pakistan
(d) Manto's work deserved the criticism leveled at it from all ends

Passage 3

Scientists have found the oldest DNA evidence of humans' biological history. However, instead of clarifying human evolution, the finding is adding new

mysteries, NYT reports. Analysis of a DNA test of a 400,000-year-old human thighbone found in a cave in northern Spain known as the “Pit of Bones,” shows an unexpected evolutionary twist, German scientists report.

The fossil found in Spain, had previously seemed to many experts to belong to a forerunner of Neanderthals and as the early hominins looked a little like Neanderthals, researchers expected their DNA to share a common ancestor. When Dr. Meyer and his colleagues drilled into the femur, they found ancient human DNA inside, just as they had hoped. However, after analyzing mitochondrial DNA extracted from the bone, it was found that early Europeans share a common ancestor with another mysterious species– eastern Eurasian sister group to the Neanderthals, the Denisovans. “Our expectation was that it would be a very early Neanderthal,” Dr. Meyer said.

First discovered in Siberia in 2010, the Denisovans were a genetically different group of people who are known only by a pinkie bone and a tooth. “Everybody had a hard time believing it at first,” Dr. Meyer said. “So we generated more and more data to nail it down.”Until now, Denisovans were known only from DNA retrieved from 80,000-year-old remains in Siberia, 4,000 miles east of where the new DNA was found.

“Right now, we’ve basically generated a big question mark,” said Matthias Meyer, a geneticist at the Max Planck Institute for Evolutionary Anthropology in Leipzig, Germany, and a co-author of the new study.

The mismatch between the anatomical and genetic evidence surprised the scientists, who are now rethinking human evolution over the past few hundred thousand years.

Finding such ancient human DNA was a major advance, said David Reich, a geneticist at Harvard Medical School. “That’s an amazing, game-changing thing,” he said.

“This would not have been possible even a year ago,” said Juan Luis Arsuaga, a paleoanthropologist at Universidad Complutense de Madrid and a co-author of the paper.

Since the 1970s, Spanish scientists have excavated 28 nearly complete skeletons of humans from the cave. Based on the anatomy of the fossils, Dr.

Arsuaga has argued that they belonged to ancestors of Neanderthals, which lived in western Asia and Europe from about 200,000 to 30,000 years ago but the new finding give a totally different picture of human evolution especially as Denisovans were believed to be limited to East Asia, and they were not thought to look so Neanderthal-like.

As The New York Times writes, based on previously discovered ancient DNA and fossil evidence, scientists generally agreed that humans' direct ancestors shared a common ancestor with Neanderthals and Denisovans that lived about half a million years ago in Africa. In 2006, a team of French and Belgian researchers obtained a fragment of Neanderthal DNA dating back 100,000 years, which until now was the oldest human DNA ever found, Science Direct says.

Around the same time as that discovery, Russian scientists sent the Max Planck team 80,000-year-old Denisovans' fossils they had found in a cave in Siberia. When the German scientists sequenced the entire genome from the finger bone of a girl, it turned out to be neither human nor Neanderthal.

This made the scientists assume that their shared ancestors split off from humans' lineage and left Africa, then split further into the Denisovans and Neanderthals about 300,000 years ago. The evidence suggested that Neanderthals headed west, toward Europe, and that the Denisovans moved east. Humans' ancestors, meanwhile, stayed in Africa, giving rise to Homo sapiens about 200,000 years ago. Humans then expanded from Africa into Asia and Europe about 60,000 years ago. They then interbred not only with Neanderthals, but with Denisovans, too. Later, both the Denisovans and Neanderthals became extinct.

Dr. Arsuaga doubts that Denisovans were spread out across so much of the Old World, from Spain to Siberia, so one alternative explanation could be that the humans of Sima de los Huesos were not true Neanderthals, but belonged to the ancestors of both Denisovans and Neanderthals.

It is also possible that the newly discovered DNA was passed to both Neanderthals and Denisovans, but eventually disappeared from Neanderthals, replaced by other variants.

Beth Shapiro, an expert on ancient DNA at the University of California, Santa Cruz, assumes that the humans of Sima de los Huesos belong to another branch of humans, which might have been a species called Homo erectus and have originated about 1.8 million years ago having become extinct within the last few hundred thousand years.

"The more we learn from the DNA extracted from these fossils, the more complicated the story becomes," Dr. Shapiro said. This new genetic link has baffled experts from around the world. Thus, Professor Chris Stringer from London's Natural History Museum says it shattered the previous record of 100,000 year old DNA. "With the DNA from the rest of the genome, we really can build up a very full story of these earlier stages of human evolution which so far we haven't been able to do," he said.

Q.1. Which of the following can be concluded about the Neanderthal DNA?

(a) They were discovered 80, 000 years ago in Siberia
(b) They could be identified by only a pinkie bone and a tooth and were not very human-like
(c) They have been found to be unrelated to the newly discovered DNA found in the Pit of Bones
(d) It was more concentrated in the West than in the East

Q.2 Identify the true statement:

(a) The Denisovans are the ancestors of Eastern civilizations and the Neanderthals of Western civilizations
(b) The new DNA could have been passed onto both the Denisovans and the Neanderthals
(c) Finding the new DNA was a one-off chance discovery that won't be possible again
(d) Dr. Arsuaga is of the opinion that the humans of Sima de los Huesos belonged to another branch of humans called the Homo Erectus

Q.3. Which of the following is the most startling revelation as a result of the

new finding?

(a) The revelation that human biological history may go back further than 100, 000 years to 400, 000 years.

(b) That the DNA was related to the Denisovans, thus far believed to have been limited to the 'Old World'

(c) That the Denisovans were not as genetically different as was previously believed

(d) That technology that can gauge the age of DNA this old exists

TEST 4

Passage 1

The 'Right to Protect' (R2P or RtoP) doctrine developed as a direct result of conflict in the former Yugoslavia and Rwanda in the 1990s, beginning with a re-evaluation of both the obligations and role of the international community in times of conflict. In the International Commission on Intervention and State Sovereignty's (ICISS) groundbreaking report of 2001 entitled '*Responsibility to Protect'*, it was argued that states have a duty to protect their population from four types of crimes: genocide, war crimes, ethnic cleansing and crimes against humanity.

When states were either unable or unwilling to meet this responsibility, the responsibility shifted then to the international community. In this sense, R2P consisted of three consistent sets of responsibilities: to prevent, react and rebuild. In 2005, world leaders at the World Summit collectively endorsed R2P and the Summit's outcome document was later adopted as a resolution of the General Assembly. R2P was further reaffirmed by UN Security Council (UNSC) Resolutions 1674 (2006) and 1894 (2009) respectively. In just a short time, R2P became a concept with significant weight in the international community.

Irrespective of its positive start, R2P had problems moving from a theoretical concept to one firmly recognized in policy. The situation in Dafur

was often seen to be a ‘test case’ for R2P; one which was widely judged to have failed. In 2007, after the Kenyan elections, some 1,500 people were killed as a result of ethnic and tribal violence, yet through a diplomatic effort understood directly in R2P terms, both sides settled on a power-sharing agreement – demonstrating R2P’s capacity to facilitate the prevention of crimes through peaceful measures.

Moreover, R2P has been applied to circumstances it was not originally intended for, for example the slow response of Myanmar to requests for humanitarian access after Cyclone Nargis and the Russian invasion of Georgia both in 2008. In both cases the international community rejected claims of the application of R2P, further clarifying the limitations of R2P’s remit. In 2009, in the midst of a situation between Sri Lankan government forces and Tamil Tigers (LTTE) in the Wanni region, the UN country team withdrew its entire staff and remained silent on potential violations of both humanitarian law and international human rights law by the state. In an Internal Review Panel of 2012, it was ruled that this outcome was a ‘grave failure’ by the UN, in contradiction of its core responsibilities and principles. All of the different interpretations of when R2P comes into effect illustrates that state sovereignty remains a strong international norm that can undermine action.

The different actions of the UNSC in both Libya and Syria shed some light on the current effectiveness of R2P. In 2011, in response to the violence in Libya, the UNSC passed Resolution 1970, under Chapter VII of the UN Charter. With the Qaddafi regime’s failure to comply to UNSC demands, the UNSC authorized Resolution 1973, which consented the use of force in order to protect civilians from danger, enforced a no-fly zone over Libya and implemented an arms embargo. This was the first instance where the UNSC had permitted the use of force against a Member State in the name of protecting civilians.

In Syria, the UNSC initially failed to gain consensus on the conflict. There were several attempts to pass UNSC Resolutions, yet all were in vain because of vetoes by both Russia and China. For other actors, namely Russia, the

experience of Libya has compelled it to openly criticize Western pressure on Syria as it might have opened the door to an undesirable regime change. The UNSC then authorized the deployment of the UN Supervision Mission in Syria (UNSMIS) during 2012, where only after a couple of months it failure to influence the conflict resulted in an embarrassing withdrawal.

R2P as a concept offers much potential but remains far from perfect. With the 'success' in Libya and bigger failure in Syria, it could be said that the end of R2P is quite close, simply because it is so selectively applied and in the current international framework does not allow much flexibility (such as the sheer difficulty of authorizing humanitarian intervention). If it is the end of R2P, one wonders how then intervention will be framed in the future.

Q.1. Which of the following is not a weakness of the R2P?

(a) Due to the wide room for interpretation, it is susceptible to misuse
(b) It falls prey to selective and impartial implementation
(c) Human rights remain a flexible concept and more so internationally
(d) There are not enough policy mechanisms or organizations to implement the R2P

Q.2. With reference to the passage, select the option that involves the application of a component of the R2P:

(a) Nearly all states in the world have maintain active defense forces and a slew of international civil servants responsible for international diplomacy
(b) Some states such as The Peoples' Republic of China engage in repression and contraction of basic liberties like freedom of expression, that all human beings are entitled to
(c) In many nations of the world women are not yet entitled to the same privileges as men and suffer atrocities at their hands
(d) In some countries, the government is monarchical, and citizens assume the role of passive subjects instead of active participants.

Q.3. With regards to the implementation of R2P, which statement is not justified?

(a) Diplomatic efforts in Kenya in order to bring both the sides to power sharing agreement show the influence of R2P. Although it missed on the timeliness part. Prior implementation could have avoided the genocide that took place just after the elections.

(b) R2P as a concept failed to be implemented in Syria and not in Libya because of the interventions of Russia and China at the right time ,seeing the result from the Libyan case. It does reflect the political grasp of super powers on implementations of UN policies.

(c) Withdrawal of UN forces from Sri Lanka shows the incompetency of the UN organization for not being able to implement its responsibilities properly and not the weakness of the policy of R2P.

(d) Though theoretically R2P is a strong concept, implementation is difficult because of the differencein interpretation among the nations across theworld.

Q.4. The author's tone towards the R2P is.

(a) Critical

(b) Skeptical

(c) Neutral

(d) Specious

Passage 2

JFK has often been criticised for his lack of tangible political success in the US yet his domestic record is far from poor. Civil rights formed one of the cornerstones of Kennedy's domestic programme as both the President and the Attorney General, Robert Kennedy, strove to improve the living and working conditions of African-Americans in the US. The CEEO (Commission on Equal Employment Opportunity) was created to ensure that all federal government employees were subject to the same employment rights and 40

African-Americans were appointed to senior federal posts under his administration.

Whilst these figures may seem paltry by today's standards, these actions inspired momentum in the movement for racial equality. On June 11 1963 in his address to the nation, Kennedy became the first president since the much-revered Abraham Lincoln to publically promote the moral necessity for racial equality. In August 1963, despite initial fears about the Civil Rights March on Washington, Kennedy gave it his full backing; Martin Luther King Jr. did the rest.

Kennedy's New Frontier essentially centred on breaking down long-held beliefs that had made discrimination and exploitation the norm. During his time in office, the minimum wage was increased to $1.25 and coverage was extended to 4.3 million people. At the same time, the Commission on the Status of Women was created in 1961 to ensure greater standards of equality for women – particularly in the work place. Kennedy's approach to promoting sexual equality as part of his domestic programme was something that even FDR's New Deal had overlooked.

The Peace Corps, created by Kennedy to expand US influence abroad whilst also providing the American youth with the opportunity to experience different cultures and ways of life, operated under a $375m budget in 2012. This serves to highlight the longevity of JFK's ideals which would not have stood the test of time had his policies been lacking in substance.

Foreign policy was Kennedy's biggest strength and asset, despite early failings with the Bay of Pigs debacle and the Vienna Conference. Whilst it was Eisenhower who had planned the invasion of Cuba, it was Kennedy who authorised the invasion and was rightly criticised for its failure. In Vienna in 1961, the young Kennedy was no match for his more experienced Soviet counterpart. Khrushchev left Austria thinking Kennedy to be naïve and weak.

These thoughts were quickly dispelled the following year during the Cuban Missile Crisis when Kennedy displayed strong, decisive leadership in the face of an international crisis. Despite intense pressure from leading military figures within ExComm to go to war over the placement of Soviet

missiles in Cuba, Kennedy stuck to his guns and gave the Soviet Union every opportunity to withdraw missiles from Cuba without provoking military action. The naval blockade and the covert methods of negotiation he employed ultimately proved successful as he reached his goal, which in his words was “not the victory of might, but the vindication of right”.

Under the spectre of nuclear war, JFK’s leadership was measured. His behaviour not only eased the fears of the American people but also ensured the immediate withdrawal of Soviet missiles, thus handing his administration a significant boost both at home and abroad. Not only was war avoided, but JFK also enabled the Soviets to pull out without losing face at home by agreeing to withdraw outdated US missiles from Turkey. His actions displayed a deeply held moral belief in the pursuit of peace.

JFK’s style has never been called into question. His approach to politics was fresh and he exuded a personable charm that was distinctly lacking in many of his contemporaries.

Q.1. Which quality of Kennedy from the following, do you think is not true as per the passage?

(a) His hold on the domestic front by the implementation of the movement against Racial Discrimination.

(b) His methods were different from conventional politicians. He was always up against the rival nations & created shadows of war. This inculcated a feeling of fear not only among the Americans, but brought him criticism throughout the world.

(c) His ability to learn from his mistakes and failures allowed him to achieve success in the later stages of his career.

(d) He not only proved his mettle as a successful strategist and a leader, but also a combination of fresh ideas made him stand apart from his contemporaries.

Q.2. The author would agree with which of the following judgments about the style and character of JFK’s politics and personality?

(a) He was a misfit in the world of politics, with little relevant experience and lacked foresight.

(b) He was an asset to American polity and was crucial to the success of many civil rights' movements and initiatives in the country.

(c) Kennedy was faultless and always authorized the best possible courses of action

(d) Kennedy was considered a political hero and there are no questions as to his contributions to the American political system.

Passage 3

China's leaders have now agreed to relax the country's decades-old "one-child" policy. Couples now will be permitted to have two children if one parent is an only child (previously, both parents had to be only children), making the new rule applicable to most of the post-1980's generation that grew up in urban areas. But, while the potential social consequences are obvious, the likely economic impact is less apparent.

When the one-child policy was implemented in 1979 – in an effort to alleviate social, economic, and environmental pressures following the population boom in the 1950s and 1960s – the fertility rate plummeted, from three children per household in 1970 to 1.2 in 1982. The household saving rate subsequently soared, from 10.4% in 1983 to a staggering 30.5% in 2011. Could the one-child policy have fueled this rise? If so, will the modified policy precipitate a reversal in this trend and, in turn, a consumption boom in the coming decade?

Rising fertility rates can lower the household saving rate in two main ways. First, children demand increased household expenditure – especially on education, which, for only children aged 15-22, accounts for 15-25% of total Chinese household expenditures. Second, with more children to support them in their old age, parents feel less pressure to save for retirement.

An examination of the spending and saving patterns of households with twins born under the one-child policy suggests that these changes could lead

to a drop of 8-9 percentage points in China's household savings rate – to around 22% – in the coming decades. Because the birth of twins is arguably an exogenous occurrence (unrelated to factors like income and education that affect parents' decision to have multiple children), comparing households with an only child to those with twins can reveal some of the effects that an additional child has on saving.

From 2002 to 2009, the average saving rate for an only-child household was 21.3%, compared to 12.8% for a household with twins – a difference that holds across all income groups. Regression analysis of all urban households in the 1992-2009 period shows that an additional child reduced the saving rate by about 6-7 percentage points. One additional child increased education expenditure (as a percentage of household income) by an average of seven percentage points, food expenditure by 2.5 percentage points, and other spending by roughly 2.7 percentage points.

Intergenerational support – whereby children provide for parents in old age – is not only a social norm; in China, it is stipulated by law. More than half of elderly people's income derives from family support, which includes financial transfers and in-kind benefits like cohabitation. And the total amount of transfers that parents receive rises with the number of children.

The added security offered by additional offspring means that loosening the one-child policy will probably lead parents to save less on their own, and possibly even to make the kind of risky investments that would be unwise for only-child families. In fact, the one-child policy could be an important reason why, in recent decades, Chinese households have gravitated toward riskless assets. If parents view having a second child as doubling their "safe assets," they may decide to allocate more of their portfolio toward riskier assets.

It follows that parents of multiple children may also feel secure enough to consume more. On average, the share of household income spent by parents of multiple children on non-child-related consumption in later stages of life is about eight percentage points higher than it is for parents of only children.

The coming demographic shift will also affect national saving. The share of young dependents/borrowers will rise relative to the middle-aged working

population. Reducing the proportion of high savers in the economy will tend to lower the aggregate saving rate. The share of elderly people in the population, however, will not change until a generation later.

Though the change to the one-child policy may cause a moderate consumption boom, it could also reverse a positive trend: the acceleration of human-capital accumulation. The typical only child receives significantly more educational investment than the average twin and is 40% more likely to pursue higher education (as opposed to a vocational school). This can likely be explained, in part, by a quantity-quality tradeoff.

Q. 1. Out of the following points which are in sync with the author's thinking about the new policy:

1. The removal of "one-child policy" will increase the support to the elders in the family, thereby safeguarding their savings and support in the older age.
2. Chinese households will have increased consumption and savings rate will decline, which in turn will make the parents to invest more in assets that are riskier to increase the returns.
3. Rising fertility rates will cause more of social concerns and economic impact will be lesser.
4. The removal of such a policy will soon decrease the average age of China, thus it will add to the national savings.

(a) Only 1 & 3
(b) 1, 2 & 4
(c) 2 & 3
(d) 2, 3 & 4

Q.2. Which of the following will NOT be a consequence of the relaxation of the one-child policy:

(a) The Chinese will begin showing less risk-averse behavior and adopt more unconventional investment practices

(b) The quality of education per child is likely to suffer
(c) The economy will contract as household turn towards greater savings
(d) The fertility rate of household will show a marked jump and the share of elderly people in the population will ascend slowly

Q.3. Identify the correct inference of the author's intent in the passage:

(a) To insinuate that the Chinese consider their offspring as mere assets
(b) To analyse the socio-economic impact of the revocation of the old one-child policy in China
(c) To describe the successes and failures of the one-child policy
(d) To depict the recent changes and patterns in the Chinese society and economy

TEST 5

Passage 1

Implicit in the freedoms we cherish in our democracy is our right to offend. That is the cornerstone of all free thought and its expression. In a country as beautiful and complex as ours, it is our inalienable right to offend that makes us the nation we are. Of course I also recognize the fact that this right attaches to itself many risks, including the risk of being targeted. But as long as these risks are within reasonable, well-defined limits, most people will take them in their stride. I am ready to defend my right to offend in any debate or a court of law. But it's not fine when mobs come to lynch you. It's not right, when they vandalize your home or burn your books or art or stop you from showing your film or, what's becoming more frequent, hire thugs to kill you. Authors, journalists, painters, and now even activists and rationalists are being openly attacked and murdered.

It's a constant challenge to walk the tightrope; to know exactly where to draw the line when you write, paint, speak. The funny thing is truth has no limits, no frontiers. When you want to say something you strongly believe in, there is no point where you can stop. The truth is always whole. When you

draw a line, as discretion suggests, you encourage half-truths and falsehoods being foisted on others, you subvert your conscience. In some cases it's not even possible to draw a line. A campaigner against corruption can never stop midway through his campaign even though he knows exactly at which point the truth invites danger, extreme danger. Yet India is a brave nation and there are many common people, ordinary citizens with hardly any resources and no one to protect them who are ready to go out on a limb and say it as it is. They are the ones who keep our democracy burning bright.

Every few days you read about a journalist killed. About RTI activists murdered for exposing what is in the public interest. You read about people campaigning for a cause (like Narendra Dabholkar, who fought against superstitions, human sacrifices, babas and tantriks) being gunned down in cold blood. Even before the police can start investigations, the crime is invariably politicised. Issues of religion, caste, community, political affiliation are dragged in only to complicate (read obfuscate) the crime and, before you know it, the story dies because some other, even more ugly crime is committed somewhere else and draws away the headlines and your attention. And when that happens, criminals get away. We are today an attention deficit nation because there's so much happening everywhere, all pretty awful stuff, that it's impossible for anyone to stay focused.

Even fame and success can't protect you. Dr Dabholkar was a renowned rationalist, a man of immaculate credentials. Yet he was gunned down by fanatics who thought he was endangering their trade in cheating poor and gullible people. Husain was our greatest living painter. He was forced into exile in his 80s because zealots refused to let him live and work in peace here. They vandalised his art; hunted down his shows, ransacked them. Yet Husain, as I knew him, was as ardent a Hindu as anyone else. His paintings on the Mahabharata are the stuff legends are made of. A pusillanimous government lacked the will to intervene.

When we deny ourselves the right to offend, we deny ourselves the possibility of change. That's how societies become brutal, moribund, disgustingly boring. Is this what you want? If the answer is No and you want

to stay a free citizen, insist on your right to offend. If enough people do that, change is not just inevitable. It's assured. And change is what defines a living culture.

Q.1. The author is in agreement with which of the following?

1. The right to offend is worth preserving and an essential component of a democratic set up. It allows one to put his/her point upfront when it's the need of hour.
2. The absence of the right to offend would lead to a destruction of cultural freedom and society would degenerate into a lackluster, homogenous constant
3. The right to offend should be absolutely limitless to safeguard us against the atrocities that are brought down upon us by the zealots, who will always prevail in the society.
4. The right to offend is responsible for many injustices such as the murder of Narendra Dabholkar and the vandalism against Hussain's paintings

(a) 1
(b) 1, 2 and 3
(c) 1 and 2
(d) 3 and 4

Q.2. If you were to paraphrase the word 'pusillanimous', which of the following would you choose to use:

(a) Complacent
(b) Ineffective
(c) Timid
(d) Sensible

Q.3. Why is the right to offend a right worth preserving?

(a) It empowers a select few in enforcing their opinions on others regardless of their acceptance or agreement

(b) The right to express oneself is essential for individual development and allows for cultural advancement

(c) To offend is to deny another of his/her right

(d) The right to offend is a partial representation of the truth, and the truth must be expressed in public

Passage 2

Simon Murden writes, "*The Clash of Civilizations* may not have told the whole story of what was happening in the post cold war world, but it told part of it". The claims he made shaped the contours of the international realm in a manner which was largely ignored in an age dominated by ideological leanings. The post Cold War dynamics have been captured by Huntington by elevating the importance of cultural variables. The fervor of the text is decidedly realist, however Huntington in an interview clarified that he was aware of the views which branded his work as the "latest version of billiard ball realism" but he also asserted that the difference lay in the replacement of nation state as a primary actor to civilizations as the movers' history. In essence the Cold War paradigm now came to be replaced by a new paradigm with culture occupying the central role. The problem of binaries was evident as the shifting power equations gave way to identities being defined not in ideological terms rather they were now defined in civilizational terms which he believed was, "culture writ large".

Huntington's contribution lay in generating a new paradigm. Gideon Rose argued that his work was directed at the major practical and theoretical questions of the day. Herein lay his brilliance. However it has also been argued that his methodology was anecdotal in nature and it catered to few specific situations to arrive at a grand theory. His approach many believe can lead to situation based convenient explanations and arguments. Huntington was aware of this and he acknowledged the need to situating certain issues in time and space. He was never much concerned about the method, as much as he was about arriving at empirical generalizations and this encouraged him to draw comparisons. He identified the emergence of western universalism and

the backlash against it which assumed various forms. It ranged from emergence of religious fundamentalism to challenges in the form of assertion of Asian Values which gained salience owing to Japan's emergence as a major economic power.

The notion of power is central to his work. This is evident in his treatment of civilizational differences as a major source of conflict in the post Cold War era. In this sense he recognized culture as acquiring a political dimension. The issue of identity defined by religion which was obscured by the Cold War obsession with ideologies gained renewed importance. The understanding of the 'other' was weighed against their 'own constructed identities'. Huntington warns against insistence on equating westernization and modernization. This he argues strengthens indigenizing forces and often initiates a violent opposition to the west.

Samuel Huntington's book provides a powerful and compelling analysis of a de-ideologized world in which he writes, "The velvet curtain of culture has replaced the iron curtain of ideology as the most significant dividing line in Europe". On the one hand was Francis Fukuyama who was proclaiming that the collapse of the Soviet Union signaled the end of history as liberal values triumphed, and on the other hand was Huntington who evidently was uncomfortable with such a Universalist claim. Huntington writes that, "western belief in universality of western culture suffers from three problems: it is false; it is immoral; and it is dangerous".

He recognized the pitfalls of viewing the neo liberal concepts of interdependence largely in terms of the west and acknowledged the need for, "universalism at home and multiculturalism abroad". The 'Clash of Civilizations thesis' despite its misinterpretations, became conventional wisdom when much of the conflicts and wars in the world could be articulated in terms of being a conflict between different cultures. The 9/11 incident signaled the potency of cultural differences. The borders of civilizations for Huntington became sacrosanct. To the extent that many have argued, he ignored the cross cultural interactions which shaped these civilizations and the internal schisms characteristic of many of them.

Q.1. Which of the following is NOT a conclusion applicable to Hungtington's work or style?

(a) Huntington's work had a distinctively realist flavor with a stand opposite to the neo liberal world's generalized universality
(b) Huntington employed an anecdotal methodology to arrive at grand theories
(c) Huntington was essentially a universalist who used empirical generalizations to justify his deductions
(d) Huntington was a critic of the neo-liberal school of thought and believed that the curtain of ideology was being replaced by the curtain of culture

Q.2. If you were to ask Samuel Huntington a follow-up question based on your reading of this passage, which of the following would be the LEAST FAVORABLE option?

(a) What are the disadvantages of viewing the world through the Universalist prism?
(b) Can culture be prevented from taking on political dimensions such as in the West, or this inevitable? Again, is it necessary?
(c) In what ways can cross-cultural interactions shape entire civilizations?
(d) Is ideology completely irrelevant in the age of the curtain of culture?

Q.3. In the context of the passage, the best replacement (that would not alter the meaning of the sentence) for the phrase 'internal schisms' would be:

(a) Internal estrangements
(b) Internal detachments
(c) Internal rifts
(d) Internal dissension

Passage 3

A country under foreign domination seeks escape from the present in dreams

of a vanished age, and finds consolation in visions of past greatness. That is a foolish and dangerous pastime in which many of us indulge. An equally questionable practice for us in India is to imagine that we are still spiritually great though we have come down in the world in other respects. Spiritual or any other greatness cannot be founded on lack of freedom and opportunity, or on starvation and misery. Many western writers have encouraged that notion that Indians are other-worldly. I suppose the poor and unfortunate in every country become to some extent other-worldly, unless they become revolutionaries, for this world is evidently not meant for them. So also subject peoples.

As a man grows to maturity he is not entirely engrossed in, or satisfied with, the external objective world. He seeks also some inner meaning some psychological and physical satisfactions. So also with people and civilizations as they mature and grow adult. Every civilization and every people exhibit these parallel streams of an external life and an internal life. Where they meet or keep close to each other, there is an equilibrium and stability. When they diverge conflict arises and the crises that torture the mind and spirit.

Q.1. The passage mentions that “this world is evidently not meant for them”. It refers to people who

1. Seek freedom from foreign domination.
2. Live in starvation and misery.
3. Become revolutionaries

Which of the statements given above is/are correct?

(a) 1 and 2
(b) 2 only
(c) 2 and 3
(d) 3 only

Q. 2. Consider the following assumptions :

1. A country under foreign domination cannot indulge in spiritual pursuit.

2. Poverty is an impediment in the spiritual pursuit.
3. Subject peoples may become other-worldly.

With reference to the passage, which of the above assumptions is/are valid?

(a) 1 and 2
(b) 2 only
(c) 2 and 3
(d) 3 only

Q.3. The passage thematically centers on

(a) The state of mind of oppressed people
(b) Starvation and misery
(c) The growth of civilization
(d) Body, mind and spirit of people in general.

Q.4. According to the passage, the torture of the mind and spirit is caused

(a) By the impact of foreign domination.
(b) By the desire to escape from foreign domination and find consolation in visions of past greatness.
(c) Due to lack of equilibrium between an external life and an internal life.
(d) Due to one's inability to be either revolutionary or other-worldly.

TEST 6

Passage 1

The concept of 'creative society' refers to a phase of development of a society in which a large number of potential contradictions become articulate and active. This is most evident when oppressed social groups get politically mobilised and demand their rights. The upsurge of the peasants and tribals, the movements for regional autonomy and self-determination, the environmental movements, and the women's movements in the developing countries are signs of emergence of creative society in the contemporary

times. The forms of social movements and their intensity may vary from country to country and place to place within a country. But the very presence of movements for social transformation in various spheres of a society indicates the emergence of a creative society in a country.

Q.1. What does the author imply by “creative society”?

1. A society where diverse art forms and literary writings seek incentive.
2. A society where social inequalities are accepted as the norm.
3. A society where a large number of contradictions are recognised.
4. A society where the exploited and the oppressed groups grow conscious of their human rights and upliftment.

Select the correct answer using the codes given below:

(a) 1, 2 and 3
(b) 4 only
(c) 3 and 4
(d) 2 and 4

Q. 2. What according to the passage are the manifestations of social movements?

1. Aggressiveness and being incendiary.
2. Instigation by external forces.
3. Quest for social equality and individual freedom.
4. Urge for granting privileges and self-respect to disparaged sections of the society.

Select the correct answer using the codes given below:

(a) 1 and 3 only
(b) 2 and 4 only
(c) 3 and 4 only
(d) 1, 2, 3 and 4

Q.3. With reference to the passage, consider the following statements:

1. To be a creative society, it is essential to have a variety of social movements.
2. To be a creative society, it is imperative to have potential contradictions and conflicts.

Which of the statements given above is/are correct?

(a) 1 only
(b) 2 Only
(c) Both 1 and 2
(d) Neither 1 nor 2

Passage 2

Ecosystems provide people with a variety of goods and services; food, clean water, clean air, flood control, soil stabilization, pollination, climate regulation, spiritual fulfillment and aesthetic enjoyment, to name just a few. Most of these benefits either are irreplaceable or the technology necessary to replace them is prohibitively expensive. For example, potable fresh water can be provided by desalinating sea-water, but only at great cost.

The rapidly expanding human population has greatly modified the Earth's ecosystems to meet their increased requirements of some of the goods and services, particularly food, fresh water, timbre, fiber and fuel. These modifications save contributed substantially to human well being and economic development. The benefits have not been equally distributed. Some people have actually been harmed by these changes. Moreover, short-term increases in some ecosystem goods and services have come at the cost of the long-term degradation of others. For example, efforts to increase the production of food and fiber have decreased the ability of some ecosystems to provide clean water, regulate flooding and support biodiversity.

Q.1. With reference to the passage, consider the following statements.

Expanding human population has an adverse effect on:

1. Spiritual fulfillment

2. Aesthetic enjoyment
3. Potable fresh water
4. Production of food and fiber
5. Biodiversity

Which of the statements given above are correct?

(a) 1, 2 and 3 only
(b) 2, 4 and 5 only
(c) 3 and 5 only
(d) 1, 2, 3, 4 and 5

Q.2. The passage mentions that “some people have actually been harmed by these changes”. What does it imply?

1. The rapid expansion of population has adversely affected some people.
2. Sufficient efforts have not been made to increase the production of food and fiber.
3. In the short term some people may be harmed, but in the long term everyone will benefit from modifications in the Earth’s ecosystems.

Which of the statements given above is/are correct ?

(a) 1 only
(b) 2
(c) 1 and 3
(d) None of the statements given above.

Q.3. With reference to the passage, consider the following statements :

1. It is imperative to modify the Earth’s ecosystems for the well being of mankind.
2. Technology can never replace all the goods and services provided by ecosystems.

Which of the statements given above is/are correct?

(a) 1 only
(b) 2 only

(c) Both 1 and 2
(d) Neither 1 nor 2

Passage 3

For achieving inclusive growth there is a critical need to rethink the role of the State. The early debate among economists about the size of the Government can be misleading. The need of the hour is to have an enabling Government. India is too large and complex a nation for the State to be able to deliver all that is needed. Asking the Government to produce all the essential goods, create all the necessary jobs, and keep a curb on the prices of all goods is to lead to a large cumbersome bureaucracy and widespread corruption.

The aim must be to stay with the objective of inclusive growth that was laid down by the founding fathers of the nation and also to take a more modern view of what the state can realistically deliver.

This is what leads to the idea of an enabling state, that is, a government that does not try to directly deliver to the citizens everything that they need. Instead, it (1) creates an enabling ethos for the market so that individual enterprise can flourish and citizens can, for the most part, provide for the needs of one another, and (2) steps in to help those who do not manage to do well for themselves, for there will always be individuals, no matter what the system, who need support and help. Hence we need a government that, when it comes to the market, sets effective, incentive-compatible rules and remains on the sidelines with minimal interference, and, at the same time, plays an important role in directly helping the poor by ensuring that they get basic education and health services and receive adequate nutrition and food

Q.1. According to the passage:

1. The objective of inclusive growth was laid down by the founding fathers of the nation.
2. Need of the hour is to have an enabling Government.

3. The Government should engage in maximum interference in market processes.
4. There is a need to change the size of the Government.

Which of the statements given above are correct?

(a) 1 and 2 only
(b) 2 and 3 only
(c) 1 and 4 only
(d) 1,2,3 and 4

Q.2. According to the passage, the strategy of inclusive growth can be effected by focusing on

(a) Meeting all the needs of every citizen in the country.
(b) Increasing the regulations over the manufacturing sector.
(c) Controlling the distribution of manufactured goods.
(d) Delivery of the basic services to the deprived sections of the society.

Q.3. What constitutes Government an enabling?

1. A large bureaucracy.
2. Implementation of welfare programmes through representatives.
3. Creating an ethos that helps individual enterprise.
4. Providing resources to those who are underprivileged.
5. Offering direct help to the poor regarding basic services.

Select the correct answer from the codes given below:

(a) 1, 2 and 3 only
(b) 4 and 5 only
(c) 3, 4 and 5 only
(d) 1, 2, 3, 4 and 5

Q.4. Why is the State unable to deliver “all that is needed” ?

1. It does not have sufficient bureaucracy.
2. It does not promote inclusive growth.

Select the correct' answer from the codes given below:

(a) 1 only
(b) 2 only
(c) Both 1 and 2
(d) Neither 1 nor 2

Q.5. What is the essential message being conveyed by the author of the passage?

(a) The objectives of inclusive growth laid down by the founding fathers of the nation should be remembered.
(b) The Government needs to make available more schools and health services.
(c) The Government needs to establish markets and industries to meet the needs of the poor strata of the society.
(d) There is a need to rethink the role of the State in achieving inclusive growth.

TEST 7

Passage 1

Now India's children have a right to receive at least eight years of education, the gnawing question is whether it will remain on paper or become a reality. One hardly needs a reminder that this right is different from the others enshrined in the Constitution, that the beneficiary – a six year old child cannot demand it, nor can she or he fight a legal battle when the right is denied or violated. In all cases, it is the adult society which must act on behalf of the child's right to education when denied, no compensation offered later can be adequate or relevant. This is so because childhood does not last. If a legal battle fought on behalf of a child is eventually won, it may be little use to the boy or girl because the opportunity missed at school during childhood cannot serve the same purpose later in life. This may be painfully true for girls because our society permits them only a short childhood, if at

all. The Right to Education (RTE) has become law at a point in India's history when the ghastly practice of female infanticide has resurfaced in the form of foeticide. This is "symptomatic of a deeper turmoil" in society which is compounding the traditional obstacles to the education of girls. Tenacious prejudice against the intellectual potential of girls runs across our cultural diversity and the system of education has not been able to address it.

Q.1. With reference to the passage, consider the following statements :

1. When children are denied education, adult society does not act on behalf of them.
2. Right to Education as a law cannot be enforced in the country.

Which of the statements given above is/are correct?

(a) 1 only
(b) 2 only
(c) Both 1 and 2
(d) Neither 1 nor 2

Q.2. According to the passage, what could be the traditional obstacle to the education of girls ?

1. Inability of parents to fight a legal battle when the Right to Education is denied to their children.
2. The traditional way of thinking about girls' role in society.
3. The prejudice against the intellectual 'potential of girls.
4. Improper system of education.

Select the correct answer from the codes given below:

(a) 1 and 2 only
(b) 2 , 3 and 4 only
(c) 1, 3 and 4 only
(d) 1, 2, 3 and 4

Q.3. On the basis of the passage, consider the following statements:

1. Right to Education is a legal right and not a fundamental right.
2. For realising the goal of universal education, the education system in the country must be made identical to that of developed countries.

Which of the statements given above is/are correct ?

(a) 1 only
(b) 2 only
(c) Both 1 and 2
(d) Neither 1 nor 2

Q.4. Which one of the following statements conveys the key message of the passage?

(a) India has declared that education is compulsory for its children.
(b) Adult society is not keen on implementing the Right to Education.
(c) The Right to Education, particularly of a girl child, needs to be safeguarded.
(d) The system of education should address the issue of Right to Education.

Q.5. Which one of the following statements conveys the inference of the passage?

(a) The society has a tenacious prejudice against the intellectual potential of girls.
(b) Adults' cannot be relied upon to fight on behalf of children for –their Right to Education.
(c) The legal fight to get education for children is often protracted and prohibitive.
(d) There is no sufficient substitute for education received in childhood.

Passage 2

A species that exerts an influence out of proportion to its abundance in an ecosystem is called a keystone species. The keystone species may influence both the species richness of communities and the flow of energy and

materials through ecosystems. The sea star *Pisaster ochraceus* which lives in rocky intertidal ecosystems on the Pacific coast of North America, is also an example of a keystone species. Its preferred prey is the mussel *Mytilus californianus*. In the absence of sea stars, these mussels crowd out other competitors in a broad belt of the intertidal zone. By consuming mussels, sea star creates bare spaces that are taken over by a variety of other species.

A study at the University of Washington demonstrated the influence of *Pisaster* on species richness by removing sea stars from selected parts of the intertidal zone repeatedly over a period of five years. Two major changes occurred in the area from which sea stars were removed. First, the lower edge of the mussel bed extended farther down into the intertidal zone, showing that sea stars are able to eliminate mussels completely where they are covered with water most of the time. Second, and more dramatically, 28 species of animals and algae disappeared from the sea star removal zone. Eventually only *Mytilus*, the dominant competitor, occupied the entire substratum. Through its effect on competitive relationships, predation by *Pisaster* largely determines, which species live in these rocky intertidal ecosystems.

Q.1. What is the crux of the passage?

(a) Sea star has a preferred prey.
(b) A preferred prey determines the survival of a keystone species.
(c) Keystone species ensures species diversity.
(d) Sea star is the only keystone species on the Pacific coast of North America.

Q.2. With reference to the passage, consider the following statements:

1. Mussels are generally' the dominant species in intertidal ecosystems.
2. The survival of sea stars generally determined abundance of mussels.

Which of the statements given above is/are correct?

(a) 1 only
(b) 2 only
(c) Both 1 and 2

(d) Neither 1 nor 2

Q.3. Which of the following is/are implied by the passage?

1. Mussels are always hard competitors for sea stars.
2. Sea stars of the Pacific coast have reached the climax of their evolution.
3. Sea stars constitute an important component in the energy flow in intertidal ecosystem.

Which of the statements given above is/are correct ?

(a) 1 and 2
(b) 2 only
(c) 1 and 3
(d) 3 only

Q.4. Consider the following assumptions:

1. The food chains/food web in an ecosystem are influenced by keystone species.
2. The presence of keystone species is a specific characteristic of aquatic ecosystems.
3. If the keystone species is completely removed from an ecosystem, it will lead to the collapse of the ecosystem:

With reference to the passage, which of the above assumptions is/are valid?

(a) 1 only
(b) 2 and 3 only
(c) 1 and 3 only
(d) 1, 2 and 3

Q.5. Which is the most dominant competitor of the Pisaster?

(a) The mussels
(b) the sea oyster
(c) the sea star

(d) the sea urchin

Passage 3

A moral act must be our own act; must spring from our own will. If we act mechanically, there is no moral content in our act. Such action would be moral, if we think it proper to act like a machine and do so. For, in doing so, we use our discrimination. We should bear in mind the distinction between acting mechanically and acting intentionally. It may be moral of a king to pardon a culprit. But the messenger carrying out the order of pardon plays only a mechanical part in the king's moral act. But if the messenger were to carry out the king's order considering it to be his duty, his action would be a moral one. How can a man understand morality who does not use his own intelligence and power of thought, but lets himself be swept along like a log of wood by a current? Sometimes a man defies convention and acts on his own with a view to absolute good.

Q.1. Which of the following statements best describe/describes the thought of the writer?

l. A moral act calls for using our discretion.
2. Man should react to a situation immediately.
3. Man must do his duty.
4. Man should be able to defy convention in order to be moral.

Select the correct answer from the codes given below

(a) 1 only
(b) 1 and 3
(c) 2 and 3
(d) 1 and 4

Q.2. Which of the following statements is the nearest definition of moral action, according to the writer?

(a) It is a mechanical action based on official orders from superiors.

(b) It is an action based on our sense of discretion.

(c) It is a clever action based on the clarity of purpose.

(d) It is a religious action based on understanding.

Q.3. The passage contains a statement “lets himself be swept along like a log of wood by a current.” Among the following statements, which is/are’ nearest in meaning to this?

1. A person does not use his own reason.
2. He is susceptible to influence /pressure.
3. He cannot withstand difficulties/ challenges.
4. He is like a log of wood.

Select the correct answer using the codes given below:

(a) 1 only

(b) 1and 2

(c) 2 and 3

(d) 1 and 4

Answer Key

Test 1

Passage 1

1. (b)
2. (c)
3. (d)

Passage 2

1. (b)
2. (b)

Passage 3

1. (b)

2. (a)
3. (b)

Test 2

Passage 1

1. (c)
2. (a)
3. (b)

Passage 2

1 (c) 2. (c)
3. (d)
4. (c)

Passage 3

1 (b) 2. (a)
3. (c)

Test 3

Passage 1

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

Passage 2

1. (c)
2. (d)
3. (d)
4. (d)

Passage 3

1. (d)
2. (b)
3. (a)

Test 4

Passage 1

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

Passage 2

1. (b)
2. (b)

Passage 3

1. (c)
2. (c)
3. (b)

Test 5

Passage 1

1. (c)
2. (c)
3. (b)

Passage 2

1. (c)
2. (c)
3. (c)

Passage 3

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

Test 6

Passage 1

1. (c)
2. (c)
3. (b)

Passage 2

1. (c)
2. (a)
3. (b)

Passage 3

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

Test 7

Passage 1

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

5. (d)

Passage 2

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

Passage 3

1. (a)
2. (b)
3. (b)

SOLUTIONS

Test 1

Passage 1

1. Mentioned in the 4th sentence of the 1st paragraph.
2. The answer is evident from the following lines from the passage, ‘His sometimes absurd, and sometimes elegant plays demonstrate a great skill in mixing comedy with honest and sincere ideas. Aristophanes’ plays certainly contain many wild and vulgar jokes, yet they also discuss serious concerns of his time, such as politics, art, and education.’
3. Clear from the following sentence of the passage, Aristotle left behind texts detailing his thoughts and questions on physics and astronomy, as well as meteorology, sleep patterns, raising animals, and numerous other subjects.’

Passage 2

1. In the last 5-6 lines of the last paragraph all the 3 points have been clearly mentioned.
2. The following lines clarify the answer choice, ‘having said good-night very amicably, took his way home by himself to a western suburb’.

Passage 3

1. The assembly is the most important issue, it is the topic of the passage so the question has to be related to it.
2. This is given in the lines from the passage ‘The Conference provides a setting in which citizens can bring problems to the group for discussion and creative problem-solving.’
3. The answer is clearly mentioned in the following lines , ‘The Assembly follows certain rules of logic: in order for masses of people to enter into collective decision-making they must be organized prior to any decisions having been made.’

Test 2

Passage 1

1. The tone is clearly ironical as it talks about so many paradoxes that were prevalent in those times, with a tinge of mockery and sadness.
2. The writing style here uses contrasts to show how equal and opposing forces were pitted against each other in the struggle.
3. It is mentioned as a negative remark, a taunt in the case of France, in the last paragraph of the passage.

Passage 2

1. Hobbes espoused psychological egoism, or the belief that human beings are obligated to act in their own self-interest, even to the detriment of others. In all of the above, the protagonist has an option between saving himself/herself or doing good for others. It is only in option (c) that the mother acting to save her own son compromises self-interest.

This is the course of action that Hobbes is thus most likely to reject

2. Hobbes held a pessimistic view of the nature of human beings in that he believed them to be egotistical, power-seeking and rational beings. Selfless action and the spirit of sacrifice was alien to this conception. Thus option (c) is not a characteristic oh human beings, as Hobbes saw it.
3. The state of nature is described by Hobbes as an extremely unsafe place where all human beings are equal, but fear for their own lives. It is characterized by a lack of safety, suspicion and each man being against every other. While option c describes a characteristic of the state of nature, it does not particularly indicate a disadvantage. It is (a) and (b) together that describe the nature of life in the state of nature.
4. 'Covenant' here signifies the agreement that members of the state of nature enter into, in order to escape it. It is neither a decree nor an order. A close option is 'undertaking' but this does not convey the fact that it is a collective decision. Thus (c) is the correct answer.

Passage 3

1. B is the false statement as it is mentioned in the passage that India in the World Bank's Doing Business Report 2013 has slipped from 131st to 134th position.
2. In the third paragraph of the passage, the author describes the measures that were undertaken to 'restore competitiveness' to India, which involved industrial licensing and clearances abolishment. This is definitely one of the ways of enhancing competitiveness, which makes option a, by default, the correct answer. We don't even have to check to the other options, but if we did, we'd find them to be incorrect with respect to given question.
3. The author is opposed to the suggestions in questions a and b, as these are detrimental to the growth of the nation. Option (d) is not correct because it involves an exaggerated suggestion that is not consonant with the theme of the passage. The third passage correctly summarizes

what has been said in the entire passage, that key structural changes are necessary for enhancing growth and correcting the present order in the country. Hence, this is the correct answer.

Test 3

Passage 1

1. It is politics or diplomacy based primarily on power and on practical and material factors and considerations, rather than explicit ideological notions or moral or ethical premises.
2. The author mentions in the passage that Iran had thought out its decision to conclude a nuclear deal with the USA, and had a strategy behind doing so. Thus, it was not a coerced, confused or hapless move, as is suggested by options (a), (c) and (d). Thus (b) is the correct answer.
3. The 'offensive realists' as their name suggests propose more aggressive and spontaneous measures than their counterparts, the 'defensive realists', who believe in passive defensive techniques. This is best expressed in option (a), while (b), (c) and (d) deal with irrelevant or incomplete.
4. Since the author believes that Iran's move was a tactical and calculated one, which was based on key political considerations and concerns, he would not agree with the view that USA had triumphed over or defeated Iran as is suggested by options (a), (b) and (c). Option (d) is the best answer.

Passage 2

1. The author here wants to suggest that India's partition changed the lives of people, without really changing them at all. They were all still the same people, but suddenly circumstances around them had changed, causing Manto to suddenly feel conscious of his religion among Hindus.
2. The author's suggestion that the bureaucrat was a constant critic of

Manto's work would imply that he deliberately chose to ignore the merit that Manto's writing deserved, and instead castigated Manto for faults he perhaps didn't even have. Options (c) and (d) capture this idea the best, and hence (d) is the correct answer.

3. It is said by the author that Manto's work was a misfit in its time, when if writing didn't offer a 'communist cure' or a 'patriotic facelift', it was considered useless. Thus (d), which refers to political ideologizing, is what Manto's work did not attempt to provide.
4. The entire passage attempts to delineate Manto's predicament upon the partition of his nation and his subsequent attempts to deal with the same through his written work. His body of work based on the partition suggest that he was deeply moved by it. Nor was he glad to leave his home for Pakistan. Manto's work did indeed receive a huge amount of criticism. Thus option b is the correct answer.

Passage 3

1. 'The evidence suggested that Neanderthals headed west, toward Europe, and that the Denisovans moved east.' This line of the passage can make us safely conclude that option d is the answer.
2. The author includes Dr. Arsuaga's view that both Denisovans and Neanderthals could have possessed the gene. Thus option (b) is the correct answer.
3. The concluding paragraph of the passage provides the clue as to the most important revelation of the new finding, which is that human biological history may extend beyong 100,000 years ago. This is mentioned in option a, which is the answer.

Test 4

Passage 1

1. The first three options can all be regarded as weaknesses of the R2P as it is mentioned in the passage that it is an open, flexible, differently interpreted concept that has been on occasion used by nations to

further interests other than human rights. The fourth option is clearly false as the ICISS and UNSC resolutions are mentioned in the passage and there are references to the role of the international community in debate and diplomacy.

2. The Responsibility to Protect involves three components of government action: prevention, reaction and rebuilding efforts in situations that inhibit human rights. Only the first option describes anything that even remotely resembles such government action. The other three options on the other hand involve abuse of human rights.
3. Answer is (b) because; author has clearly mentioned that the results of the Libyan war had compelled the countries like Russia and China to draft vetoes. No justification whatsoever can be provided for the political grasp of super powers on the implementation of UN Policies, US being the spearhead of all. Still it was not able to take any corrective measures.
4. The author is both critical and skeptical of the R2P, but he also mentions its achievements however many they may be. He ends by saying 'R2P as a concept offers much potential but remains far from perfect' and also 'If it is the end of R2P, one wonders how then intervention will be framed in the future.' indicating his appreciation of its viability, however limited. The fourth option is a red herring, meant to throw the student because it has no relevance to the author's tone ('specious' meaning: circumspect).

Therefore the third option is the best answer.

Passage 2

1. The answer is (b) because his way of handling the situations, ability to bounce back from failures, fresh skills as a politician and a successful administrator had made the Americans to have confidence in his leadership skills, thereby easing their fear.
2. The author mentions that although he has been criticized for his lack of political success, Kennedy's domestic record is 'far from poor'. This

rules out option (a) and (d) which state these exact extremes. Option (c) is also negated because Kennedy's failure in the Bay of Pigs is mentioned. Therefore, option (b), describing his efforts towards breaking down discriminatory attitudes and practices is the right answer.

Passage 3

1. Rise in the number of children will cause the savings to fall down, increase in consumption which has been clearly mentioned by the author in the passage. Although number of youngsters will increase, but since the "One-Child" policy has been running from quite a long time, it would take another generation to change the average age for China. Author has clearly mentioned that more of social concerns will arise instead of economic impacts. Parents will feel their children as "Safe asset" so will in turn invest more in riskier assets. So the answer is (c).
2. The entire passage focuses on a single theme: that household in China will be encouraged to save less and spend more as a consequence of the relaxation of the old policy. Thus option (c) is clearly not a consequence.
3. Option (b) is the best option of all as it correctly summarizes the entire passage. Option is wrong as the author makes no such judgment and makes an objective outline of the policy and its revocation. Option (c) is wrong as the author makes a wider study of the policy than just its successes and failures. Option (d) is wrong as it throws a net too far that includes other analyses that the author in this passage does not cover.

Test 5

Passage 1

1. Option (c) is the correct answer as the author believes the right to offend

(within certain limits) is an essential part of a democratic, vibrant societal set up. Option (c) and (d) are in direct violation of these principles.

2. The meaning of the word is ‘lacking in courage’. Timid is the best option in the given context.
3. Option (b) is the best answer as it accurately summarizes the sentiment of the author who is in clear support of absolute freedom of expression. The other options are not clear representations of this sentiment, while (c) is in direct contradiction. Thus, option (b) is appropriate.

Passage 2

1. The author categorically mentions that Huntington was uncomfortable with the Universalist claim of Francis Fukuyama in predicting the end of history with the collapse of the Soviet Union. This is clearly not a characteristic of Huntington or his writing.
2. The question in option (c) is one the author is unlikely to entertain as he is believed to have ignored cross-cultural interactions in his study of civilizations. This makes this question the least favorable one to ask him.
3. As the passage speaks of the divisions between different cultures that create separate identities for each of them, option (c), which most nearly means ‘divisions’ is the best answer.

Passage 3

1. This is evident from the passage because it talks about the poor and the suffering and how they are not able to survive in this world unless they become revolutionaries. Here the thought process of the author goes in the manner that these poor people are not able to live a normal comfortable life, due to which the world is not a place where they could live n a manner every normal person would want to. It is out of their reach and hence it is said that the world is not meant for them. In other words it is a place meant for people who have the means and

power to survive.

2. The last line of the 1st paragraph clearly talks about subject peoples, hence statement 3 is correct.
3. This is the central theme or basis of the whole passage, since it is written from their view point.
4. Mentioned in the last two lines of the passage.

TEST 6

Passage 2

1. Clearly mentioned in paragraphs 1 and 2 of the passage.

Passage 2

1. Mentioned in the last 3 lines of the passage.
2. Means that the changes have caused harm to some people or affected them negatively.
3. Statement 1 is totally wrong, hence only the second statement is valid.

Passage 3

1. Social movements are the 2nd step, but not the essential part, thus only statement 2 is absolutely correct.
2. Delivery of the basic services to the deprived sections of the society.[last paragraph of the passage.]
3. Mentioned in points 1 and 2 in the passage which talks about the role of the enabling government.
4. Because the government has to be enabling and thereby promote inclusive growth…not mentioned in both the statements.
5. The 1st line of the 1st paragraph hints towards this, option a gets included in option (d), thus option (d) is a superior option.

TEST 7

Passage 1

1. Both the statements are not mentioned in this context in the passage hence both are invalid.
2. The last 4 lines of the passage mention these points.
3. Mentioned at the start of the passage.
4. Clearly one of the key points of the passage, mentioned as an important fact in the last few lines.
5. Since it is an inferential question, thus the answer cannot be directly stated in the passage and has to be inferred, thus option (d) is the correct choice which is easily inferred whereas option (a) is directly stated, hence not the correct answer.

Passage 2

1. This is the central theme of the passage.
2. It is clearly stated in the passage that the quantity of mussels in an area is determined by the presence or absence of its predators, the sea stars. Statement 1 is incorrect as mussels are controlled by sea stars hence cannot be termed as the dominant species, and are rather called the competitive species.
3. Clearly mentioned in the passage, in the 1st paragraph
4. Statement 1 is definitely true, whereas statement 3 is not true because removal of the keystone species does not devastate or collapse the ecosystem, rather it changes it.
5. The mussels is the most dominant competitor of the Pisaster, and is clearly mentioned in the first few lines of the passage.

Passage 3

1. A moral act must be our own act; must spring from our own will. Hence statement 1 is correct, although statement 4 is also mentioned but it says sometimes so it is not the usual but a rarity, thus only 1 is the best option.
2. A moral act must be our own act; must spring from our own will. Hence, option (b) is the right option.

3. It means that he is not using his own mind but is influenced or obeys orders blindly. Thus both statements 1 and 2 are relevant.

7 Level of Difficulty—III

TEST 1

Passage 1

Nitro-glycerine has long been famous for its relief of angina pectoris attacks but ruled out for heart attacks on the theory that it harmfully lowers blood pressure and increases heart rate. A heart attack, unlike an angina attack, always involves some localized, fairly rapid heart muscle death, or myocardial infraction. This acute emergency happens when the arteriosclerotic occlusive process in one of the coronary arterial branches culminates so suddenly and completely that the local myocardium—the muscle area that was fed by the occluded coronary—stops contracting and dies over a period of hours, to be replaced over a period of weeks by a scar, or “healed infarct.” In 1974, in experiments with dogs, it was discovered that administration of nitro-glycerine during the acute stage of myocardial infarction instantly reduced the extent of myocardial injury, provided that the dogs’ heart rate and blood pressure were maintained in the normal range. Soon after, scientists made a preliminary information of the clinical applicability of nitro-glycerin in acute heart attack in human patients. Five of twelve human

subjects developed some degree of congestive heart failure. Curiously, the nitro-glycerine alone was enough to reduce the magnitude of injury in these five patients, but the seven patients whose heart attacks were not complicated by any congestive heart failure, were not consistently helped by the nitro-glycerin until another drug, phenylephrine, was added to abolish the nitro-glycerin-induced drop in blood pressure. One explanation for this is that the flex responses in heart-rate, mediated through the autonomic nervous system, are so blunted in congestive heart failure that a fall in blood pressure prompts less of the cardiac acceleration which otherwise worsens the damage of acute myocardial infarction.

It appears that the size of the infarct that would otherwise result from a coronary occlusion might greatly be reduced, and vitally needed heart muscle thus saved, by the actions of certain drugs and other measures taken during the acute phase of the heart attack. This is because the size of the myocardial infarct is not really determined at the moment of the coronary occlusion as previously thought. The fate of the stricken myocardial segment remains largely undetermined, hanging on the balance of myocardial oxygen supply and demand, which can be favourably influenced for many hours after the coronary occlusion. So it is possible to reduce the myocardial ischemic injury during acute human heart attacks by means of nitro-glycerin, either alone or in combination with phenylephrine. Other drugs are also being tested to reduce myocardial infarct size, particularly drugs presumed to affect myocardial oxygen supply and demand, including not only vessel dilators such as nitro-glycerin but also antihypertensives, which block the sympathetic nerve reflexes that increase heart rate and work in response to exertion and stress. Such measures are still experimental, and there is no proof of benefit with regard to the 65 great complications of heart attack such as cardiogenic shock, angina, or mortality. But the drugs for reducing infarct size now hold center stage in experimental frameworks.

1. According to the passage, the primary difference between a heart attack and an angina attack is that a heart attack

(a) involves an acceleration of the heartbeat.

(b) cannot be treated with nitro-glycerin.

(c) takes place within a relatively short period of time and always results in a damage to the muscle tissue of the heart.

(d) All of the above.

(e) Both b and c.

2. In the study referred to in the passage, the patients who developed congestive heart failure did not experience cardiac acceleration because:

(a) the nitro-glycerin was not administered soon enough after the onset of the heart attack.

(b) the severity of the heart attack blocked the autonomic response to the nitro-glycerin induced drop in blood pressure.

(c) administering phenylephrine mitigated the severity of the drop in blood pressure caused by nitro-glycerin.

(d) phenylephrine abolished the drop in blood pressure caused by nitro-glycerin.

(e) doctors were able to maintain blood pressure, and thus indirectly, the pulse rate, in those patients.

3. The passage provides information to answer all of the following questions EXCEPT:

(a) What are some of the physiological manifestations of a heart attack?

(b) What determines the size of a myocardial infarct following a heart attack?

(c) What effect does nitro-glycerin have when administered to a patient experiencing a heart attack?

(d) What are the most important after effects of heart attacks?

(e) None of these.

4. It can be inferred from the passage that nitro-glycerine is of value in treating heart-attacks because it

(a) lowers the blood pressure.
(b) stimulates the healing of an infarct.
(c) causes cardiac acceleration.
(d) dilates blood vessels.
(e) increases the myocardial infart.

5. The author's attitude towards the use of nitro-glycerin and other drugs to treat heart attack can best be described as one of

(a) Concern
(b) Resignation
(c) Anxiety
(d) Optimism
(e) Pessimism.

6. It can be inferred that the phenylephrine is administered in conjunction with nitro-glycerin during heart attack in order

(a) to prevent cardiac acceleration caused by a drop in blood pressure.
(b) to block sympathetic nerve reflexes that increase the pulse rate.
(c) To blunt the autonomic nervous system which accelerates the pulse rate.
(d) To reduce the size of a myocardial infarct by increasing oxygen supply.
(e) To increase the blood pressure.

Passage 2

Hopes of a significant appreciation of the euro have faded yet again, as the dollar surges amid talk of a speedy recovery in the American economy. Does the weakness of the single European currency matter?

"HOW do they know?" asked Dorothy Parker when told that the former American president Calvin Coolidge, famous for his inactivity, had died. It is a bit like that with the euro: when people start fretting about its weakness, it

is tempting to point out that it was ever thus. Since January 1999, when the European single currency came into being, it has consistently under-performed expectations about its value in relation to the American dollar and, to a lesser extent, the Japanese yen. So the latest bout of euro-anxiety prompts two questions. What's new this time? And does euro weakness matter anyway?

It is difficult not to sympathise with those who wonder what the latest fuss is about. It is true that since the beginning of the year the euro, has once again seen its value against the dollar fall. It is also true that this has been a disappointment to those who see the currency's external value as somehow symbolic of Europe's economic strength and who had hoped that the introduction of euro notes and coins on January 1st would somehow transform the new currency's fortunes. But as often happens with discussions about exchange rates, too much emphasis can be placed on short-term fluctuations.

Such debates are also prone to exaggeration. The euro has lost about 3-4 per cent of its value against the dollar in the past month. It may yet lose more. But so far, it remains above the lowest point it has reached in the past six months; and it is still significantly higher than its all-time low, reached in October 2000. And while in the short term, it would be a mistake to attribute too much economic wisdom to the foreign-exchange markets, it is not difficult to find reasonable expectations for the euro's decline.

Foremost is the judgment of many economists that America is now poised for recovery from recession and, if the trends seen in the latest data are confirmed, to do so more quickly than many people had anticipated. Of all the world's rich economies, America has persistently proved the most dynamic and resilient; and nothing that has happened during the current global downturn seems to contradict that. It is, of course, possible that the optimists are taking too rosy a view of American prospects: although the Federal Reserve decided against another cut in interest rates last week, it sounded a note of caution, talking about the continuing risk of economic weakness.

But the euro-area's performance has given much greater cause for concern. Most economists reckon Germany—the world's third-largest economy, and the euro zone's biggest—is in recession. The German downturn, moreover, came after a relatively brief and half-hearted upturn, especially when compared with the longest peacetime expansion in American history. The euro-area's lacklustre economic performance has disappointed many of those who had detected signs of a stronger commitment to reform, especially in Europe's traditionally rigid labour markets. In the event, reform has been slow to materialise and most euro-area economies have a long way to go before their labour markets are as flexible as those in America, or even Britain. Plans to dismantle state-run monopolies and to open Europe's markets to greater competition are also taking much longer to push through than previously seemed likely.

Seen in this light, the relative weakness of the euro is helpful for the euro-zone economies. The lower the value of the euro, the more competitive are euro-area exports to the rest of the world. Indeed, some big American manufacturers have recently begun to complain about the strength of the dollar, both in relation to the euro and to the yen: they are finding it harder to compete in world markets.

Indeed, it is possible to argue that the euro's continuing weakness is at least partly an inevitable reflection of the dollar's strength. The American currency has consistently defied predictions of impending collapse. It remains the currency of choice in times of trouble, as its sharp appreciation since the war on terror that began after the events of September 11th has shown.

The good news for European exporters is that the American government shows no sign of seeking to push the dollar down. There is great scepticism in Washington about the idea of exchange-rate co-ordination (a tactic much favoured in the 1980s, for example). Paul O'Neill, the treasury secretary, said recently that he had no sympathy for American manufacturers who lobby against a strong dollar. Good companies, he argued, do not live or die on exchange rates.

Because the dollar is still the world's principal reserve currency—there are large holdings of dollars outside America—any pronounced and prolonged decline in its value ultimately depends on there being attractive alternative assets for people to hold. Many Europeans—or at least European leaders—had hoped that the euro would assume this role. For some, it was a matter of pride, which the new currency's weakness has bruised. In fact, the figures show an increasing number of private-sector bond issues are denominated in euros, for example.

7. According to the passage, which of the following about the performance of Euro is not true?

(a) Euro has under-performed against the Dollar and Yen both.

(b) Euro performed very well before Jan. 1999.

(c) There is little hope of a significant recovery of the Euro in the near future.

(d) There was a definite hope of a significant appreciation of the Euro.

(e) It needs to be seen whether the value of the Euro matters at all.

8. It can be inferred from the passage that

(I) Some people see Euro's external value as a symbol of Europe's economic strength.

(II) Some people hoped that the introduction of Euro notes and coins would transform the future of Europe.

(III) The hopes of Euro's gaining strength against the dollar crashed.

(a) Only III

(b) Only I and II

(c) Only I and III

(d) I, II and III

(e) Only I

9. According to the passage, does Euro's weakness matter anyway?

(a) Definitely, yes

(b) Probably, yes

(c) Definitely, not

(d) Probably, not

(e) Nothing can be inferred.

10. From the passage, all of the following cannot be inferred except

(a) America is all set to come out from the current downturn

(b) The current global downturn has destroyed the confidence of people in American economy.

(c) The current global downturn contradicts the popular belief about the resilience of American economy.

(d) The judgment of many economists would most likely not be vindicated.

(e) The Euro is crucial for the world economy.

11. According to the passage, the term “Euro-area’s” stands for

(a) European countries.

(b) Area of Europe.

(c) Euro’s area of circulation.

(d) Members of the European Union.

(e) Germany & Britain.

Passage 3

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

recover the third dimension. Such cells have been found in monkeys, and models of stereoscopic vision based on their properties have been successfully simulated by computers.

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

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

This would not be expected from the simple disparity theory. Finally, a 3D *effect* is seen when the purely random noise such as snowstorm on a detuned TV receiver is examined with a delay between the eyes. Where is the disparity in this case? Anomalies such as these led to the suggestion that the

brain computes the position of moving targets by some special mechanism, which is directly sensitive to the differences between the eyes. Is there a stereo mechanism tuned to the movement? I decided to examine the question using a special class of stimuli called sine-wave gratings? Surprisingly, I observed that viewers could not detect delays between the eyes as the velocity of the movement was increased. There seemed to be no upper velocity limit to detection: observers could tell which eye was stimulated first at velocities of up to 1,0000 per second. Observers could detect delays as little as 450 microseconds.

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

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

II. The image formed by the eye on the light sensitive cells of the retina is doubly inverted.

III. The amount of illumination affects the disparity sensitive cells.

IV. The brain images stationary and moving objects similarly.

(a) II only

(b) II and III only

(c) II and IV only

(d) I and II

(e) II, III and IV only

13. The generally accepted physiological theory of disparity sensing is that

I. Two eyes look at the world from slightly different vantage points.

II. Viewers could not detect delays between the eyes as the velocity of the movement was increased.

III. The cells in the brain are stimulated by light falling on slightly different parts of the left and right eyes, making them most responsive to objects at a particular distance.

IV. Effects can be stimulated by using a stereoscope that slightly delays the signal to one eye.

(a) I & II only
(b) II & III only
(c) I & III only
(d) I & IV only
(e) I, II, & III but not IV.

14. Which of the following is correct according to the passage?

(a) Our brain senses time delays as small as one tenth of a thousandth of a second.
(b) Three dimensional images are uniform to all living species.
(c) Brain computes the position of moving targets by some special mechanism.
(d) The neuron is responsible for the delay in images formed in the eye.
(e) The eye forms a small inverted image in the light-insensitive cells of the retina.

Passage 4

The story of Giselle is a simple one. A country girl falls for a prince who has come to her village in disguise. When she finds that her Albrecht is a *poseur*, actually betrothed to a princess, she goes mad and dies. He visits her grave, penitent. Giselle, now a spirit. is commanded by the queen of the spirits to lure Albrecht to death by her dancing; instead, she rescues him before returning to her grave.

It is all in the best early 19th-century German Romantic taste: jovial peasants, gloomy forests, simpering maidens dancing in a line and a dreadfully sentimental score. Or so it appeared to Alicia Markova when at 18 she began to hear suggestions that she should dance the role. The world, surely, had moved on since then.

She herself had embraced a style of ballet utterly removed from organza and *pas* de deux. Since being taken up by Serge Diaghilev, who had spotted her in 1924 as a waif-like child at her Chelsea dancing class, she had been at the cutting-edge of the modern movement. She had worn a daring white

leotard, covered with squiggles drawn on personally by Matisse, to dance the title role in Stravinsky's "Le Rossignol", and had learned, under Stravinsky's direction, to move to melody rather than beats. The world of the 1920s was cynical and syncopated the ballet full of athleticism, primitivism and jazz. It had no room, surely, for the sugary old melodramas of Gaultier and Heine.

Nonetheless, Diaghilev—"Sergi pop", as she called him—had planned a Giselle for her before he died, in 1929. And in 1932, as she assisted Olga Spessivtseva, who was dancing the role, Miss Markova felt her attitude changing. Sitting on a chair in the wings, she began by simply scrutinizing the diva's footwork; but by the end of Act 1, she found herself in tears. She had never dreamt that so much emotion could be combined with the strictness of classical dancing. As she wrote later, still surprised, "I had not been schooled in this."

From that moment, Giselle was her role, danced almost constantly until she retired in 1963. It was one that particularly suited her, combining steely strength with ethereal grace. For much of the second act, she seemed to float and fly, as if the air was her natural element. Sometimes her leading men (usually Anton Dolin, with whom she was supposed to have been secretly in love) appeared to have trouble bringing her to earth again. Yet the multiple *fouettes* of the second act were exhausting, and the double-turning jumps were something no woman had done before her. Her dancing was all the more extraordinary because, as a child, she had been so knock-kneed and flat-footed that doctors predicted she would spend her life in leg-irons.

Yet Giselle was still a rather creaky, old fashioned vehicle for a woman who was also, at the same time, wildly dancing the Polka in Walton's "Facade" and cavorting in a body-suit in Stravinsky's "Rouge et Noir". She was often asked why it was so important to her. In her small, careful voice she would explain that Giselle was the fullest single expression of what can be said in terms of the dance. It was her duty, she felt, to keep the beauty of that character alive through her own.

It was also her duty to bring classical ballet to audiences in Britain and America that had lost touch with it, or had never known it. Dance in the early

20th century was a Russo-French monopoly; plain Alice Marks had been rechristened “Markova” by Diaghilev because a dancer with a British name would not be taken seriously. This she resolved to change, and Giselle was her means to do it.

The role was a central feature of the seasons she helped arrange in the 1930s and 1940s at the Ballet Rambert and the Vic Wells Ballet Gater the Royal Ballet, both ensembles newly formed to cater to the masses. She danced it not only at the Old Vic and the New York Met but at a greyhound-racing stadium in London, where, in the interval, the balletomanes queued for hot dogs and orangeade. Once she left her wings in a cab; the driver happily returned them to “the dancer who flies”.

Over the years, her personality and Giselle’s became inseparable in the public mind. Her fans were certain that, when analysing Giselle in her book, “Giselle and I”, she was describing herself:

She is quiet, yet inflexible in her loves and loyalties, sensitive, yet with an innate simplicity. Always she stands a little apart from her exotic colleagues, the great ladies of Ballet’s fairyland, scarcely venturing into this regal Court of Stars, though in one sense, she is Queen of them all.

In reality, the simple village girl was on $1,000 a week, and able to negotiate such fees with merciless hard-headedness. Rather than favouring peasant skirts and wreaths of woodland flowers, her tastes ran to full-length mink coats and Ferragamo shoes. The onstage wraith would fall on steaks and chocolates as soon as the curtain had descended. But there was always a china-cool remoteness and independence about her—and absolutely no doubt, until Margot Fonteyn’s star began to rise, that she was queen of them all.

15. The 1920s world of ballet contained all of the following except:

(a) athleticism.
(b) melodrama.
(c) primitivism.
(d) jazz.

(e) None of these.

16. The author's style in the passage can at best be described as

(a) flattering.
(b) admiring.
(c) appreciating.
(d) both (b) & (c).
(e) critical.

17. According to the passage, which of the following is not true?

(a) Gautier did not stand for melodramas.
(b) Markova was not flat-footed as a child.
(c) Markova brought classical ballet to Germany.
(d) Heine did not stand for melodramas.
(e) All of the above.

18. Which of the following is not a merit of Markova according to the passage?

(a) her ability to deal with money.
(b) her independent views.
(c) loyal and sensitive with innate simplicity.
(d) flat-footedness and knock-kneed.
(e) none of the above.

19. According to the passage, which of the following as a ballet dancer, rose to stardom after Alicia Markova?

(a) Margot Fonteyn
(b) Olga Spessivtseva
(c) Serge Diaghileu
(d) Alice Mark.
(e) Cannot be determined from the information in the passage.

Passage 5

My last growth point offers a chance to bring together the perspectives of

Darwin, Marx and Freud. It leads us to the question at the foundations of the human sciences: what is basic, how amenable to change is human nature and how can we bring about more humane human relations? As I see it, all these matters come together in the problematic Marxist notion of ‘second nature’. First nature is the biologically given-domain whose boundaries have themselves never been clearly drawn and are now quite open as a result of the phenomena of pharmacology, biofeedback (in traditional and modern forms) and genetic engineering (an area in which the future is open in both positive and alarming senses).

But without pushing those boundaries between the voluntary and involuntary nervous system and between mere inheritance and manipulated inheritance, we have a large scope for deep reflection and serious practice. Historians of the human sciences will know that belief in the extreme plasticity of human behavior has been held by behaviourists, operant conditioning theorists and those thinking in the related tradition of Pavlovian conditioning. At the other extreme, behavioural geneticists and sociobioligists have held relatively pessimistic views on the potential for change in human behaviour. Moreover, the sociobiologists have made various takeover bids into ethics and the social sciences, although these seem under control for the present.

There is a similar continuum on the optimism/pessimism axis among psychoanalysts. Does psychoanalysis or psychoanalytical psychotherapy change the self or merely adapt it to the given of the inner and outer worlds? Second nature is history experienced as if it were unmodifiable—as though it were not amenable to change through practice and enlightenment. Belief in the ability to learn through practical experience is the sine qua non of an enlightened human science, however onerous and slow the process of change. Those of us in the East and West who reached for rapid change in the nineteen-sixties, have learned a lot about the pace that one can hope for.

Neurosis is a perfect example of second nature. On a larger scale, so is racism. On a still larger scale, so are capitalism and eastern European socialism. Beyond these in a degree of generality, lie hierarchy and patriarchy. An important desideratum for a human science is the study of the

relative refractoriness to change of various aspects and levels of human nature.

The writings I have found most helpful in understanding second nature are both Freudo-Marxist. They are the works of Herbert Marcuse and Russell Jacoby, although other members of the Frankfurt school, as well as the Lukacs of History and Class Consciousness, and various Hungarian philosophers, have also thought about it. Both Marcuse and Jacoby have written widely against various reductionisms – Darwinian, vulgar Marxist and biologistic Freudian. They have also essayed against extremes of voluntarism and Dionysiac Freudianism. Both have been concerned to pay due respect to the given in biology, economics, culture and therapy, while striving for a better psychic and social order. Both have de-emphasized traditional notions of class struggle as the key to social change and have focused more clearly on cultural and other political processes. Their perspectives are complemented by the writings of Gramsci on the subtle ways in which consent is organized. In addition to his concept of hegemony, I have benefited from Raymond Williams' writings on cultural materialism. His critique of base-superstructure model of vulgar Marxism stresses the complexity of mediation between culture on the one hand, and the production and reproduction of real life on the other. Indeed, he adds the crucial insight that culture is in the base—a material, that is, spiritual need. Raymond Williams died between the delivery and the publication of this talk. His voice —its substance and its tone – are central to my conception of humanity, and I wish to dedicate my remarks to his memory.

This brings us back to basics. Look now, Darwin, Marx and Freud are mutually constitutive, Darwin brings historicity to the heart of the sciences, linking life to the earth and our humanity to both. Teleological and anthropomorphic concept lie at the basis of his concept of natural selection. Marx teaches us the historicity of all—including scientific-concepts, and points out that there is only one science, the science of history. Freud teaches us that all of history and culture continue to be mediated by basic human drives and that no matter how high we reach into abstractions, our thought remains rooted in primitive psychic mechanisms.

It would seem, then, that our conception of human science must always draw on these three dimensions of what Marx calls our species being. The historical, conceptual and practical tasks that follow from this will surely occupy all of us at least to the retiring age.

We have in these three thinkers—at first glance—biology, economics and the psyche, but looked at more closely, each takes us to history and historicity, to culture and its roots and to the question of the nature and extent of what is distinctly human—the limits, the realities, the visions, aspirations and achievements now and in the future. As I read them, each offers us a conception of the disciplined study of humanity which always retains a notion of human values in action as the central guiding conception. None will do alone while the task of integrating them in historical studies and in theory has hardly begun. Their writings span the century between about 1840 and 1940. Darwin (1809–82) and Marx (1818–83) were—how easily we forget this – near contemporaries and published their main works almost simultaneously. They died within a year of each other, just over a hundred years ago. (Indeed, 1986 was the centenary year of Darwin's Life and Letters.) Freud was a toddler of three years when The Origin of Species and An Introduction to Political Economy appeared in 1859. The problematic of his life's work makes little sense without seeing both Darwin and Marx as providing the framework of ideas and aspirations about nature and human nature, which he addresses. All three are very much alive today—vivid—providing us with the terms of reference for both a realistic and a cautiously hopeful view of our humanity.

20. According to the passage, the role of belief in the ability to learn through practical experience for an enlightened human science is

(a) very important.
(b) indispensable.
(c) insignificant.
(d) unimaginable.
(e) dispensable.

21. According to the passage, which of the following is most helpful in understanding second nature?

(a) Freud and Marx

(b) Herbert Marcuse and Russel Jacoby

(c) Members of Frankfurt school

(d) (b) and (c) both

(e) Lukaces of History and class-consciousness.

22. According to the passage, which of the following is true?

(a) Marcuse and Jacoby rejected the role of class struggle as the key to social-change and have laid emphasis on cultural and political processes.

(b) Marcuse and Jacoby recognised the role of class-struggle as the key to social-change.

(c) Marcuse and Jacoby saw the cultural and political processes as the only key to social change.

(d) Marcuse and Jacoby recognised a lesser role of class-struggle as the key to social-change than that of the cultural and political processes.

(e) None of these.

23. According to the passage

I. Behaviourists believe in the potential for extreme change in human behaviour.

II. Behavioural geneticists do not believe in the potential for extreme change in human behaviours.

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

(a) (I) and (II) are correct.

(b) Only (I) is correct.

(c) (I) and (III) are correct.

(d) Only (II) is correct.

(e) Only II & III are correct.

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

(a) Freud does not see any meeting point between history and culture.

(b) Darwin rejects the centrality of life.

(c) Freud, Marx and Darwin are not in contradiction among themselves, but they do project different perspectives.

(d) Darwin and Marx are unanimous on the role and place of history in linking life to the earth and our humanity to both.

(e) Freud, Mare, and Darwin are contradictory to each other.

25. According to the passage, Darwin, Marx and Freud all provide us the most important conception of

(a) historicity

(b) humanity

(c) history

(d) human sciences

(e) evolution

TEST 2

Passage 1

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

event, furthermore, conjugate inhibition differs from the conventional reciprocal reaction of inhibition because it exerts itself via the connexions brought about by newly formed interrelations in the central nervous system, and not via the connexions anatomically consolidated through the process of evolution. The conditions for and phases of conditioning are well-known from the doctrine of higher nervous activity. The physiological mechanisms for conditioned reflex elaboration are genetically linked with summation. This is not to say that conditioned reflex is equivalent to either the dominant or summation reflex, even though both of them, by virtue of their mechanism, do have a role in the formation of a complex form of temporary connexion. The general circuit diagram of the relation between the physiological mechanisms of summation reflex, the dominant and conditioned reflex may be dissimilar to the relation between specific forms of expression of the dominant and conditioned reflexes. This is because each of them can have a varied degree of complexity in terms of the structures involved in the reaction, levels of the structures and their implications for animal behaviour. For our hypothesis, the startling theoretical assumptions have been the Pavlov theory for dynamic localization of functions and the Ukhtomsky concept of the dominant. In the general context of his theory regarding dynamic localization of functions, Pavlov introduced the concept of ‘centre’ as a functional integration of neural formations located on different levels in the central nervous system. Variable functions of the nerve cells in the cerebral cortex, according to Pavlov, depend on their *state* which, other conditions being equal, controls their response to a stimulus. Ukhtomsky, reasoning from Wedensky’s teaching but drawing on other specific evidence, developed the same understanding of ‘centre’. By general inference from Wedensky’s teaching, he accepted the proposition that the *functional state* of an excitable substrate, other conditions being equal, determines the reaction to a stimulus. These general postulates by the classics of physiology premised our initial theoretical position for experiments with action by direct current on the cortex and subcortical formations. This was our line of reasoning: if indeed Pavlov and Wedensky with Ukhtomsky were

right in assuming that the functional state of a neural substrate, other conditions being equal, does determine the response to a stimulus, then direct current must of necessity be made part of the experiment, much more on the cerebral cortex. The general physiology of the nervous system knows of no better factor to employ as the agent to modify gradually, the state of a neural substrate, than weak direct current. It was our feeling that by gradually modifying the intensity of direct current it would be possible to pick up all progressive alterations of the functional state and locate the optimum likely to give rise to the exact state, necessary for the formation of however simple, but still new, temporary connexion in the cerebral cortex. The thesis suggesting for the state of a neural substrate, a decisive role in determining, other conditions being equal, the reaction to a stimulus, lays a bridge that joins the Pavlov doctrine with that of Wedensky-Ukhtomsky, its derivation from different experimental data notwithstanding.

The first fundamental principle of the polarization electrotonic hypothesis is this: *weak direct current, more precisely the electric field it generates, acts on the cerebral cortex, modifying the state of the nerve cells there and is an essential determinant factor of change in the function of these cells.*

Based on pertinent experimental findings in our laboratory and data from the literature, we have come to the conclusion (Rusinov, 1951) that overall rhythms of the electrical activity of the cerebral cortex suggest, first and foremost, the presence of a connexion between neurons that may have three different forms, or types, of expression. The first type of the functional connexion between neurons is a gradually spreading excitation (which we called ‘local spreading excitation’). The second type is a propagating wave of excitation, shown electrographically as an action current or action potential (AP). The third connexion type is electrotonic, that is, similar to the action of a direct current. All the three types of the connexion, between ‘neuron’s’ comprise a total connexion system, and thereby define the functional unity of the nervous system. Let us examine these types of functional communication between neurons to see which is the major one in the formation of simple forms of temporary connexion. On present neurophysiological evidence,

discrete processes in the nervous system—in the form of action potentials driving impulse transmission—occur mainly in the nerve fibre and not at the neuronal input and output, the critical integration sites of the neuron; the gradual processes in action there may be described as continuous functions. Some evidence in the literature suggests that changes in the state of the neuron may not necessarily be accompanied by the generation of an impulse, but still influence the activity of neighbouring neurons, thus compelling recognition for the probabilistic character of neuronal discharge. There is no question that an electric field has the ability to modify the activity of neighbouring neurons. In other words, the processes going on in the nervous system make up a complex plexus of both analog and discrete properties of the system, which is at once deterministic and probabilistic in character. Much attention is being paid today to the functional role of gradual electrotonic potentials and their presumed involvement in information transmission to the neighbouring neuron, particularly, through dendrodendritic or axoaxonal junctions or even as a gradual process propagating via the axon itself. In view of the methodological difficulties involved, there are as yet no accurate direct electro physiological data on that score. There are nonetheless indirect pointers to possible conveyance of gradual electrical activity through the axon in the form of a monophase potential. The proposition about the first type of connexion between neurons ensued from experiments with repeated KCI alteration of the sciatic nerve in the frog. Wedensky considered such a nerve segment and the processes set in train there in response to stimulation, as an analog, a model of the cell in the central nervous system. Our laboratory offered a clear demonstration that under certain conditions, specifically after repeated alteration with KCl of a frog sciatic nerve segment, gradual potentials are able to radiate through the nerve in monophase waves. Because of its resemblance with local excitation, it was called ‘local spreading excitation’ but in fact, this is gradual spreading excitation (Grindel and Rusinov, 1957). Therefore, the concept of gradual spreading excitation as a possible type of functional connexion between neurons leaned on the support of factual data. Frolov and Mauranin from the

neurocybernetics laboratory of the Institute of Higher Nervous Activity and Neurophysiology have presently shown, using a mathematical model, that apparently, an intermediate potential between the AP and electrotonic potential might propagate in dendrites of the central nervous system (CNS). Our first type of functional connexion between neurons is exactly the intermediate type between AP and electronic transmission. As is known, evidence for the possible transmission in the form of a gradual potential has been found also for the retina. The American investigators, Schmitt, Dev and Smith (1976), emphasize in the article 'Electrotonic Processing of Information by Brain Cells' that investigations of the latter day anticipate recognition of an important role for local circtuts in higher brain functions (Schmitt et al, 1976). Among other things, they point to a major rethinking on the concept that information transfer between neurons requires the spike to spread. The data of the recent years indicate that minor gradual changes in one neuron may affect the electrical activity of other neurons (Dowling, 1970; Ezrokhi, 1970; Shepherd, 1974). Our proposition for the third type of functional connexion between neurons was rested on the data of Wedensky and other scientists, about the effect and long-distance effect in the nervous system of a weak direct current, meaning the physiological electrotone. For, consistent with the Wedensky concept, we do distinguish between physical and physiological electrotone. While the former is observable on live and dead nerves, the latter is on the live nerve only. Consequently, speaking about the third type of functional connexion between neurons, we mean properly the electrotonic effect similar to the effect of a weak direct current. Now it is common knowledge that the effect of a weak direct current on CNS can modify the distribution of interspike intervals. The study of the influence of a weak direct current (from *0* to *10.10-6* A) on cortical and subcortical formations was the central line of research in a series of our works devoted to the polarization dominant. The second fundamental principle of the polarization electrotonic hypothesis for the formation of simple forms of temporary connexions reads as follows: *in addition to the presence and action of chemical and electric local fields, there exist three types of the*

functional connexion between neurons expressed bioelectrically as a spreading gradual potential, a *well-familiar action potential,* and *an electrotonic interaction.* All the three types support the system of communication between neurons and participate in the formation of the dominant and initiation of the dominant focus.

1. What defines the functional unity of the nervous system?

(a) The state of a neural substrate.

(b) Local spreading excitation, action potential and electrotonic connexions.

(c) The dynamic localisation of functions.

(d) Summation reflex and the dominant focus.

(e) Local spreading excitation of a neural substrate.

2. What may not be similar according to the passage, to the relation between specific forms of expressions of the conditioned & dominant reflexes?

(a) The temporary connexions or the initial phases of a single complex process, leading to the rise of new connexions.

(b) The functional states of a neural substrate.

(c) The relation between the physiological mechanisms of the three reflexes, i.e., summation, dominant & conditioned shown by a general circuit diagram.

(d) All of the above.

(e) Both (a) & (b).

3. What ensued from the experiments that were done in the sciatic nerve in the frog with repeated potassium chloride alterations?

(a) The hypothesis about the first type of connexion between neurons.

(b) The functional state of an excitable substrate.

(c) The difference between the physical and physiological electrotones.

(d) Electrotonic Processing of Information.

(e) The functional state of physiological electrotones.

4. Discrete processes in the nervous system—in the form of action potential

driving impulse transmission—happens

(a) at the neuronal input and output.
(b) the critical integration sites of the neuron.
(c) in the nerve fibres.
(d) all of the above locations.
(e) Only (a) & (b).

5. What did Pavlov mean by the concept of ‘centre’?

(a) A functional integration of neural formations on different levels of the CNS.
(b) an excitable substrate.
(c) A cell.
(d) A nucleus.
(e) An excitable substrate of neural formations on different levels of the CNS.

6. What are the initial phases of a single complex process which give rise to the new connexions?

(a) Summation reflex.
(b) Dominant focus.
(c) Both (a) and (b).
(d) Either (a) or (b).
(e) Nither (a) nor (b).

7. According to the Polarisation Electrotonic hypothesis, what is supposedly similar to the action that might also be stimulated by the action of a direct current?

(a) Local spreading excitation.
(b) Propagating wave of excitation.
(c) Action Potential.
(d) Electrotonic connexion.
(e) None of these.

8. While considering the examples of simple forms of temporary connexions, the author logically arrives that the dominant focus (or the dominant) together with its physiological processes is supposedly more complex than the other simple form of temporary connexion, the summation reflex, due to which of the following?

I. Summation reflex does not have the large inertia the dominant has.

II. Conjugate inhibition differs from the conventional reciprocal reaction of inhibition in the dominant.

III. Conjugate inhibition during the summation reflex differs in its occurrence from its occurrence in the dominant.

(a) I only

(b) I & II

(c) I & III

(d) All of these.

(e) II & III only.

9. Which of the following is true according to the passage?

I. Pavlov's theory regarding the dynamic localisation of functions says that the suspense of nerve cells to a stimulus is controlled by the state of the excitable substrate.

II. Ukhtomsky's concept of the dominant was formulated subsequent to the teachings of Wedensky.

III. According to Ukhtomsky, other things being equal, the functional state of an excitable substrate determines the relation to a stimulus.

(a) I & II

(b) II & III only

(c) I & III only

(d) I, II & III

(e) Only I

10. What is observable only on the live nerve?

I. Action Potential.

II. Physiological electrotone.

III. Physical electrone.

(a) I, II & III

(b) II & III

(c) only III

(d) only II

(e) only I

11. Apart from the three types of functional connexions between neurons, what other factors affect the formation of simple forms of temporary connexions?

(a) Chemical and electric local fields.

(b) Excitation of excitable substrates.

(c) State of the nerve cells.

(d) Both (a) and (b).

(e) Chemical and electric local fields in the context of the state of the nerve cells.

12. What is both deterministic and probabilistic in character?

(a) Generation of an impulse.

(b) The processes going on in the nervous system.

(c) The role of gradual electrotonic potentials.

(d) Local spreading excitation.

(e) None of these can be inferred.

Passage 2

ALL men by nature, desire to know. An indication of this is the delight we take in our senses: for even apart from their usefulness they are loved for themselves; and above all others, the sense of sight. For not only with a view to action, but even when we are not going to do anything, we prefer seeing (one might say) to everything else. The reason is that this, most of all the senses, makes us know and brings to light many differences between things. By nature, animals are born with the faculty of sensation, and from sensation,

memory is produced in some of them, though not in others. And therefore, the former are more intelligent and apt at learning than those which cannot remember; those which are incapable of hearing sounds are intelligent though they cannot be taught, e.g., the bee, and any other race of animals that may be like it; and those which besides memory, have this sense of hearing can be taught. The animals other than man live by appearances and memories, and have but little of connected experience; but the human race lives also by art and reasonings. Now from memory, experience is produced in men; for the several memories of the same thing produce finally the capacity for a single experience. And experience seems pretty much like science and art, but really, science and art come to men through experience; for ‘experience made art’, as Polus says, ‘but inexperience luck.’ Now art arises, when from many notions gained by experience, one universal judgement about a class of objects is produced. For to have a judgement that when Callias was ill of this disease that did him good, and similarly, in the case of Socrates and in many individual cases, is a matter of experience; but to judge that it has done good to all persons of a certain constitution, marked off in one class, when they were ill of this disease, e.g., to phlegmatic or bilious people when burning with fevers—this is a matter of art.

With a view to action, experience seems in no respect inferior to art, and men of experience succeed even better than those who have theory without experience. (The reason is that experience is knowledge of individuals, art of universals, and actions and productions are all concerned with the individual; for the physician does not cure man, except in an incidental way, but Callias or Socrates or some other called by some such individual name, who happens to be a man. If, then, a man has the theory without the experience, and recognizes the universal but does not know the individual included in this, he will often fail to cure; for it is the individual that is to be cured.) But yet we think that knowledge and understanding belong to art rather than to experience, and we suppose artists to be wiser than men of experience (which implies that wisdom depends in all cases rather on knowledge); and this because the former know the cause, but the latter do not. For men of

experience know that the thing is so, but do not know why, while the others know the ‘why’ and the cause. Hence we think also that the masterworkers in each craft are more honourable and know in a truer sense and are wiser than the manual workers, because they know the causes of the things that are done (we think the manual workers are like certain lifeless things which act indeed, but act without knowing what they do, as fire burns, but while the lifeless things perform each of their functions by a natural tendency, the labourers perform them through habit); thus we view them as being wiser not in virtue of being able to act, but of having the theory for themselves and knowing the causes. And in general, it is a sign of the man who knows and of the man who does not know, that the former can teach, and therefore, we think art more truly knowledge than experience is; for artists can teach, and men of mere experience cannot.

Again, we do not regard any of the senses as Wisdom; yet surely these give the most authoritative knowledge of particulars. But they do not tell us the ‘why’ *of* anything—e.g., why fire is hot; they only say that it is hot. At first, he who invented any art whatever, that went beyond the common perceptions of man was naturally admired by men, not only because there was something useful in the inventions, but because he was thought wiser and superior to the rest. But as more arts were invented, and some were directed to the necessities of life, others to recreation, the inventors of the latter were naturally always regarded as wiser than the inventors of the former, because their branches of knowledge did not aim at utility.

Hence, when all such inventions were already established, the sciences which do not aim at giving pleasure or at the necessities of life were discovered, and first in the places where men first began to have leisure. This is why the mathematical arts were founded in Egypt; for there the priestly caste was allowed to be at leisure. We have said in the Ethics what the difference is between art and science and the other kindred faculties; but the point of our present discussion is this, that all men suppose what is called Wisdom to deal with the first causes and the principles of things; so that, as has been said before, the man of experience is thought to be wiser than the

possessors of any sense-perception whatever, the artist wiser than the men of experience. The masterworker than the mechanic, and the theoretical kinds of knowledge to be more of the nature of Wisdom than the productive. Clearly then, wisdom is knowledge about certain principles and causes.

13. What is the relationship between sensation and memory?

(a) All animals have sensation but some animals do not have memory.

(b) Human beings have sensation and memory both.

(c) Human beings are intelligent as they can reason, whereas animals do not have the capacity of reasoning.

(d) When sensation is remembered, it becomes a memory experience and this leads to connected experience, which in turn gives rise to reasoning.

(e) Remembered sensation gives rise to reasoning.

14. What is the difference between art and experience?

(a) Art explains the cause of things together with its effects, whereas experience gives us just the effect of things, not the cause.

(b) Experience and art give rise to one another and they are complementary and supplementary to each other.

(c) Art does not give the cause and effect of things, whereas experience gives the cause and effect of things.

(d) Both experience and art are views of a contradictory time and space and this is where the difference between the two lies.

(e) Art explains to us the cause of things together with its effect, while experience gives us just the effect of things with a probable cause.

15. Why according to the author, were the mathematical arts founded in Egypt?

(a) Because they were men of experience and had wisdom and knowledge about certain principles and causes.

(b) Because the inventors of luxuries were considered more important than

the inventors of necessities and in Egypt, the kingly and priestly class had developed great standards in luxurious tastes and attitudes.

(c) Because the sciences which do not cater to necessities or pleasures develop only after the previous two have been invented and only then, men have time for themselves. So was the case in Egypt where the priestly caste had ample leisure time.

(d) Because Egyptians were considered to be connoisseurs of art and crafts and had superior civilization as opposed to the other ancient civilizations.

(e) Mathematical arts were better suited to Egyptian priests.

16. Which of the following can be considered to be the central idea of the passage?

(a) "Experience made art, but inexperience luck".

(b) What actually is "Wisdom"?

(c) Art is superior to experience.

(d) Knowledge is wisdom.

(e) Wisdom is experience and art is not science.

Passage 3

"Life is not a simple geometrical pattern. The essence of life is creativity. It is a living creation of something new, not a dead connection of cause and effect. Then a ploughman said, "Speak to us of Work." And he answered, saying: You work that you may keep pace with the earth, and the soul of the earth. For to be idle is to become a stranger unto the seasons, and to step out of life's procession that marches in majesty and proud submission towards the infinite.

When you work, you are a flute through whose heart the whispering of the hours turns to music. Which of you would be a reed, dumb and silent, when all else sing together in unison? Always you have been told that work is a curse and labour a misfortune. But I say to you that when you work, you

fulfill a part of earth's furthest dream, assigned to you when that dream was born. And in keeping yourself with labour you are in truth, loving life, and to love life through labour is to be intimate with life's inmost secret.

But if you in your pain, call birth an affliction and the support of the flesh a curse written upon your brow, then I answer that naught but the sweat of your brow shall wash away that which is written. You have been told also that life is darkness, and in your weariness you echo what was said by the weary. And I say that life is indeed darkness save when there is urge, and all urge is blind save when there is knowledge, and all knowledge is vain save when there is work, and all work is empty save when there is love; and when you work with love you bind your self to yourself, and to one another, and to God. And what is it to work with love? It is to weave the cloth with threads drawn from your heart, even as if your beloved were to wear that cloth. It is to build a house with affection, even as if your beloved were to dwell in that house. It is to sow seeds with tenderness and reap the harvest with joy, even as if your beloved were to eat the fruit. It is to charge all things your fashion with a breath of your own spirit, and to know that all the blessed dead are standing about you and watching. Often have I heard you say, as if speaking in sleep, "He who works in marble, and finds the shape of his *own* soul in the stone, is nobler than he who ploughs the soil. And he who seizes the rainbow to lay it on a cloth in the likeness of man, is more than he who makes the sandals for our feet." But I say, not in sleep, but in the overwakefulness of noontide, that the wind speaks not more sweetly to the giant oaks than to the least of all the blades of grass; and he alone is great who turns the voice of the wind into a song made sweeter by his own loving. Work is love made visible. And if you cannot work with love but only with distaste, it is better that you should leave your work and sit at the gate of the temple and take alms of those who work with joy. For if you bake bread with indifference, you bake a bitter bread that feeds but half man's hunger. And if you grudge the crushing of the grapes, your grudge distills a poison in the wine. And if you sing though as angels, and love not the singing, you muffle man's ears to the voices of the day and the voices of the night.

17. For what purpose has the author used the analogy of the ‘Wind’ and the ‘Oak’?

(a) He has used it to differentiate between the mighty ‘Oak’ and the lowly blade of grass, where the Oak is much more powerful.

(b) He has tried to show that the Oak due to its sheer size, gets the maximum share of the wind in comparison to others.

(c) He has tried to show the non-partisan and the impartial character of nature and that it shows that all are equal in the eyes of nature.

(d) He has tried to explain how the wind which has the strength to blow away the giant Oak, does not even harm the lowly blade of grass.

(e) Cannot be inferred.

18. What can be understood by the line in the passage—“curse written upon your brow”?

(a) It refers to our destiny that we have been born with—to toil and support our mortal flesh.

(b) It refers to our past sins which are the reason why we have been born as mortal humans.

(c) It refers to the curse of God on Adam and Eve and to all mankind.

(d) It refers to the misfortunes that we will have to endure as we have been cursed.

(e) It refers to the curse on mankind that each of us has to carry.

19. Which of the following sentences is correct according to the passage?

(a) That life is full of darkness.

(b) Work should be worship and not working leads us to suffering.

(c) A ploughman is inferior to the one who works in marble.

(d) If you love what you do, then you have the key to real happiness in life.

(e) Work is duty.

20. What do you think that the speaker means by talking about—‘the dead connection of cause and effect’?

(a) He is referring to the physical reality of cause and effect, but actually cause and effect is cyclical.

(b) He is saying that life is not just cause and effect, actually it is not cause and effect at all.

(c) The speaker wants to say that the theory of cause and effect is a dead theory and is an incompetent philosophy.

(d) Both (a) & (b).

(e) None of these.

Passage 4

Civilization cannot merely be a growing totality of happenings that by chance have assumed a particular shape and tendency which we consider to be excellent. It must be the expression of some guiding moral force which we have evolved in our society for the object of attaining perfection. The word 'perfection' has a simple and definite meaning when applied to an inanimate thing, or even to a creature whose life has principally a biological significance. But man being complex and always on the path of transcending himself, the meaning of the word 'perfection' as applied to him, cannot be crystallised into an inflexible idea. This has made it possible for different races to have different shades of definition for this term.

The Sanskrit word dharma is the nearest synonym in our own language, that occurs to me, for the word civilization. In fact, we have no other word except perhaps some newly coined one, lifeless and devoid of atmosphere. The specific meaning of dharma is that principle which holds us firm together and leads us to our best welfare. The radical meaning of this word is the essential quality of a thing.

We have for over a century, been dragged by the prosperous West behind its chariot, choked by the dust, deafened by the noise, humbled by our own helplessness, and overwhelmed by the speed. We agreed to acknowledge that this chariot-drive was progress, and that progress was civilization. If we ever

ventured to ask, ‘Progress towards what, and progress for whom?’—it was considered to be peculiarly and ridiculously oriental to entertain such doubts about the absoluteness of progress. Of late, a voice has come to us bidding us to take count not only of the scientific perfection of the chariot but of the depth of the ditches lying across its path.

In India, we have a species of Sanskrit poem in which all the complex grammatical rules are deliberately illustrated. This produces continual sparks of delight in the minds of some readers, who, even in a work of art, seek some tangible proof of power, almost physical in its manifestation. This shows that by special cultivation, a kind of mentality can be produced which is capable of taking delight in the mere spectacle of power, manipulating materials, forgetting that materials have no value of their own. We see the same thing in the modern Western world where progress is measured by the speed with which materials are multiplying. Their measure by horse-power is one before which spirit-power has made itself humble. Horse-power drives, spirit-power sustains. That which drives is called the principle of progress, that which sustains we call dharma; and this word dharma I believe should be translated as civilization. Western society, for some ages, had for its central motive force, a great spiritual ideal and not merely an impetus to progress. It had its religious faith which was actively busy in bringing about reconciliation among the conflicting forces of society. What it held to be of immense value was the perfection of human relationship, to be obtained by progress. It is an important objective of every enlightened national government to adopt and execute a development model, strategy, or method, suited to improving the quality of its people’s life. The government of a developed nation aims at making the quality still better, even though as it is, it may be quite satisfactory.

21. Why does the author say that perfection cannot be defined for man?

(a) Because man is not inanimate.

(b) Because perfection is different for different races.

(c) Because man has kept surpassing his ideal all the time.

(d) Because man cannot be perfect.

(e) Because perfection is an unachievable ideal.

22. Which of the following can be said to be the meaning of dharma according to the passage?

1. Dharma is the closest in meaning to the word civilisation.
2. Dharma is that which leads to our betterment.
3. Dharma is the inherent quality of a thing.

(a) Both 1 & 2.

(b) Only 3

(c) All three

(d) 2 & 3 only

(e) 1 & 3 only.

23. Which of the following according to the passage, cannot be classified as an act of Dharma?

(a) Doing your job sincerely.

(b) Reforming convicts.

(c) Following a religion.

(d) Being kind to fellow human beings.

(e) Cannot be inferred from the passage.

24. What is understood by the phrase in the passage—"lifeless and devoid of atmosphere"?

(a) A word without a cultural and historical background.

(b) A senseless word.

(c) A new word in a language.

(d) Something incoherent and difficult.

(e) A 'dead'word, which is no longer in active use.

25. Which of the following words/expressions would describe the attitude of the author towards different societal ideals?

I. Pro-spiritualism

II. Anti-capitalism
III. Pro-socialism
IV. Anti-materialism

(a) All of these
(b) I & II
(c) I, III & IV
(d) I, II & IV
(e) I, II & III only.

Answer Key

Test I

Passage 1

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

Passage 2

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

Passage 3

12. (b)
13. (c)

14. (c)

Passage 4

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

Passage 5

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

Test II

Passage 1

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

Passage 2

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

Passage 3

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

Passage 4

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

Previous Years' Questions from CAT*

Given below are a set of original reading comprehension questions from previous years' CAT papers. Readers are advised to attempt on these papers only after going through the theory portion of the book.

I

Directions for Questions 1 to 30: *Each of the six passages given below is followed by questions. Choose the best answers for each question.*

Passage 1 (Total Words—632) (CAT 2001)

The union government's present position vis-à-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 bad as you think. The gross hypocrisy of that position has been lucidly underscored by *Kancha IIaiah.* 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 uniquely institutionalized in South Africa as caste discrimination has been with in 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' construct, 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.

*The questions in this section have been compiled from CAT papers till 2005. The 2006, 2007 and 2008 CAT papers have been provided with explanatory answers as a separate section at the end of the book.

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.

1. When the author writes 'globalizing our social inequities", the reference is to:

(a) going beyond an internal deliberation of social inequity.
(b) dealing with internal poverty through the economic benefits of globalization.
(c) going beyond an internal delimitation of social inequity.
(d) achieving disadvantaged people's empowerment, globally.

2. According to the author, 'inverted representations as balm for the forsaken;

(a) is good for the forsaken and often deployed in human histories.
(b) is good for the forsaken, but not often deployed historically for the oppressed.
(c) occurs often as a means of keeping people oppressed.
(d) occurs often to invert the status quo.

3. Based on the passage, which broad areas unambiguously fall under the purview of the UN conference being discussed?

(A) Racial prejudice

(B) Racial pride.

(C) Discrimination, racial or otherwise.

(D) caste-related discrimination.

(E) Race-related discrimination.

(a) A, E

(b) C, E

(c) A, C, E

(d) B, C, D

4. According to the author, the sociologist who argued that race is a 'biological' construct and caste is a 'social' one:

(a) generally shares the same orientation as the author's on many of the central issues discussed.

(b) tangentially admits to the existence of "caste" as a category.

(c) admits the incompatibility between the people of different race and caste.

(d) admits indirectly, that both caste-based prejudice and racial discrimination exist.

5. An important message in the passage, if one accepts a dialectic between nature and culture, is that:

(a) the results of the Human Genome Project reinforces racial differences.

(b) race is at least partially, a social construct.

(c) discrimination is at lest partially, a social construct.

(d) caste is at least partially, a social construct.

Passage 2 (Total Word—652) (CAT 2001)

Studies of the factors governing reading development in young children have achieved remarkable degree of consensus over the past two decades. This

consensus concerns the casual role of phonological skills in young children's reading progress. Children, who have good phonological skills, or good "phonological awareness", become good readers and good spellers. Children with poor phonological skills progress more poorly. In particular, those who have a specific phonological deficit are likely to be classified as dyslexic by the time that they are 9 or 10 years old.

Phonological skills in young children can be measured at a number of different levels. The term phonological awareness is a global one, and refers to a deficit in recognizing smaller units of sound within spoken words. Development work has shown that this deficit can be at the level of syllables, of onsets and rimes, or of phonemes. For example, a 4-year old child might have difficulty in recognizing that a word like valentine has three syllables, suggesting a lack of syllabic awareness. A 5-years old might have difficulty in recognizing that the odd word out in the set of words fan, cat, hat, mat is fan. This task requires an awareness of the sub-syllabic units of the onset and the rime. The onset corresponds to any initial consonants in a syllable, and the rime corresponds to the vowel and to any following consonants. Rimes correspond to rhyme in single-syllable words, and so the rime in fan differs from the rime in cat, hat and mat. In longer words, rime and rhyme may differ. The onsets in val: en: tine are/v/and/t/, and the rimes correspond to the spelling patterns 'al', 'en', and 'ine'.

A 6-year-old might have difficulty in recognizing that plea and pray begin with the same initial sound. This is a phonemic judgment. Although the initial phoneme /P/ is shared between the two words, in plea it is part of the onset 'pl', and in pray it is part of the onset 'pr'. Until children can segment the onset (or the rime), such phonemic judgments are difficult for them to make. In fact, a recent survey of different developmental studies has shown that the different levels of phonological awareness appear to emerge sequentially. The awareness of syllables, onsets, and rimes appears to emerge at around the ages of 3 and 4, long before most children go to school. The awareness of phonemes, on the other hand, usually emerges at around the age of 5 or 6, when children have been taught to read for about a year. An

awareness of onsets and rimes thus appears to be a precursor of reading, whereas an awareness of phonemes at every serial position in a word, only appears to develop as reading is taught. The onset-rime and phonemic levels of phonological structure, however, are not distinct. Many onsets in English are single phonemes, and so are some rimes (e.g., sea, go, zoo).

The early availability of onsets and rimes is supported by studies that have compared the development of phonological awareness of onsets, rimes, and phonemes in the same subjects using the same phonological awareness tasks. For example, a study by Treiman and Zudowski used a same/different judgment task based on the beginning or the end sounds of words. In the beginning sound task, the words either began with the same onset, as in plea and plank, or shared only the initial phoneme, as in plea and pray. In the end sound task, the words either shared the entire rime, as in spit and wit, or shared only the final phoneme, as in rat and wit. Treiman and Zudowski showed that 4-and 5-year old children found the onset-rime version of the same/different task significantly easier than the version based on phonemes. Only the 6-year old, who had been learning to read for about a year, were able to perform both versions of the tasks with equal levels of success.

6. From the following statements, pick out the true statement according to the passage:

(a) A mono-syllabic word can have only one onset.

(b) A mono-syllabic word can have only one rhyme but more than one rime.

(c) A mono-syllabic word can have only one phoneme.

(d) All of the above.

7. Which one of the following is likely to emerge last in the cognitive development of a child?

1. Rhyme
2. Rime
3. Onset
4. Phoneme.

8. A phonological deficit in which of the following is likely to be classified as dyslexia?

(a) Phonemic judgment
(b) Onset judgment.
(c) Rime judgment
(d) Any one or more of the above.

9. The Treiman and Zudowski experiment found evidence to support the following:

(a) At age 6, reading instruction helps children perform both, the same-different judgment task.
(b) The development of onset-rime awareness precedes the development of an awareness of phonemes.
(c) At age 4–5, children find the onset-rime version of the same/different task significantly easier.
(d) The development of onset-time awareness is a necessary and sufficient condition for the development of an awareness of phonemes.

10. The single-syllable words Rhyme and Rime are constituted by the exact same set of:

I. rime(s)
II. onset(s).
III. rhyme(s)
IV. phonemes(s)

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

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

Billie Holiday died a few weeks ago. I have been unable until now to write about her, but since she will survive many who receive longer obituaries, a short delay in one small appreciation will not harm her or us. When she died we—the musicians, critics, all who were ever transfixed by the most heart-

rending voice of the past generation—grieved bitterly. There was no reason to. Few people pursued self-destruction more whole-heartedly than she, and when the pursuit was at an end, at the age of forty-four, she had turned herself into a physical and artistic wreck. Some of us tried gallantly to pretend otherwise, taking comfort in the occasional moments when she still sounded like a ravaged echo of her greatness. Others had not even the heart to see and listen any more. We preferred to stay home and, if old and lucky enough to own the incomparable records of her heyday from 1937 to 1946, many of which are not even available on British LP, to recreate those coarse-textured, sinuous, sensual and unbearable sad noises which gave her a sure corner of immortality. Her physical death called, if anything, for relief rather than sorrow. What sort of middle age would she have faced without the voice to earn money for her drinks and fixes, without the looks—and in her day she was hauntingly beautiful—to attract the men she needed, without business sense, without anything but the disinterested worship of ageing men who had heard and seen her in her glory?

And yet, irrational though it is, our grief expressed Billie Holiday's art—that of a woman for whom one must be sorry. The great blues singers, to whom she may be justly compared, played their game from strength. Lionesses, though often wounded or at bay (did not Bessie Smith call herself 'a tiger, ready to jump'?), their tragic equivalents were Cleopatra and Phaedra; Holiday's was an embittered Ophelia. She was the Puccini heroine among blues singers, or rather among jazz singers. For though she sang a cabaret version of the blues incomparably, her natural idiom was the op song. Her unique achievement was to have twisted this into a genuine expression of the major passions by means of a total disregard of its sugary tunes, or indeed of any tune other than her own few delicately crying elongated notes, phrased like Bessie Smith or Louis Armstrong in sackcloth, sung in a thin, gritty, haunting voice whose natural mood was an unresigned and voluptuous welcome for the pains of love. Nobody has sung, or will sing, Bess's songs from porgy as she did. It was this combination of bitterness and physical submission, as of someone lying still while watching his legs being

amputated, which give such a blood-curdling quality to her Strange Fruit, the anti-lynching poem which she turned into an unforgettable art song. Suffering was her profession; but she did not accept it.

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

11. Why will Billie Holiday survive many who receive longer obituaries?

(a) Because of her blues creations.

(b) Because she was not as self-destructive as some other blues exponents.

(c) Because of her smooth and mellow voice.

(d) Because of the expressions of anger in her songs.

12. According to the author, if Billie Holiday had not died in her middle age:

(a) she would have gone on to make a further mark.

(b) she would have become even richer than she was when she died.

(c) she would have led a rather ravaged existence.

(d) she would have led a rather comfortable existence.

13. Which of the following statements is not representative of the author's opinion?

(a) Billie Holiday had her unique brand of melody.

(b) Billie Holiday's voice can be compared to other singers in certain ways.

(c) Billie Holiday's voice had a ring of profound sorrow.

(d) Billie Holiday welcomed suffering in her profession and in her life.

14. According to the passage, Billie Holiday was fortunate in all but one of the following ways:

(a) she was fortunate to have been picked up young by an honest producer.

(b) she was fortunate to have the likes of Louis Armstrong and Bessie Smith accompany her.

(c) she was fortunate to possess the looks.

(d) she enjoyed success among the public and the connoisseurs.

Passage 4 (Total Words—880) (CAT 2001)

The narrative of Dersu Uzala is divided into two major sections, set in 1902 and 1907 that deal with separate expeditions, which Arseniev conducts into the Ussuri region. In addition, a third time frame forms a prologue to the film. Each of the temporal frames has a different focus, and by shifting them, Kurosawa is able to describe the encroachment of settlements upon the wilderness and the consequent erosion of Dersu's way of life. As the film opens, that erosion has already begun. The first image is a long shot of a huge forest; the trees piled upon one another by the effects of the telephoto lens so that the landscape becomes an abstraction and appears like a huge curtain of green. A title informs us that the year is 1910. This is as late into the century as Kurosawa will go. After this prologue, the events of the film will transpire even further back in time and will be presented as Arseniev's recollections. The character of Dersu Uzala is heart of the film, his life the example that Kurosawa wishes to affirm. Yet the formal organization of the film works to contain, to close, to circumscribe that life by erecting a series of obstacles around it. The film itself is circular, opening and closing by Dersu's grave, thus sealing off the character from the modern world to which Kurosawa once so desperately wanted to speak. The multiple time frames also work to maintain a separation between Dersu and the contemporary world. We must go back farther even than 1910 to discover who he was. But this narrative structure has yet another implication. It safeguards Dersu's example, inoculates it from contamination with history, and protects it from contact

with the industrialized, urban world. Time is organized by the narrative into a series of barriers, which enclose Dersu in a kind of vacuum chamber, protecting him from the social and historical dialectics that destroyed the other Kurosawa heroes. Within the film, Dersu does die. But the narrative structure attempts to immortalize him and his example, as Dersu passes from history into myth.

We see all this at work in the enormously evocative prologue. The camera tilts down to reveal felled trees littering the landscape and an abundance of construction. Roads and houses outline the settlement that is being built. Kurosawa cuts to a medium shot of Arseniev standing in the midst of the clearing, looking uncomfortable and disoriented. A man passing in a wagon asks him what he is doing, and the explorer says he is looking for a grave. The driver replies that no one has died here, the settlement is too recent. These words enunciate the temporal rupture that the film studies. It is the beginning of things (industrial society) and the end of things (the forest), the commencement of one world so young that no one has had time yet to die and the eclipse of another, in which Dersu has died. It is his grave for which the explorer searches. His passing symbolizes the new order, the development that now surrounds Arseniev. The explorer says he buried his friend three years ago, next to huge cedar and fir trees, but now they are all gone. The man on the wagon replies they were probably chopped down when the settlement was built, and he drives off. Arseniev walks to a barren, treeless spot next to a pile of bricks. As he moves, the camera tracks and pans to follow, revealing a line of freshly built houses and a woman hanging her laundry to dry. A distant train whistle is heard, and the sounds of construction in the clearing vie with the cries of birds and the rustle of wind in the trees. Arseniev pauses, looks around for the grave that 1902, and the first section of the film commences, which describes Arseniev’s meeting with Dersu and their friendship.

Kurosawa defines the world of the film initially upon a void, a missing presence. The grave is gone, brushed aside by a world rushing into modernism, and now the hunter exists only in Arseniev’s memories. The

hallucinatory dreams and visions of Dodeskaden are succeeded by nostalgic, melancholy ruminations. Yet by exploring these ruminations, the film celebrates the timelessness of Dersu's wisdom. The first section of the film has two purposes: to describe the magnificence and inhuman vastness of nature and to delineate the code of ethics by which Dersu lives and which permits him to survive in these conditions. When Dersu first appears, the other soldiers treat him with condescension and laughter, but Arseniev watches him closely and does not share their derisive response. Unlike them, he is capable of immediately grasping Dersu's extraordinary qualities. In camp, Kurosawa frames Arseniev by himself, sitting on the other side of the fire from his soldiers. While they sleep or joke among themselves, he writes in his diary and Kurosawa cuts in several point-of-view shots from his perspective of trees that appear animated and sinister as the fire light dances across their gnarled, leafless outlines. This reflective dimension, this sensitivity of the spirituality of nature, distinguishes him from the other and forms the basis of his receptivity to Dersu and their friendship. It makes him a fit pupil for the hunter.

15. How is Kurosawa able to show the erosion of Dersu's way of life?

(a) By documenting the ebb and flow of modernization.
(b) By going back farther and farther in time.
(c) By using three different time frames and shifting them.
(d) Through his death in a distant time.

16. Arseniev's search for Dersu's grave:

(a) is part of the beginning of the film.
(b) symbolises the end of industrial society.
(c) is misguided since the settlement is too new.
(d) symbolises the rediscovery of modernity.

17. The film celebrates Dersu's wisdom:

(a) by exhibiting the moral vacuum of the pre-modern world.
(b) by turning him into a mythical figure.
(c) through hallucinatory dreams and visions.

(d) through Arseniev's nostalgic, melancholy ruminations.

18. According to the author, the selection of the film following the prologue:

(a) serves to highlight the difficulties that Dersu faces that eventually kills him.

(b) shows the difference in thinking between Arseniev and Dersu.

(c) shows the code by which Dersu lives that allows him to survive his surroundings.

(d) serves to criticize the lack of understanding of nature in the pre-modern era.

19. In the film, Kurosawa hints at Arseniev's reflective and sensitive nature:

(a) by showing him as not being derisive towards Dersu, unlike other soldiers.

(b) by showing him as being aloof from other soldiers.

(c) through shots of Arseniev writing his diary, framed by trees.

(d) All of the above.

20. According to the author, which of these statements about the film are correct?

(a) The film makes its arguments circuitously.

(b) The film highlights the insularity of Arseniev.

(c) The film begins with the absence of its main protagonist.

(d) None of these.

Passage 5 (Total Words—925) (CAT 2001)

Democracy rests on a tension between two different principles. There is, on the one hand, the principle of equality before the law, or, more generally, of equality, and, on the other, what may be described as the leadership principle. The first gives priority to rules and the second to persons. No matter how skillfully we contrive our schemes; there is a point beyond which the one principle cannot be promoted without some sacrifice of the other.

Alexis de Tocqueville, the great nineteenth century writer on democracy, maintained that the age of democracy, whose birth he was witnessing, would be the age of mediocrity: in saying this he was thinking primarily of a regime of equality governed by impersonal rules. Despite his strong attachment to democracy, he took great pains to point out what he believed to be its negative side: a dead level plane of achievement in practically every sphere of life. The age of democracy would, in his view, be an unheroic age; there would not be room in it for either heroes or hero-worshippers.

But modern democracies have not been able to do without heroes: this too was foreseen, with much misgiving, by Tocqueville. Tocqueville viewed this with misgiving because he believed, rightly or wrongly, that unlike in aristocratic societies, there was no proper place in a democracy for heroes and, hence, when they arose, they would sooner or later turn into despots. Whether they require heroes or not, democracies certainly require leaders, and, in the contemporary age, breed them in great profusion; the problem is to know what to do with them.

In a world preoccupied with scientific rationality, the advantages of a system based on an impersonal rule of law should be a recommendation with everybody. There is something orderly and predictable about such a system. When life is lived mainly in small, self-contained communities, men are able to take finer personal distinctions into account in dealing with their fellow men. They’re unable to do this in a large and amorphous society, and organized living would be impossible here without a system of impersonal rules. Above all, such a system guarantees a kind of equality to the extent that everybody, no matter in what station of life, is bound by the same explicit, often written, rules, and nobody is above them.

But a system governed solely by impersonal rules can at best ensure order and stability; it cannot create any shining vision of a future in which mere formal equality will be replaced by real equality and fellowship. A world governed by impersonal rules cannot easily change itself, or when it does, the change is so gradual as to make the basic and fundamental feature of society appear unchanged. For any kind of basic or fundamental change, a push is

needed from within, a kind of individual initiative which will create new rules, new terms and conditions of file.

The issue of leadership thus acquired crucial significance in the context of change. If the modern age is preoccupied with scientific rationality, it is no less preoccupied with change. To accept what exists on its terms is traditional, not modern, and it may be all very well to appreciate tradition in music, dance and drama, but for society as a whole, the choice has already been made in favour of modernization and development. Moreover, in some countries, the gap between ideal and reality has become so great that the argument of development and change is now irresistible.

In these countries no argument for development has greater appeal or urgency than the one which shows development to be the condition for the mitigation, it not the elimination, of inequality. There is something contradictory about the very presence of large inequalities in a society which professes to be democratic. It does not take people too long to realize that democracy by itself can guarantee only formal equality; beyond this, it can only whet people's appetite for real or substantive equality. From this arises continued preoccupation with plans and schemes that will help to bridge the gap between the ideal of equality and the reality which is so contrary to it.

When pre-existing rules give no clear directions of change, leadership comes into its own. Every democracy invests its leadership with a measure of charisma, and expects from it a corresponding measure of energy and vitality. Now, the greater the urge for change in a society, the stronger the appeal of a dynamic leadership in it. A dynamic leadership seeks to free itself from the constraints of existing rules; in a sense that is the test of its dynamism. In this process, it may take a turn at which it ceases to regard itself as being bound by these rules, placing itself above them. There is always a tension between 'charisma' and 'discipline' and in the case of a democratic leadership, puts forward revolutionary claims, the tension tends to be resolved at the expense of discipline.

Characteristically, the legitimacy of such a leadership rests on its claim to be able to abolish or at least substantially reduce the existing inequalities in society. From the argument that formal equality or equality before the law is

but a limited good, it is often one short step to the argument that it is a hindrance or an obstacle to the establishment of real or substantive equality. The conflict between a ‘progressive’ executive and a ‘conservative’ judiciary is but one aspect of this larger problem. This conflict naturally acquires added piquancy when the executive is elected and the judiciary appointed.

21. Dynamic leaders are needed in democracies because:

(a) they have adopted the principles of ‘formal’ equality rather than ‘substantive’ equality.

(b) ‘formal’ equality whets people’s appetite for ‘substantive’ equality.

(c) systems that rely on the impersonal rules of ‘formal’ equality lose their ability to make large changes.

(d) of the conflict between a ‘progressive’ executive and a ‘conservative’ judiciary.

22. What possible factor would a dynamic leader consider a ‘hindrance’ in achieving the development goals of a nation?

(a) Principle of equality before the law.

(b) Judicial activism

(c) A conservative judiciary.

(d) Need for discipline.

23. Which of the following four statements can be inferred from the above passage?

I. Scientific rationality is an essential feature of modernity.

II. Scientific rationality results in the development of impersonal rules.

III. Modernisation and development have been chosen over traditional music, dance and drama.

IV. Democracies aspire to achieve substantive equality.

(a) I, II, IV but not III

(b) I, IV but not II, III

(c) I, II but not III, IV

(d) I, II, III but not IV

24. Tocqueville believed that the age of democracy would be an un-heroic age because:

(a) Democratic principles do not encourage heroes.

(b) There is no urgency for development in democratic countries.

(c) Heroes that emerged in democracies would become despots.

(d) Aristocratic society has a greater ability to produce heroes.

25. A key argument the author is making is that:

(a) in the context of extreme inequality, the issue of leadership has limited significance.

(b) democracy is incapable of eradicating inequality.

(c) formal equality facilitates development and change.

(d) impersonal rules are good for avoiding instability but fall short of achieving real equality.

26. Which of the following four statements can be inferred from the above passage?

I. There is conflict between the pursuit of equality and individuality.

II. The disadvantages of impersonal rules can be overcome in small communities.

III. Despite limitations, impersonal rules are essential in large systems.

IV. Inspired leadership, rather than plans and schemes, is more effective in bridging inequality.

(a) II, IV but not I, III

(b) I, II but not III, IV

(c) I, IV but not II, III

(d) I, IV but not II, IV

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

In the modern scientific story, light was created not once but twice. The first time was in the Big Bang, when the universe began its existence as a

glowing, expanding fireball, which cooled off into darkness after a few million years. The second time was hundreds of millions of years later, when the cold material condensed into dense nuggets under the influence of gravity, and ignited to become the first stars.

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

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

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

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

four quasars. Three of them appeared to be similar to ordinary, less distant quasars. However, the fourth and most distant, unlike any other quasar ever seen, showed unmistakable signs of being shrouded in a fog of hydrogen gas. This gas is leftover material from the Big Bang that did not condense into stars or quasars. It acts like fog because new born stars and quasars emit mainly ultraviolet light, and hydrogen gas is opaque to ultravioletlight. Seeing this fog had been the goal of would-be Dark Age astronomers since 1965, when James Gunn and Bruce Peterson spelled out the technique for using quasars as backlighting beacons to observe the fog's ultraviolet shadow.

The fog prolonged the period of darkness until the heat from the first stars and quasars had the chance to ionize hydrogen (breaking it into its constituent parts, protons and electrons). Ionised hydrogen is transparent to ultraviolet radiation, so at that moment the fog lifted and the universe became the well-lit place it is today. For this reason, the end of the Dark Age is called the "Epoch of Re-ionisation". Because the ultraviolet shadow is visible only in the most distant of the four quasars, Dr. Becker's team concluded that the fog had dissipated completely by the time the universe was about 900 million years old, and one-seventh of its current size.

27. In the passage, the Dark Age refers to:

(a) the period when the universe became cold after the Big Bang.

(b) a period about which astronomers know very little.

(c) the medieval period when cultural activity seemed to have come to an end.

(d) the time that the universe took to heat up after the Big Bang.

28. Astronomers find it difficult to study the Dark Age because:

(a) suitable telescopes are few.

(b) the associated events took place aeons ago.

(c) the energy source that powers a quasar is unknown.

(d) their best chance is to study quasars, which are faint objects to begin

with.

29. The four most distant quasars discovered recently:

(a) could only be seen with the help of large telescopes.

(b) appear to be similar to other, ordinary quasars.

(c) appear to be shrouded in a fog of hydrogen gas.

(d) have been sought to be discovered by Dark Age astronomers since 1965.

30. The fog of hydrogen gas seen through the telescopes:

(a) is transparent to hydrogen radiation from stars and quasars in all states.

(b) was lifted after heat from stars and quasars ionised it.

(c) is material which eventually becomes stars and quasars.

(d) is broken into constituent elements when stars and quasars are formed.

II

Passage 1 (Total Words—884) (CAT 1999)

The World Trade Organisation (WTO) was created in the early 1990s as a component of the Uruguay Round negotiation. However; it could have been negotiated as part of the Tokyo Round of the 1970s, since that negotiation was an attempt at a 'constitutional reform' of the General Agreement on Tariffs and Trade (GATT). Or it could have been put off to the future, as the US government wanted. What factors led to the creation of the WTO in the early 1990s?

One factor was the pattern of multilateral bargaining that developed late in the Uruguay Round. Like all complex international agreements, the WTO was a product of a series of trade-offs between the principal actors and groups. For the United States, which did not want a new organization, the dispute settlement part of the WTO package achieved its longstanding goal of a more effective and more legal dispute settlement system. For the Europeans, who by the 1990s had come to view GATT dispute settlement less in political terms and more as a regime of legal obligations, the WTO package was acceptable as a means to discipline the resort to unilateral

measures by the United States. Countries like Canada and other middle and smaller trading partners were attracted by the expansion of a rules-based system and by the symbolic value of a trade organization, both of which inherently support the weak against the strong. The developing countries were attracted due to the provisions banning unilateral measures. Finally, and perhaps most important, many countries at the Uruguay Round came to put a higher priority on the export gains than on the import losses that the negotiation would produce, and they came to associate the WTO and a rules-based system with those gains. This reasoning—replicated in many countries—was contained in U.S. Ambassador Kantor's defence of the WTO, and it amounted to a recognition that international trade and its benefits cannot be enjoyed unless trading nations accept the discipline of a negotiated rules-based environment.

A second factor in the creation of the WTO was pressure from lawyers and the legal process. The dispute settlement system of the WTO was seen as a victory of legalists over pragmatists but the matter went deeper than that. The GATT and the WTO, are contract organizations based on rules, and it is inevitable that an organization created to further rules will in turn be influenced by the legal process. Robert Hudec has written of the 'momentum of legal development', but what is this precisely? Legal development can be defined as promotion of the technical legal values of consistency, clarity (or, certainty) and effectiveness; these are values that those responsible for administering any legal system will seek to maximize. As it played out in the WTO, consistency meant integrating under one roof, the whole lot of separate agreements signed under GATT auspices; clarity meant removing ambiguities about the powers of contracting parties to make certain decisions or to undertake waivers; and effectiveness meant eliminating exceptions arising out of grandfather rights and resolving defects in dispute settlement procedures and institutional provisions. Concern for these values is inherent in any rules-based system of co-operation, since without these values, rules would be meaningless in the first place. Rules, therefore, create their own incentive for fulfillment.

The momentum of legal development has occurred in other institutions besides the GATT, most notably in the European Union (E.U). Over the past two decades, the European Court of Justice (ECJ) has consistently rendered decisions that have expanded incrementally the EU's internal market, in which the doctrine of 'mutual recognition' handed down in the case Cassis de Dijon in 1979 was a key turning point. The Court is now widely recognized as a major player in European integration, even though arguably, such a strong role was not originally envisaged in the Treaty of Rome, which initiated the current European Union. One means the Court used to expand integration was the 'teleological method of interpretation', whereby the actions of member states were evaluated against 'the accomplishment of the most elementary community goals set forth in the Preamble to the [Rome] treaty'. The teleological method represents an effort to keep current policies consistent with stated goals, and it is analogous to the effort in GATT to keep contracting party trade practices consistent with stated rules. In both cases, legal concerns and procedures are an independent force for further co-operation.

In large part, the WTO was an exercise in consolidation. In the context of a trade negotiation that created a near-revolutionary expansion of international trade rules, the formation of the WTO was a deeply conservative act needed to ensure that the benefits of the new rules would not be lost. The WTO was all about institutional structure and dispute settlement; these are the concerns of conservatives and not revolutionaries, which is why lawyers and legalists took the lead on these issues. The WTO codified the GATT institutional practice that had developed by custom over three decades, and it incorporated a new dispute settlement system that was necessary to keep both old and new rules from becoming a sham. Both the international structure and the dispute settlement system were necessary to preserve and enhance the integrity of the multilateral trade regime that had been built incrementally from the 1940s to the 1990s.

1. What could be the closest reason why WTO was not formed in the 1970s?

(a) The US government did not like it.

(b) Important players did not find it in their best interest to do so.

(c) Lawyers did not work for the dispute settlement system.

(d) The Tokyo Round negotiation was an attempt at constitutional reform.

2. The most likely reason for the acceptance of the WTO package by nations was that

(a) it had the means to prevent the US from taking unilateral measures.

(b) they recognized the need for a rule-based environment to protect the benefits of increased trade.

(c) it settles disputes more legally and more effectively.

(d) its rule-based system leads to export gains.

3. According to the passage, WTO promoted the technical legal values partly through:

(a) integrating under one roof, the agreements signed under GATT.

(b) rules that create their own incentive for fulfillment.

(c) grandfather-rights, exceptions and defects in dispute settlement procedures.

(d) ambiguities about the powers of contracting parties to make certain decisions.

4. In the method of interpretation of the European Court of Justice:

(a) current policies need to be consistent with stated goals.

(b) contracting party trade practices needed to be consistent with stated rules.

(c) enunciation of the most elementary community goals needed to be emphasized.

(d) actions of member states needed to be evaluated against the stated community goals.

5. In the statement "…. It amounted to a recognition that international trade and its benefits cannot be enjoyed unless trading nations accept the discipline of a negotiated rules-based environment.", 'it' refers to:

(a) Ambassador Cantor's defence of the WTO.

(b) The higher priority on export gains placed by many countries at the Uruguay Round.

(c) The export gains many countries came to associate with a rule-based system.

(d) The provision of a rule-based system by the WTO.

6. The importance of Cassis de Dijon is that it

(a) gave a new impetus to the momentum of legal development at the European Court of Justice.

(b) resulted in a decision that expanded incrementally, the EU's internal market.

(c) strengthened the role of the court beyond what was envisaged in the Treaty of Rome.

(d) led to a doctrine that was a key turning point in European integration.

Passage 2 (Total Words—855) (CAT 1999)

Have you ever come across a painting, by Picasso, Mondrain, Miro, or any other modern abstract painter of this century, and found yourself engulfed in a brightly coloured canvas, which your senses cannot interpret? Many people would tend to denounce abstractionism as senseless trash. These people are disoriented by Miro's bright, fanciful creatures and two-dimensional canvases. They click their tongues and shake their heads at Mondrain's grid works, declaring the poor guy played too many scrabble games. They silently shake their heads in sympathy for Picasso; whose gruesome, distorted figures must be a reflection of his mental health. Then, standing in front of a work by Charlie Russell, the famous Western artist, they'll declare it a work of God. People feel more comfortable with something they can relate to and understand immediately without too much thought. This is the case with the work of Charlie Russell. Being able to recognize the elements in his paintings —trees, horses and cowboys—gives people a safety line to their world of

“reality”. There are some who would disagree when I say abstract art requires more creativity and artistic talent to produce a good piece than does representational art, but there are many weaknesses in their arguments.

People who look down on abstract art have several major arguments to support their beliefs. They feel that artists turn abstract because they are not capable of the technical drafting skills that appear in a Russell; therefore, such artists create an art form that anyone is capable of and that is less time consuming, and then parade it as artistic progress. Secondly, they feel that the purpose of art is to create something of beauty in an orderly, logical composition. Russell’s compositions are balanced and rational; everything sits calmly on the canvas, leaving the viewer satisfied that he has seen all there is to see. The modern abstractionists, on the other hand, seem to compose their pieces irrationally. For example, upon seeing Picasso’s Guernica, a friend of mine asked me. “What’s the point?” Finally, many people feel that art should portray the ideal and real. The exactness of detail in Charlie Russell’s work is an example of this. He has been called a great historian because his pieces depict the life style, dress, and events of the times. His subject matter is derived from his own experiences on the trail, reproduced to the smallest detail. I agree in part with many of these arguments, and at one time, even endorsed them. But now, I believe differently. Firstly, I object to the argument that abstract artists are not capable of drafting. Many abstract artists, such as Picasso, are excellent draftsmen. As his work matured, Picasso became more abstract in order to increase the expressive quality of his work. Guernica was meant as a protest against the bombing of that city by the Germans. To express the terror and suffering of the victims more vividly, he distorted the figures and presented them in a black and white journalistic manner. If he had used representational images and colour, much of the emotional content would have been lost and the piece would not have caused the demand for justice that it did. Secondly, I do not think that a piece must be logical and aesthetically pleasing to be art. The message it conveys to its viewers is more important. It should reflect the ideals and issues of its time and be true to itself, not just a flowery, glossy

surface. For example, through his work, Mondrain was trying to present a system of simplicity, logic and rational order. As a result, his pieces did end up looking like a scrabble board. Miro created powerful, surrealistic images from his dreams and subconscious. These artists were trying to evoke a response from society through an expressionistic manner. Finally, abstract artists and representational artists maintain different ideas about 'reality'. To the abstract artist, reality is what he feels about what his eyes see. This is the reality he interprets on canvas. This can be illustrated by Mondrain's Trees series. You can actually see the progression from the early recognizable, though abstracted, Trees, to his final solution, the grid system.

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

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

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

(b) Abstract artists are unskilled in matters of technical drafting.

(c) Abstractionists compose irrationally.

(d) All of the above.

8. The author believes that people feel comfortable with representational art because:

(a) they are not engulfed in brightly colored canvases.
(b) they do not have to click their tongues and shake their heads in sympathy.
(c) they understand the art without having to put too much strain on their minds.
(d) Paintings like Guernica do not have a point.

9. In the author's opinion, Picasso's Guernica created a strong demand for justice since

(a) it was a protest against the German bombing of Guernica.
(b) Picasso managed to express the emotional content well with his abstract depiction.
(c) it depicts the terror and suffering of the victims in a distorted manner.
(d) it was a mature work of Picasso's, painted when the artist's drafting skills were excellent.

10. The author acknowledges that Mondrain's pieces may have ended up looking like a scrabble board because:

(a) many people declared the poor guy played too many scrabble games.
(b) Mondrain believed in the 'grid-work' approach to abstractionist painting.
(c) Mondrain was trying to convey the message of simplicity and rational order.
(d) Mondrain learned from his Trees series to evolve a grid system.

11. The main difference between the abstract artist and the representational artist in matters of the 'ideal' and the 'real' according to the author is:

(a) how each chooses to deal with 'reality' on his or her canvas.
(b) the superiority of interpretation of reality over reproduction of reality.
(c) the different values attached by each to being a historian.
(d) the varying levels of drafting skills and logical thinking abilities.

Passage 3 (Total Words—1006) (CAT 1999)

Each one has his reasons; for one, art is a flight: for another, a means of

conquering. But one can flee into a hermitage, into madness, into death. One can conquer by arms. Why does it have to be Writing, why does one have to manage his escapes and conquests by Writing? Because, behind the various aims of authors, there is a deeper and more immediate choice which is common to all of us. We shall try to elucidate this choice, and we shall see whether it is not in the name of this very choice of writing that the engagement of writers must be required.

Each of our perceptions is accompanied by the consciousness that human reality is a ‘revealer’, that is, it is through human reality that ‘there is’ being, or, to put it differently, that man is the means by which things are manifested. It is our presence in the world which multiples relations. It is we who set up a relationship between this tree and that bit of sky. Thanks to us, that star which has been dead for millennia, that quarter moon, and that dark river are disclosed in the unity of a landscape. It is the speed of our auto and our airplane, which organizes the great masses of the earth. With each of our acts, the world reveals to us a new face. But, if we know that we are the directors of being, we also know that we are not its producers. If we turn away from this landscape, it will sink back into its dark permanence. At least, it will sink back; there is no one mad enough to think that it is going to be annihilated. It is we who shall be annihilated, and the earth will remain in its lethargy until another consciousness comes along to awaken it. Thus, to our inner certainty of being ‘revealers’ is added that of being inessential in relation to the thing revealed.

One of the chief motives of artistic creation is certainly the need of feeling that we are essential in relationship to the world. If I fix on canvas or in writing, a certain aspect of the fields or the sea or a look on someone’s face which I have disclosed, I am conscious of having produced them by condensing relationships. By introducing order where there was none, by imposing the unity of mind on the diversity of things. That is, I think myself essential in relation to my creation. But this time, it is the created object which escapes me; I cannot reveal and produce at the same time. The creation becomes inessential in relation to the creative activity. First of all, even if it

appears to others as definitive, the created object always seems to us in a state of suspension; we can always change this line, that shade, that word. Thus, it never forces itself. A novice painter asked his teacher. ‘When should I consider my painting finished?’ And the teacher answered. ‘When you can look at it in amazement and say to yourself “I’ m the one who did that!”

Which amounts to saying never. For it is virtually considering one’s work with someone else’s eyes and revealing what has been created. But it is self evident that we are proportionally less conscious of the thing produced and more conscious of our productive activity. When it is a matter of poetry or carpentry, we work according to traditional norms. With tools whose usage is codified, it is Heidegger’s famous ‘they’ who are working with our hands. In this case, the result can seem to us sufficiently strange to preserve its objectivity in our eyes. But if we ourselves produce the rules of production, the measure, the criteria, and if our creative drive comes from the very depth of out heart, then we never find anything but ourselves in our work. It is we who have invented the laws by which we judge it. It is our history, our love, our gaiety that we recognize in it. Even if we should regard it without touching it any further, we never receive from it that gaiety or love. We put them into it. The results which we have obtained on canvas or paper never seem to us objective. We are too familiar with the processes of which they are the effects. These processes remain a subjective discovery; they are ourselves, our inspiration, our ruse, and when we seek to perceive our work, we create it again, we repeat mentally the operations which produced each of its aspects appears as a result. Thus, in the perception, the object is given as the essential thing and the subject as the inessential. The latter seeks essentiality in the creation and obtains it, but then it is the object which becomes the inessential.

The dialectic is nowhere more apparent than in the art of writing, for the literary object is a peculiar top, which exists only in movement. To make it come into view, a concrete act called reading is necessary, and it lasts only as long as this act can last. Beyond that, there are only black marks on paper. Now, the writer cannot read what he writes. Whereas the shoemaker can put

on the shoes he has just made if they are to his size, and the architect can live in the house he has built. In reading, one foresees; one waits. He foresees the end of the sentence, the following sentence, the next page. He waits for them, to confirm, or disappoint his foresights. The reading is composed of a host of hypotheses, followed by awakenings, of hopes and deceptions. Readers are always ahead of the sentence they are reading in a merely probable future, which partly collapses and partly comes together in proportion as they progress, which withdraws from one page to the next and forms the moving horizon of the literary object. Without waiting, without a future, without ignorance, there is no objectivity.

12. The author holds that:

(a) There is an objective reality and a subjective reality.

(b) Nature is the sum total of disparate elements.

(c) It is human action that reveals the various facets of nature.

(d) Apparently disconnected elements in nature are unified in a fundamental sense.

13. It is the author's contention that:

(a) Artistic creations are results of human consciousness.

(b) The very act of artistic creation leads to the escape of the created object.

(c) Man can produce and reveal at the same time.

(d) An act of creation forces itself on our consciousness, leaving us full of amazement.

14. The passage makes a distinction between perception and creation in terms of:

(a) Objectivity and subjectivity.

(b) Revelation and action.

(c) Objective reality and perceived reality.

(d) Essentiality and non-essentiality of objects and subject.

15. The art of writing manifests the dialectic of perception and creation because:

(a) reading reveals the writing till the act of reading lasts.
(b) writing to be meaningful, needs the concrete act of reading.
(c) this art is anticipated and progresses on a series of hypotheses.
(d) this literary object has a moving horizon brought about by the very act of creation.

16. A writer, as an artist,
(a) reveals the essentiality of revelation.
(b) makes us feel essential vis-à-vis nature.
(c) creates reality.
(d) reveals nature in its permanence

Passage 4 (Total Words—921) (CAT 1999)

Since World War II, the nation-state has been regarded with approval by every political system and every ideology. In the name of modernization in the West, of socialism in the Eastern bloc, and of development in the Third World, it was expected to guarantee the happiness of individuals as citizens and of peoples as societies. However, the state today appears to have broken down in many parts of the world. It has failed to guarantee either security or social justice, and has been unable to prevent either international wars or civil wars. Disturbed by the claims of communities within it, the nation-state tries to repress their demands and to proclaim itself as the only guarantor of security of all. In the name of national unity, territorial integrity, equality of all its citizens and non-partisan secularism, the state can use its powerful resources to reject the demands of the communities; it may even go so far as genocide to ensure that order prevails.

As one observes the awakening of communities in different parts of the world, one cannot ignore the context in which identity issues arise. It is no longer a context of sealed frontiers and isolated regions, but is one of integrated global systems. In a reaction to this trend towards globalisation, individuals and communities everywhere are voicing their desire to exist, to

use their power of creation and to play an active part in national and international life.

There are two ways in which the current upsurge in demands for the recognition of identities can be looked at. On the positive side, the efforts by certain population groups to assert their identity can be regarded as "liberation movements", challenging oppression and injustice. What these groups are doing—proclaiming that they are different, rediscovering the roots of their culture or strengthening group solidarity—may accordingly be seen as legitimate attempts to escape from their state of subjugation and enjoy a certain measure of dignity. On the downside, however, militant action for recognition tends to make such groups more deeply entrenched in their attitude and to make their cultural compartments even more watertight. The assertion of identity then starts turning into self-absorption and isolation, and is liable to slide into intolerance of others and towards ideas of "ethnic cleansing", xenophobia and violence.

Whereas continuous variations among peoples prevent drawing of clear dividing lines between the groups, those militating for recognition of their group's identity arbitrarily choose a limited number of criteria such as religion, language, skin colour; and place or origin so that their members recognise themselves primarily in terms of the labels attached to the group whose existence is being asserted. This distinction between the group in question and other groups is established by simplifying the feature selected. Simplification also works by transforming groups into essences, abstractions endowed with the capacity to remain unchanged through time. In some cases, people actually act as though the group has remained unchanged and talk, for example, about the history of nations and communities as if these entities survived for centuries without changing, with the same ways of acting and thinking, the same desires, anxieties, and aspirations.

Paradoxically, precisely because identity represents a simplifying fiction, creating uniform groups out of disparate people, that identity performs a cognitive function. It enables us to put names to ourselves and others, form some idea of who we are and who others are, and ascertain the place we

occupy along with the others in the world and society. The current upsurge to assert the identity of groups can thus be partly explained by the cognitive function performed by identity. However, that said, people would not go along as they do, often in large numbers, with the propositions put to them, in spite of the sacrifices they entail, if there was not a very strong feeling of need for identity, a need to take stock of things and know who we are where we come from and where we are going.

Identity is thus a necessity in a constantly changing world, but it can also be a potent source of violence and disruption. How can these two contradictory aspects of identity be reconciled? First, we must bear the arbitrary nature of identity categories in mind, not with a view to eliminating all forms of identification—which would be unrealistic since identity is a cognitive necessity—but simply to remind ourselves that each of us has several identities at the same time. Second, since tears of nostalgia are being shed over the past, we recognize that culture is constantly being recreated by cobbling together fresh and original elements and counter-cultures. There are in our own country, a large number of syncretic cults wherein modern elements are blended with traditional values or people of different communities venerate saints or divinities of particular faiths. Such cults and movements are characterized by a continual inflow and outflow of members which prevent them from taking on a self-perpetuating existence of their own and hold out hope for the future, indeed perhaps for the only possible future. Finally, the nation-state must respond to the identity urges of its constituent communities and to their legitimate quest for security and social justice. It must do so by inventing what the French philosopher and sociologist, Raymond Aron, called peace through law. That would guarantee justice both to the state as a whole and its parts, and respect the claims of both reason and emotions. The problem is one of reconciling nationalist demands with the exercise of democracy.

17. According to the author, happiness of individuals was expected to be guaranteed in the name of:

(a) Development in the Third World.
(b) Socialism in the Third World.
(c) Development in the West.
(d) Modernisation in the Eastern Bloc.

18. Demands for recognition of identities can be viewed:
(a) positively and negatively.
(b) as liberation movements and militant action.
(c) as efforts to rediscover cultural roots which can slide towards intolerance of others.
(d) All of the above.

19. Going by the author's exposition of the nature of identity, which of the following statements is untrue?
(a) Identity represents creating uniform groups out of disparate people.
(b) Identity is a necessity in the changing world.
(c) Identity is a cognitive necessity.
(d) None of the above.

20. According to the author, the nation-state
(a) has fulfilled its potential.
(b) is willing to do anything to preserve order.
(c) generates security for all its citizens.
(d) has been a major force in preventing civil and international wars.

21. Which of the following views of the nation-state cannot be attributed to the author?
(a) It has not guaranteed peace and security.
(b) It may go as far as genocide for self-preservation.
(c) It represents the demands of communities within it.
(d) It is unable to prevent international wars.

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

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

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

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

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

Japanese found out after Pearl Harbor.

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

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

More important, by altering the way the war was fought, the Viet Cong stripped the United States of its belief in the inevitability of victory, as it had done to the French before them. Morale was high when these armies first went to Vietnam. Only after many years of debilitating and demoralizing fighting did Hanoi launch its decisive attacks, at Dienbienphu in 1954 and

against Saigon in 1975. It should be recalled that in the final push to victory, the North Vietnamese abandoned their jungle guerrilla tactics completely, committing their entire army of twenty divisions to pushing the South Vietnamese into collapse. The final battle, with the enemy's army all in one place, was the one that the United States had desperately wanted to fight in 1965. When it did come out into the open in 1975, Washington had already withdrawn its forces and there was no possibility of re-intervention.

The Japanese early in World War II, used a modern form of the indirect attack, one that relied on stealth and surprise for its effect. At Pearl Harbor, in the Philippines, and in Southeast Asia, stealth and surprise were attained by sailing under radio silence so that the navy's movements could not be tracked. Moving troops aboard ships into Southeast Asia made it appear that the Japanese army was also "invisible". Attacks against Hawaii and Singapore seemed, to the American and British defenders, to come from nowhere. In Indonesia and the Philippines, the Japanese attack was even faster than the German blitz against France in the West. The greatest military surprises in American history have all been in Asia. Surely, there is something going on here beyond the purely technical difficulties of detecting enemy movements. Pearl Harbor, the Chinese intervention in Korea, and the Tet offensive in Vietnam, all came out of a tradition of surprise and stealth. U.S. technical intelligence—the location of enemy units and their movements—was greatly improved after each surprise, but with no noticeable improvement in the American ability to foresee or prepare what would happen next. There is a cultural divide here, not just a technical one. Even when it was possible to track an army with intelligence satellites, as when Iraq invaded Kuwait or when Syria and Egypt attacked Israel, surprise was achieved. The United States was stunned by Iraq's attack on Kuwait even though it had satellite pictures of Iraqi troops massing at the border.

The exception that proves the point that cultural differences obscure the West's understanding of Asian behavior was the Soviet Union's 1979 invasion of Afghanistan. This was fully anticipated and understood in advance. There was no surprise because the United States understood

Moscow's world view and thinking. It could anticipate Soviet action almost as well as the Soviets themselves, because the Soviet Union was really a Western country.

The difference between the Eastern and the Western way of war is striking. The West's great strategic writer, Clausewitz, linked war to politics, as did Sun-tzu. Both were opponents of militarism, of turning war over to the generals. But there all similarity ends. Clausewitz wrote that the way to achieve a larger political purpose is through destruction of the enemy's army. After observing Napolean conquer Europe by smashing enemy armies to bits, Clausewitz made his famous remark in On War (1932) that combat is the continuation of politics by violent means. Morale and unity are important, but they should be harnessed for the ultimate battle. If the Eastern way of war is embodied by the stealthy archer, the metaphorical Western counterpart is the swordsman charging forward, seeking a decisive showdown, eager to administer the blow that will obliterate the enemy once and for all. In this view, war proceeds along a fixed course and occupies a finite extent of time, like a play in three acts with a beginning, a middle, and an end. The end, the final scene, decides the issue for good.

When things don't work out quite this way, the Western military mind feels tremendous frustration. Sun-tzu's great disciples, Mao Zedong and Ho Chi Minh, are respected in Asia for their clever use of indirection and deception to achieve an advantage over stronger adversaries. But in the West, their approach is seen as underhanded and devious. To the American strategic mind, the Viet Cong guerrilla did not fight fairly. He should have come out into the open and fought like a man, instead of hiding in the jungle and sneaking around like a cat in the night.

22. According to the author; the main reason for the U.S losing the Vietnam war was

(a) the Vietnamese understood the local terrain better.

(b) the lack of support for the war from the American people.

(c) the failure of the U.S. to mobilize its military strength.

(d) their inability to fight a war on terms other than those they understood well.

23. Which of the following statements does not describe the ‘Asian’ way of war?

(a) Indirect attacks without frontal attacks.

(b) The swordsman charging forward to obliterate the enemy once and for all.

(c) Manipulation of an adversary without his knowledge.

(d) Subduing an enemy without fighting.

24. Which of the following is not one of Sun-tzu’s deans?

(a) Actual combat is the principal means of subduing an adversary.

(b) War should be undertaken only after thorough preparation.

(c) War is linked to politics.

(d) War should not be left to the generals alone.

25. The difference in the concepts of war of Clausewitz and Sun-tzu is best characterized by

(a) Clausewitz’s support for militarism as against Sun-tzu’s opposition to it.

(b) Their relative degrees of sophistication.

(c) Their attitude to guerilla warfare.

(d) Their differing conceptions of the structure, time and sequence of war.

26. To the Americans, the approach of the Viet Cong seemed devious because

(a) the Viet Cong did not fight like men out in the open.

(b) the Viet Cong allied with America’s enemies.

(c) the Viet Cong used bows and arrows rather than conventional weapons.

(d) None of these

27. According to the author, the greatest military surprises in American history have been in Asia because:

(a) The Americans failed to implement their military strategies many miles

away from their own country.

(b) The Americans were unable to use their technologies like intelligence satellites effectively to detect enemy movements.

(c) The Americans failed to understand the Asian culture of war that was based on stealth and surprise.

(d) Clausewitz is inferior to Sun-tzu.

III

Passage 1 (Total Words—1233) (CAT 2000)

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 multinational 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 world wide 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 'privations' 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 pest and disease. 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 impact new varities, 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, equipments and other inputs produced by them. Knowledge and techniques for resource management are not 'marketable' in the same way as those inputs. Their applications 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 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 organization). 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 plasma 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 plasma 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 of 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 state is much wider than government departments and includes co-operatives, universities, public trusts and a variety of non-government organizations. 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 system.

1. Which one of the following statements describes an important issue or important issues, not being raised in the context of the current debate on IPRs?

(a) The role of MNCs in the sphere of biotechnology and agriculture.

(b) The strategy and policies for establishing an IPR regime for Indian agriculture.

(c) The relative roles of public and private sectors.

(d) Wider concerns about ‘privatization’ of research.

2. The fundamental breakthrough in deciphering the structure and functioning of DNA has become a public good. This means that:

(a) Breakthroughs in fundamental research on DNA are accessible by all, without any monetary considerations.

(b) The fundamental research on DNA has the characteristic of having beneficial effects for the public at large.

(c) Due to the large scale of fundamental research on DNA, it falls in the domain of public sector research institutions.

(d) The public and other companies must have free access to such fundamental breakthroughs in research.

3. In debating the respective roles of the public and private sectors in the national research system, it is important to recognize:

(a) that private companies do not produce new varieties and inputs entirely on their own research.

(b) that almost all technological improvements are based on knowledge and experience accumulated from the past.

(c) the complementary role of public and private sector research.

(d) that knowledge repositories are primarily the scientific community and its academic publications.

4. Which one of the following may provide incentives to address the problem of potential adverse consequences of biotechnology?

(a) Include IPR issue in the TRIPs agreement.

(b) Nationalise MNCs engaged in private research in biotechnology.

(c) Encourage domestic firms to patent their innovation.

(d) Make provision in the law for user compensation against failure of newly developed varieties.

5. Which of the following statements is not a likely consequence of emerging technology in agriculture?

(a) Development of newer and newer varieties will lead to increase in biodiversity.

(b) MNCs may underplay the negative consequences of the newer technology on environment.

(c) Newer varieties of seeds may increase vulnerability of crops to pest and diseases.

(d) Reforms in patent laws and user compensation against crop failures would be needed to address new technology problems.

6. The TRIPs agreement emerged from the Uruguay Round to:

(a) address the problem of adverse consequences of genetically engineered new varieties of grain.

(b) fulfill the WTO requirement to have an agreement on trade related property rights.

(c) provide innovators a way of protecting their intellectual property.

(d) give credibility to the innovations made by MNCs in the field of pharmaceuticals and agriculture.

7. Public or quasi-public research institutions are more likely than private companies to address the negative consequences of new technologies, because of which of the following reason/s?

(a) Public research is not driven by profit motive.

(b) Private companies may not be able to absorb losses arising out of the negative effects of the new technologies.

(c) Unlike new technology, product knowledge and techniques for resource management are not amenable to simple market transactions.

(d) All of the above.

8. While developing a strategy and policies for building a more dynamic national agricultural research system, which one of the following statements needs to be considered?

(a) Public and quasi-public institutions are not interested in making profits.
(b) Public and quasi-public institutions have a broader and longer-term outlook than private companies.
(c) Private companies are incapable of building products based on traditional and folk knowledge.
(d) Traditional and folk knowledge cannot be protected by patents.

Passage 2 (Total Words—1195) (CAT 2000)

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 system of artistic expression and viewers' expectations that have developed under the impact of the mass media.

The judgment 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 many 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; trammeled 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 of 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 Shantiniketan 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, 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 Supermatism, 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 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 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 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 change or pattern guiding the execution of a painting, the ensuing conflict 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 abstractionism 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 emphasized a call for new forms of attention, abstractionists' practice has tended to fall into a complacent pride in its own incomprehensibility; fatal in an ethos where vibrant new idioms compete for 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 can they abandon their favourite conceptual habits and formal conventions, if this becomes necessary?

9. Which one 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' expectation has not been assessed, and responded to, by abstractionism.

10. Which one 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 conservation 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 abstraction 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 international support for the abstractionist agenda.

(d) was 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 Indian 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 idiom 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 supermatism.

(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 abstractionism's 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 metaphysical and the painterly.

Passage 3 (Total Words—1244) (CAT 2000)

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

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

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

Although the aluminium-oxide barrier is an electrical insulator, it is so thin

that electrons are able to jump across it via a quantum-mechanical effect called tunneling. It turns out that such tunneling is easier when the two magnetic layers are polarized in the same direction than when they are polarized in opposite directions, so, by measuring the current that flows through the sandwich, it is possible to determine the alignment of the topmost layer; and hence, whether it is storing a zero or a one.

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

Not content with shaking up the multi-billion-dollar market for computer memory, some researchers have even more ambitious plans for magnetic computing. In a paper published last month in science, Russell Cowburn and Mark Welland of Cambridge University outlined research that could form the basis of a magnetic microprocessor—a chip capable of manipulating (rather than merely storing) information magnetically. In place of conducting wires, a magnetic processor would have rows of magnetic dots, each of which could be polarized in one of two directions. Individual bits of information would travel down the rows as magnetic pulses, changing the orientation of the dots as they went. Dr. Cowhurn 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 magnetised 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 aluminium oxide.
(b) a capacitor.
(c) a vertical pillar of magnetised material.
(d) a matrix of wires.

19. In the magnetic tunnel-junctions (MTJs), tunneling is easier when:

(a) two magnetic layers are polarised in the same direction.
(b) two magnetic layers are polorised 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 elements 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 a magnetic chip that can both store and manipulate information, is being pursued by:

(a) Paul Freitas.

(b) Stuart Parkin.

(c) Gary Prinz.

(d) 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:

(a) Working of a microprocessor.

(b) Working of a logic gate.

(c) Working of a magneto-resistance based chip.

(d) Working of a magneto tunneling-junction (MTJs) based chip.

24. From the passage, which of the following cannot be inferred?

(a) Electronic memory chips are faster and non-volatile.

(b) Electronic and magnetic storage technologies play a complementary role.

(c) MTJs are the more promising idea, compared to the magneto-resistance approach.

(d) Non-volatile Electronics is the company set up to commercialise the GMR chips.

Passage 4 (Total Words—1256) (CAT 2000)

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 untellable. 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 struck 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 filled 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 took the great prairies to agricultural development. Sauk Country, 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 Dusac. 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 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 Indian 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 realize, however; that a new settler is coming soon with an invention as powerful as John Deere's plow.

The new technology is called 'bereavement counseling'. 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 townspeople mourn at the death of a mother, brother, son or friend. Neighbours join the bereaved 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 counselor arrives with the new grief technology. The counselor 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 counselor 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 folk who are isolated or forgotten, the counselor will approach the Country Board and advocate the right to treatment for these unfortunate souls. This right will be guaranteed by Board's decision to reimburse those too poor to pay for counseling services. There will be others, schooled to believe in the innovative new tools certified by universities and medical centers, who will seek to the bereavement counselor 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 counselor, he will probably have major psychological problems in later life, several people will begin to use the bereavement counselor because, since the Country Board now taxes them to insure access to the technology, they will feel that to fail to be counseled is to waste their money, and to be denied a benefit, or even a right.

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

It will be only one generation between the bereavement counselor 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 counseling will create a desert where a community once flourished. And finally, even the bereavement counselor 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.

25. Which one 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 negative effects on people.

(c) Using the negative outcomes of one innovation to illustrate how 'deserts' have arisen.

(d) Contrasting two contexts separated in time, to illustrate how 'deserts' have arisen.

26. According to the passage, bereavement handling traditionally involves.

(a) The community bereavement counselor 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 counselor 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.

27. Due to which of the following reasons, according to the author, will the bereavement counselor find the desert 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.

28. 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 the bereaved handle grief.

(d) A formally trained person helping the bereaved handle grief.

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

(a) It was covered with thick, untellable layers of grass over a vast stretch.

(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.

30. 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.

31. According to the author, people will begin to utilize the service of the bereavement counselor because:

(a) New Country 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 Country Board for the poor among the bereaved,

(d) Grief processing needs tools certified by universities and medical centers.

32. Which one of the following parallels between the plow and bereavement counseling is not claimed by the author?

(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 5 (Total Words—1028) (CAT 2000)

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

These days, especially with the middle class having entered the domain of classical music and playing not a small part in ensuring the continuation of this ancient tradition, the tape recorder serves as a handy technological slave and preserves, from oblivion, the vanishing, elusive moment of oral transmission. Hoary gurus, too, have seen the advantage of this device, and

increasingly use it as an aid to instructing their pupils; in place of the shawls and other traditional objects that used to pass from shishya to guru in the past, as a token of the regard of the former for the latter, it is not unusual, today, to see cassettes changing hands.

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

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

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

music, and who used to narrate to 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 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 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, couldn't be originated in a single person, because the raga is the inheritance of a culture.

33. The author's contention that the notion of property lies at 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.

34. 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.

35. 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.

36. 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) Ability of an illiterate person to narrate grand and intricate musical compositions.

37. 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.

38. 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.

39. 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 a stilted set piece.
(d) Its failure to produce any noteworthy student or performer:

40. 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.

IV

Passage 1 (Total Words—435) (CAT 1998)

Emile Durkheim, the first person to be formally recognized as a sociologist and the most scientific of the pioneers, conducted a study that stands as a research model for sociologists today. His investigation of suicide was, in fact, the first sociological study to use statistics. In 'Suicide' (1964, originally published in 1897) Durkheim documented his contention that some aspects of human behaviour—even something as allegedly individualistic as suicide—can be explained without reference to individuals.

Like all of Durkheim's work, suicide must be viewed within the context of his concern for social integration. Durkheim wanted to see if suicide rates within a social entity (for example a group, organization, or society) are related to the degree to which individuals are socially involved (integrated and regulated). Durkheim described three types of suicide; egoistic, anomic, and altruistic. Egoistic suicide is promoted when individuals do not have sufficient social ties. Since single (never married) adults, for example, are not

heavily involved with family life, they are more likely to commit suicide than are married adults. Altruistic suicide on the other hand, is more likely to occur when social integration is too strong. The ritual suicide of Hindu widows on their husband's funeral pyres is one example. Military personnel, trained to lay down their lives for their country, provide another illustration.

Durkheim's third type of suicide—anomic suicide—increases when the social regulation of individuals is disrupted. For example, suicide rates increase during economic depressions. People who suddenly find themselves without a job or without hope of finding one are more prone to kill themselves. Suicides may also increase during periods of prosperity. People may loosen their social ties by taking new jobs, moving to new communities, or finding new mates.

Using data from the government population reports of several countries (much of it from the French Government Statistical Office), Durkheim found strong support for his line of reasoning. Suicide rates were higher among single than married people, among military personnel than civilians, among divorced than married people, and among people involved in nationwide economic crises.

It is important to realize that Durkheim's primary interest was not in the empirical (observable) indicators he used such as suicide rates among military personnel, married people and so forth. Rather, Durkheim used the following indicators to support several of his contentions: (1) social behaviour can be explained by social rather than psychological factors: (2) suicide is affected by the degree of integration and regulation within social entities; and (3) since society can be studied scientifically, sociology is worthy of recognition in the academic world. Durkheim was successful on all three counts.

1. In his study of suicide, Durkheim's main purpose was:

(a) to document that suicide can be explained without reference to the individual.

(b) to provide an explanation of the variation in the rate of suicide across

societies.

(c) to categorise various types of suicides.

(d) to document that social behaviour can be explained by social rather than psychological factors.

2. According to Durkheim, suicide rates within a social entity can be explained in terms of:

(a) absence of social ties.

(b) disruption of social regulation.

(c) nature of social integration.

(d) all of the above.

3. Since single adults are not heavily involved with family life they are more likely to commit suicide, which Durkheim categorized as:

(a) anomic suicide.

(b) altruistic suicide.

(c) egoistic suicide.

(d) (b) and (c).

4. Higher suicide rates during rapid progress in a society is a manifestation of:

(a) altruistic suicide.

(b) anomic suicide.

(c) egoistic suicide.

(d) None of the above.

5. Ritual suicide of Hindu widows on their husband's funeral pyres was:

(a) a manifestation of strong social integration.

(b) an example of brutality against women.

(c) an example of anomic suicide.

(d) an example of egoistic suicide.

6 Increase in the suicide rate during economic depression is an example of

(a) altruistic suicide.

(b) anomic suicide.
(c) egoistic suicide.
(d) both (a) and (c).

7. According to Durkheim, altruistic suicide is more likely among:
(a) military personnel than among civilians.
(b) single people than among married people.
(c) divorcees than among married people.
(d) people involved in nationwide economic crises.

8. To support his contentions, Durkheim relied on the following indicators:
(a) Social behaviour is explicable predominantly through social factors.
(b) Suicide is contingent upon the degree of regulation and interaction.
(c) Recognising sociology to acknowledge that society is susceptible to scientific investigation.
(d) All of the above.

9. Basing himself on his own indicators, Durkheim was:
(a) Right on some counts, not others.
(b) Vindicated on all counts.
(c) Wrong but did not realize that he was right.
(d) Substantially correct but formally wrong.

Passage 2 (Total Words—813) (CAT 1998)

How quickly things change in the technology business! A decade ago, IBM was the awesome and undisputed king of the computer trade, universally feared and respected. A decade ago, two little companies called Intel and Microsoft were mere blips on the radar screen of the industry, upstart startups that had signed on to make the chips and software for IBM's new line of personal computers. Though their products soon became industry standards, the two companies remained protected children of the market leader.

What has happened since is a startling reversal of fortune. IBM is being

ravaged by the worst crisis in the company's 79-year history. It is undergoing its fifth restructuring in the past seven years as well as seemingly endless rounds of job cuts and firings that have eliminated 100,000 jobs since 1985. Last week, IBM announced to its shell-shocked investors that it lost $4.97 billion last year—the biggest loss in American corporate history.

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

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

Although Intel and Microsoft still have close relationships with Big Blue, there is little love lost between IBM and its potent progeny. IBM had an ugly falling-out with former partner Microsoft over the future of personal-computer software. Microsoft developed the now famous disk operating system for the IBM-PC called DOS—and later created the operating software for the next generation of IBM personal computers, the Personal System/2. When PS/2 and its operating system, OS/3, failed to catch on, a feud erupted over how the two companies would upgrade the system. Although they

publicly patched things up, the partnership was tattered. IBM developed its own version of OS/3, which has so far failed to capture the industry's imagination, Microsoft's competing version, dubbed New Technology, or NT, will debut in a few months and will incorporate Microsoft's highly successful Windows program, which lets users juggle several programs at once. Windows NT however, will offer more new features, such as the ability to link many computers together in a network and to safeguard them against unauthorized use.

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

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

10. As a result of greater competition in the US Computer industry:

(a) Some computer companies are expanding while others are contracting.

(b) Employment in the industry is going down.

(c) The industry is becoming more monopolized.

(d) The share value of IBM is going up relative to that of Intel and Microsoft.

11. Why is something that happened 70 years ago in the US auto industry being mentioned here?

(a) General Motors broke away from Ford Motors.

(b) A new company went ahead of an established market leader.

(c) Like Dr. Frankenstein, Ford Motor created a monster in General Motors.

(d) Microsoft, Intel and AT&T were originally created by IBM.

12. Who is mentioned as the principal supplier of silicon chips to IBM?

(a) AT&T

(b) Microsoft

(c) Cyrix

(d) Intel

13. The personal computer called Ambra is marketed by:

(a) Cyrix

(b) IBM

(c) Intel

(d) Microsoft

14. What was the original reason for the feud between IBM and Microsoft?

(a) The two companies developed competing softwares.

(b) Microsoft and Intel teamed up against IBM.

(c) IBM began to purchase microchips from Intel instead of Microsoft.

(d) IBM made losses while Microsoft made profits.

15. Which of the following statements is not implied by the passage?

(a) The makers of microchips and softwares are becoming leaders in the computer industry.

(b) Wang and Unisys are primarily manufacturers of computers.

(c) IBM laying off workers is the biggest job cut in American corporate history.

(d) Intel is based in California.

16. Which of the following statements is true?

(a) IBM plans to introduce a new system that will run on a variety of machines.

(b) IBM's new generation desk top computers will run only on Motorola's chips.

(c) IBM is working out a joint strategy with Apple to force Motorola to supply chips at a lower price.

(d) IBM is going to sell its own chips to Apple and Motorola.

17. Many computers would be linked together through a network in a system developed by:

(a) IBM

(b) Apple

(c) Microsoft

(d) None of the above.

18. One possible conclusion from the passage is that:

(a) Share prices are not a good indicator of a company's performance.

(b) Firing workers restore a company's health.

(c) All companies ultimately regret being a Dr. Frankenstein to some other company.

(c) Consumers gain as a result of competition among producers.

Passage 3 (Total Words—1284) (CAT 1998)

Environmental protection and management is deservedly attracting a lot of attention these days. This is a desirable development in the face of the alarming rate of natural resource degradation which greatly hampers their optimal utilization. When waste waters emanating from municipal sewage,

industrial effluent, agricultural and land runoffs, find their way either to ground water reservoirs or other surface water sources, the quality of water deteriorates, rendering it unfit for use. The natural balance is disturbed when concentrated discharges of waste water is not controlled. This is because the cleansing forces of nature cannot do their job in proportion to the production of filthy matter.

According to the National Environment Engineering and Research Institute (NEERI), a staggering 70 per cent of water available in the country is polluted. According to the Planning Commission, "From the Dal lake in the North to the Periyar and Chaliyar rivers in the South, from Damodar and Hoogly in the East to the Thane creek in the West, the picture of water pollution is uniformly gloomy. Even our large perennial rivers, like the Ganga, are today heavily polluted."

According to one study, all the 14 major rivers of India are highly polluted. Besides the Ganga, these rivers include the Yamuna, Narmada, Godavari, Krishna and Cauvery. These rivers carry 85 percent of the surface runoff and their drainage basins cover 73 percent of the country. The pollution of the much revered Ganga is due in particular to municipal sewage that accounts for $3/4^{th}$ of its pollution load. Despite India having legislation on water pollution [The water (Prevention and Control of Pollution) Act, 1974] and various water pollution control boards, rivers have today become synonymous with drains and sewers.

Untreated community wastes discharged into water courses from human settlements account for four times as much waste water as industrial effluent. Out of India's 3,119 towns and cities, only 217 have partial (209) or full (8) sewerage treatment facilities and cover less than a third of the urban population, Statistics from a report of the Central Board for Prevention and Control of Water Pollution reveal that 1,700 of 2,700 water using industries in India, are polluting the water around their factories. Only 160 industries have waste water treatment plants. One estimate suggests that the volume of waste water of industrial origin will be comparable to that of domestic sewage in India by 2000 A.D. Discharges from agricultural fields, which

carry fertilizing ingredients of nitrogen, phosphorus and pesticides are expected to be three times as much as domestic sewage. By that date, thermal pollution generated by discharges from thermal power plants will be the largest in volume.

Toxic effluents deplete the level of oxygen in the rivers, endanger all aquatic life and render water absolutely unfit for human consumption, apart from affecting industrial production. Sometimes, these effects have been disastrous. A recent study reveals that the water of the Ganga, Yamuna, Kali and Hindon rivers have considerable concentration of heavy metals due to inflow of industrial wastes, which pose a serious health hazard to the millions living on their bands. Similarly, the Cauvery and Kapila rivers in Karnataka have been found to contain metal pollution which threatens the health of people in riverine towns. The Periyar, the largest river of Kerala, receives extremely toxic effluent that result in high incidence of skin problems and fish kills. The Godavari of Andhra Pradesh and the Damodar and Hoogly in West Bengal receive untreated industrial toxic wastes. A high level of pollution has been found in the Yamuna, while the Chambal of Rajasthan is considered the most polluted river in Rajasthan. Even in industrially backward Orissa, the Rushikula river is extremely polluted. The fate of the Krishna in Andhra Pradesh, the Tungabhadra in Karnataka, the Chaliyar in Kerala, the Gomati in U.P., the Narmada in M.P. and the Sone and the Subarnarekha rivers in Bihar is no different.

According to the W.H.O., eighty percent of diseases prevalent in India are water-borne; many of them assume epidemic proportions. The prevalence of these diseases heighten under conditions of drought. It is also estimated that India loses as many as 73 million man days every year due to water borne diseases, costing Rs. 600 crore by way of treatment expenditure and production losses. Management of water resources with respect to their quality also assumes greater importance especially when the country can no more afford to waste water.

The recent Clean-the-Ganga Project, with an action plan estimated to cost the exchequer Rs. 250 crore (which has been accorded top priority) is a trend

setter in achieving this goal. The action plan evoked such great interest that offers of assistance have been received from France, U.K., U.S. and the Netherlands, as also from the World Bank. This is indeed laudable. Poland too has now joined this list.

The very fact that these countries have volunteered themselves to contribute their mite is a healthy reflection of global concern over growing environmental degradation and the readiness of the international community to participate in what is a truly formidable task. It may be recalled that the task of cleansing the Ganga along the Rishikesh-Hardwar stretch under the first phase of the Ganga Action Plan, has been completed and the results are reported to be encouraging.

The crisis of drinking water is deepening because water resources are drying up and the lowering of ground water through over pumping, this is compounded by the pollution of water resources. All these factors increase the magnitude of the problem. An assessment of the progress achieved by the end of March 1985, on completion of the first phase of the International Drinking Water Supply and Sanitation Decade (1981–91), reveals that drinking water has been made available to 73 percent of the urban population and 56 percent of the rural population only. This means that nearly half the country's rural population has to get drinking water facilities. This needs to be urgently geared up especially when considered against the Government's professed objective of providing safe drinking water and sanitation to all by the end of the International Drinking Water Supply and Sanitation Decade, i.e., March 1991. The foremost action in this would be to clean up our water resources.

As per surveys conducted by the NEERI, per capita drinking water losses in different cities in the country range between 11,000 to 31,000 liters annually. This indicates a waste level of 20–35 percent of the total flow of water in the distribution system, primarily due to leaks in mains and household service pipes. Preventive maintenance programme would substantially reduce losses/wastages and would certainly go a long way in solving the problem.

According to the Union Ministry of Works and Housing, out of 2.31 lakh problem villages identified in 1980, 1.92 lakh (83 percent) villages have been provided with at least one source of drinking water as of March 1986. The balance (38,748) villages are expected to be covered during the seventh plan. A time-bound national policy on drinking water is being formulated by Government, wherein the task is proposed to be completed by the end of the seventh plan. An outlay of Rs. 6,522.47 crores has been allotted for the water supply and sanitation sector in the seventh plan period, against an outlay of Rs. 3,922.02 crores in the sixth plan. Of this, outlay for rural water supply sector is Rs. 3,454.47 crores. It is expected that this outlay would help to cover about 86.4 percent of the urban and 82.2 percent of the rural population with safe drinking water facilities by March 1991. Hygienic sanitation facilities would be provided to 44.7 per cent and 1.8 percent of the urban and rural population respectively within, the same period.

19. The degradation of natural resources will necessarily lead to:

(a) poor economic utilization of resources.

(b) contamination of water from municipal sewage.

(c) water unfit for human consumption.

(d) None of the above.

20. According to NEERI:

(a) the extent of water pollution in the Dal Lake is grim.

(b) seventy percent of total water available in the country is polluted.

(c) only 217 out of 3119 towns and cities have sewage treatment facilities.

(d) all the 14 major rivers of India are highly polluted.

21. Municipal sewage pollutants account for:

(a) the lowest percentage of water pollution.

(b) seventy five percent of the Ganga’s water pollution load.

(c) twice the volume of the waste water of industrial origin.

(d) three times as much as the discharge from agricultural fields.

22. Which of the following statements is correct?

(a) The river Periyar is in South India.

(b) The river Periyar is the largest river of Kerala.

(c) The river Gomti is also extremely polluted.

(d) All of the above are correct.

23. The cost of the Clean-the-Ganga Pollution Project Action Plan is likely to be sourced from:

(a) the Indian Exchequer.

(b) France, U.K., U.S and the Netherlands.

(c) the World Bank, Poland, U.K.

(d) the U.S., U.K., Netherlands, Poland, France, the World Bank and India.

24. Which of the following statements made by the WHO is correct?

(a) Water-borne diseases account for eighty per cent of all diseases prevalent in India.

(b) Water-borne diseases in India create a loss of Rs. 600 crores every year.

(c) Both (a) and (b) are correct.

(d) None of the above.

25. Considerable amounts of metal pollutants are found in the river(s):

(a) Chambal of Rajasthan.

(b) Rushikula in Orissa.

(c) Damodar, Hoogly,, Krishna and Gomti.

(d) Ganga, Yamuna, Kali, Hindon, Cauvery and Kapila.

26. The crisis of drinking water is caused chiefly by:

(a) the green house effect.

(b) water pollution caused by industrial development.

(c) drying up of water sources and over- pumping.

(d) increasing urbanization.

27. The best remedy for water shortage lies in:

(a) putting up more pumps in rural areas.

(b) cleaning up polluted water.

(c) reducing the waste level of 25–30 per cent of the total flow of water.

(d) constructing large-sized dams.

28. Out of the total outlay for water supply and sanitation in the seventh plan, rural water supply sector would receive

(a) about 53 percent.

(b) over 80 percent.

(c) between 65 and 80 per cent.

(d) equal to 44.7 percent.

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

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

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

Similar experiences of crowding and space are found in education. To sit in a class where the teacher stuffs our minds with information, organizes it with finality, insists on having the answers while being utterly uninterested in our views, and forces us into a grim competition for grades—to sit in such a class is to experience a lack of space for learning. But to study with a teacher who not only speaks but also listens, who not only gives answers but asks

questions and welcomes our insights, who provides information and theories that do not close doors but open new ones, who encourages students to help each other learn—to study with such a teacher is to know the power of a learning space.

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

The task of creating learning space with qualities of openness, boundaries and hospitality can be approached at several levels. The most basic level is the physical arrangement of the classroom. Consider the traditional classroom setting with row upon row of chairs facing the lectern where learning space is confined to the narrow alley of attention between each student and teacher. In this space, there is no community of truth, hospitality or room for students to relate to the thoughts of each other. Contrast it with the chairs placed in a circular arrangement, creating an open space within which learners can interconnect. At another level, the teacher can create conceptual space—with

words, in two ways. One is through assigned reading; the other is through lecturing. Assigned reading, not in the form of speed reading several hundred pages, but contemplative reading which opens, not fills, our learning space. A teacher can also create a learning space by means of lectures. By providing critical information and a framework of interpretation, a lecturer can lay down the boundaries within which learning occurs.

We also create learning space through the kind of speech we utter and the silence from which true speech emanates. Speech is a precious gift and a vital tool, but too often our speaking is an evasion of truth, a way of buttressing our self-serving reconstructions of reality. Silence must therefore be an integral part of learning space. In silence, more than in arguments, our mind-made world falls away and must also create emotional space in the classroom, space that allow feeling to arise and be dealt with because submerged feelings can undermine learning. In an emotionally honest learning space, one created by a teacher who does not fear dealing with feelings, the community of truth can flourish between us and we can flourish in it.

29. Which of the following statements best describes the author's conception of learning space?

(a) Where the teacher is friendly.

(b) Where there is no grim competition for grades.

(c) Where the students are encouraged to learn about space.

(d) Where the teacher provides information and theories which open new doors and encourages students to help each other learn.

30. The statements 'the openness of a space is created by the firmness of its boundaries' appears contradictory. Which of the following statements provides the best justification for the proposition?

(a) We cannot have a space without boundaries.

(b) Bounded space is highly structured.

(c) When space boundaries are violated, the quality of space suffers.

(d) A teacher can effectively defend a learning space without boundaries.

31. According to the author, learning is a painful process because:

(a) It exposes our ignorance.

(b) Our views and hypotheses are challenged.

(c) It involves criticizing the views of others.

(d) Of all of the above reasons.

32. The task of creating learning space with qualities of openness, boundaries and hospitality is multidimensional. It involves operating at:

(a) Psychological and conceptual levels.

(b) Physical, perceptual and behavioral levels.

(c) Physical, conceptual and emotional levels.

(d) Conceptual, verbal and sensitive levels.

33. According to the author, silence must be an integral part of learning space because:

(a) Silence helps to unite us with others to create a community of truth.

(b) Silent contemplation prepares us to construct our mind-made world.

(c) Speaking is too often an exercise in the evasion of truth.

(d) Speaking is too often a way of buttressing our self-serving reconstruction of reality.

34. According to the author, an effective teacher does not allow

(a) feelings to arise within the learning space.

(b) silence to become an integral part of the learning space.

(c) learning space to be filled by speed reading of several hundred pages of assigned reading.

(d) violation of learning space boundaries.

35. Understanding the notion of space in our relations with others is:

(a) To acknowledge the beauty of poetic metaphor.

(b) Exclusively rooted in our experiences of physical space.

(c) To accept a spiritual dimension in our dealings with our peers.
(d) To extend the parallel of physical space to our experiences in daily life.

36. Another way of describing the author's notion of learning space can be summarized in the following manner.

(a) It is vital that learning be accompanied by unlearning.
(b) Learning encompasses such elements as courage, dignity and endeavor.
(c) An effective teacher recognizes the value of empathy.
(d) Encourage good learners, discourage indifferent ones.

37. Conceptual space with words can be created by

(a) Assigned reading and lecturing.
(b) Speed reading and written comprehension.
(c) Gentle persuasion and deliberate action.
(d) Creative extrapolation and illustrations.

38. An emotionally honest learning space can only be created by:

(a) A teacher committed to join the community.
(b) A teacher who is not afraid of confronting feelings.
(c) A teacher who takes care not to undermine the learning process.
(d) A teacher who worships critical silence.

Passage 5 (Total Words—602) (CAT 1998)

Management education gained new academic stature within US Universities and greater respect from outside during the 1960s and 1970s. Some observers attribute the competitive superiority of US corporations to the quality of business education. In 1978, a management professor, Herbert A. Simon of Carnegie Mellon University, won the Nobel Prize in economics for his work in decision theory. And the popularity of business education continued to grow since 1960's and the MBA has become known as the passport to the good life.

By the 1980s, however, US business schools faced critics who charged that learning had little relevance to real business problems. Some went so far

as to blame business schools for the decline in US competitiveness.

Amidst the criticisms, four distinct arguments may be discerned. The first is that business schools must be either unnecessary or deleterious because Japan does so well without them. Underlying these arguments is the idea that management ability cannot be taught—one is either born with it or must acquire it over years of practical experience. A second argument is that business schools are overly academic and theoretical. They teach quantitative models that have little application to real world problems. Third, they give inadequate attention to shop floor issues, to production processes and to management resources. Finally, it is argued that they encourage undesirable attitudes in students, such as placing value in the short term, on bottom line targets, while neglecting longer term developmental criteria. In summary, some business executives complain that MBA's are incapable of making day-to-day peritoneal decisions, unable to communicate and to motivate people, and unwilling to accept responsibility for following through implementation plans. We shall analyze these criticisms after having reviewed experiences in other countries.

In contrast to be the expansion and development of business education in the United States and more recently in Europe, Japanese business schools graduate no more than two hundred MBA's each year. The Keio Business School (KBS) was the only graduate school of management in the entire country until the mid 1970s and it still boasts the only two-year masters programme. The absence of business schools in Japan would appear in contradiction with the high priority placed upon learning by its Confucian culture. Confucian colleges taught administrative skills as early as 1630 and Japan wholeheartedly accepted Western learning following the Meiji restoration of 1868 when hundreds of students were dispatched to universities in the U.S.A., Germany, England and France, to learn the secrets of western technology and modernization. Moreover, the Japanese educational system is highly developed and intensely competitive and can be credited for raising the literary and mathematical abilities of the Japanese to the highest level in the world.

Until recently, Japanese corporations have not been interested in using either local or foreign business schools for the development of their future executives. Their in-company-training programmers have sought the socialization of newcomers, the younger the better. The training is highly specific and those who receive it, have neither the capacity nor the incentive to quit. The prevailing belief says Imai, is that management should be borne out of experience and many years of effort and not learnt from educational institutions. A 1960 survey of Japanese senior executives confirmed that a majority (54%) believed that managerial capabilities can be attained only on the job and not in universities.

However, this view seems to be changing, the same survey revealed that even as early as 1960, 37% of senior executives felt that the universities should teach integrate professional management. In the 1980s, a combination of increased competitive pressures and greater multi-nationalisation of Japanese business are making the Japanese take a fresh look at Management Education.

39. The 1960s and 1970s can best be described as a period

(a) when quality business education contributed to the superiority of US corporations.

(b) when the number of MBA's rose from under 5,000 to over 50,000.

(c) when management education gained new academic stature and greater respect.

(d) when the MBA became more disreputable.

40. According to the passage,

(a) learning, which was useful in the 1960s and 1970's became irrelevant in the 1980s.

(b) management education faced criticisms in the 1980s.

(c) business schools are insensitive to the needs of industry.

(d) by the 1980s, business schools contributed to the decline in US competitiveness.

41. The growth in the popularity of business schools among students was

most probably due to

(a) Herber A. Simon, a management professor winning the Nobel Prize in economics.

(b) the gain in academic stature.

(c) the large number of MBA degrees awarded.

(d) a perception that it was a ‘passport to the good life’.

42. A criticism that management education did not face was that:

(a) it imparted poor quantitative skills to MBAs.

(b) it was unnecessary and deleterious.

(c) it was irrevocably irrelevant.

(d) it inculcated undesirable attitudes in students.

43. US business schools faced criticism in the 1980s because:

(a) of the decline in Japanese competitiveness.

(b) many critics felt that learning had little relevance to business problems.

(c) people realised that management ability cannot be taught.

(d) MBAs were unwilling to accept responsibility for implementation on the shop floor.

44. The absence of business schools in Japan

(a) is due to the prevalent belief that management ability can only be acquired over years of practical experience.

(b) was due to the high priority placed on learning as opposed to doing in Confucian culture.

(c) is hard to explain for the proponents of business education.

(d) contributed a great deal to their success in international trade and business.

45. The Japanese were initially able to do without business schools as a result of:

(a) their highly developed and intensively competitive education system.

(b) dispatching hundreds of students to learn the secrets of western

technology and modernisation.

(c) their highly specific in-company training programmes.

(d) prevailing beliefs regarding educational institutions.

46. The Japanese modified their views on management education because of:

(a) greater exposure to U.S. MBA programmes.

(b) the need to develop worldwide contacts and become Americanised.

(c) the outstanding success of business schools in the U.S. during the 1960's and 1970s.

(d) a combination of increased competitive pressures and greater multinationalisation of Japanese business.

47. Training programmes in Japanese corporations have

(a) been based upon Confucian culture.

(b) sought the socialisation of newcomers.

(c) been targeted at people who have neither the capacity nor the incentive to quit.

(d) been teaching people to do menial tasks.

48. The author argues that

(a) Japanese do not do without business schools as is generally perceived.

(b) Japanese corporations do not hire MBAs because of traditions of universal and rigorous academic education, life long employment and strong group identification.

(c) Placing MBAs in operational and menial tasks is a major factor in Japanese business success.

(d) U.S. corporations should emulate the Japanese and change the way new recruits are inducted.

49. The main difference between U.S. and Japanese corporations is:

(a) that one employs MBAs, the other does not.

(b) that U.S. corporations do not employ Japanese people.

(c) the U.S. corporations pay more to fresh recruits.

(d) in the process of selecting and orienting new recruits.

50. The author argues that the Japanese system

(a) is better that the American system

(b) is highly productive and gives corporate leadership a long term view as a result of its strong traditions.

(c) is slowly becoming Americanised.

(d) succeeds without business schools, whereas the U.S. system fails because of it.

V

Passage 1 (Total Words—675)

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

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

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

At present, insecticides contribute to almost 75 per cent of the turnover of the pesticides industry in value terms and 85 per cent in terms of volume.

This is at variance with the trend in the West, where insecticides account for just 32 per cent of pesticides consumption: it is herbicides and fungicides which account for the largest share of consumption in those countries.

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

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

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

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

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

One of the main reasons for low capacity utilization in this industry is the seasonal nature of the demand for pesticides. The maximum amount of sales

is recorded between July and November, which is reflected in the high inventories that are built up in the first quarter of the year. As the active ingredient deteriorates over time, a large number of formulations have a limited shelf-life.

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

1. The growth in the production of food grains in 1994–95 over 1993–94 is predicted to be roughly

(a) 187 million tons.
(b) 2 percent.
(c) 3 percent.
(d) 182 million tons.

2. This country is the third largest consumer of pesticides in spite of

(a) a low per capita consumption of pesticides.
(b) 30 percent of production being destroyed by insects.
(c) our dependence on monsoons.
(d) food grain production being insignificant.

3. The market for technical-grade pesticides in India is dominated by

(a) insecticide manufacturers.
(b) small scale sector.
(c) just ten units.
(d) large scale sector.

4. The relationship between formulators and producers of technical-grade material

(a) is determined by the market.
(b) is rather strong in India.
(c) depends on their end-use.
(d) is partly governed by law.

5. The hike in selling prices

(a) is blamed by formulators on manufacturers.
(b) is the consequence of administered pricing.
(c) is caused by the Act of 1968.
(d) is because there is no cartel of manufacturers.

6. The percentage of formulators who can boast of being able to obtain raw materials easily is

(a) 60
(b) 10
(c) 50
(d) 20

7. High inventories are built up during

(a) October, November, December.
(b) April, May, June.
(c) July, August, September.
(d) None of these.

8. The pesticides industry is characterized by credit sales, the typical credit is

(a) 30 percent of sales.
(b) 2 to 3 months.
(c) to the customers of technical-grade material.
(d) 100 percent of sale.

9. That the pesticides makers are well diversified is indicated by the

(a) dominance of pesticides sales in the total sales.
(b) reduction in pesticides production.

(c) analysis of pesticides sales as a percentage of total sales.

(d) hike in prices of pesticides.

10. Capacity utilization in the pesticides industry is low because of

(a) a ban on expansion.

(b) the seasonal nature of demand.

(c) poor technology.

(d) low per capita consumption.

Passage 2 (Total Words—719)

Why can you not tickle yourself? And what does that have to do with artificial consciousness? Quite a lot, according to Rodney Cotterill, a physicist at the Danish Technical University in Lyngby.

After years of pondering over the workings of the brain, Dr. Cotterill believes he has found the quintessence of consciousness for good measure, he has also applied for a patent covering circuit design for conscious computers, and is discussing with several companies.

The nature of consciousness is shrouded in controversy. Theologians, philosophers, biologists, and computer scientists all have their pet theories. So, to understand how Dr. Cotterill's computers might work, it is necessary to understand his views of consciousness.

His is a classical outlook that can be traced to the philosophers and scientists of the first half of this century, who saw muscular movement as the key to understanding consciousness.

They believed that a person's main source of information about the world comes from movement. Even vision depends on the tiny scanning movements that the eye makes to keep the photosensitive cells of the retina refreshed with new information, So, the theory goes, consciousness must be intimately related to muscles.

Like many of his fellow physicists, Dr. Cotterill is intrigued by how artificial neural networks—the vast arrays of interconnected electronic

processes—might mimic the real networks of nerve cells of the brain. But whereas many neural-network enthusiasts hope that consciousness will emerge automatically if their machines become sufficiently complex, Dr. Cotterill thinks that something fundamental is missing in such machines. That something is linked to the particular way in which brains communicate with muscles.

Consider what happens when you reach for a glass. Signals to the brain from the eyes and fingers (called afference in the biological jargon) keep it informed about how the task is progressing. Signals from the brain to the fingers and eyes (called efference) make the necessary adjustments to avoid an accident. But at the same time, another type of signal, called an efference copy, is sent out to other parts of the brain. In simple terms, the efference copy warns the brain's sensory-receptor areas about what the muscles are about to do. Hence, since it is anticipated, self-tickling is not very stimulating.

Certain nerve cells in the brain are activated only if they receive efference copy and related afference within about two-tenths of a second of each other.

This seems to be a way of discriminating between events that the brain has caused in the environment and those over which it has no control, and thus distinguishing self and non-self, a central aspect of consciousness.

It is the efference copy that Dr. Cotterill believes is the crucial ingredient of consciousness. Without it, all there is, is a computer-controlled robot. With it, a computer robot becomes aware that it is in control of itself. Efference copy can be produced by a brain even when no muscles move. According to Dr. Cotterill, thought itself may be efference copy looping round and round in a way that allows the brain to simulate vision, speech and other faculties without actually moving a muscle. Such simulations can lead to new associations of muscular movements—associations which are more commonly known as ideas.

Dr. Cotterill's arguments, which have just been published in the Journal of Consciousness Studies, are unlikely to be endorsed universally. But having identified a loop in the brain which he thinks others have overlooked, he is

already toying with a host of possible applications of computers containing an artificial version of it. Video games and stock market analysis are two areas where he sees a big potential.

The key to such applications will be for the computer to probe its environment in an electronic analogy of motion and, at the same time, warn itself of what it is doing by sending itself artificial efference copy – thus keeping constant track of the relationship between its own actions and the reactions of the environment.

Dr. Cotterill does not expect the first computer of this sort to soliloquise spontaneously. But they should show rudimentary signs of consciousness, such as hesitancy and the ability to change their minds.

Such traits are absent for most forms of artificial intelligence. Their presence, hopes Dr. Cotterill, will make computer games more fun, and financial forecasting more lucrative.

11. Dr. Cotterill's conceptualization of consciousness is based on

(a) Observation and understanding of muscular movements.

(b) A similar belief shared by theologians and philosophers.

(c) Theory of neural networks

(d) Individual sensory skills.

12. The term *efference copy* refers to

(a) Keeping the brain informed about what is happening to the muscular system.

(b) An early warning system, which informs the brain about proposed muscle movements.

(c) The signal from senses to brain which helps to avoid accidents.

(d) One of the signals exchanged between the brain and senses.

13. According to the passage, Dr. Cotterill differs from the neural network scientists because:

(a) Other scientists are mathematicians while Dr. Cotterill is a physicist.

(b) Dr. Cotterill believes that the human mind can be mimicked using neural

networks.

(c) Dr. Cotterill believes that complex machines automatically replicate the brain while many other scientists refuse to do so.

(d) Dr. Cotterill considers the linkages between brain and the muscles while developing neural networks.

14. Robots with consciousness differ from those without it because

(a) Such robots are aware of self-control.

(b) Such robots have better control over movements.

(c) Such robots can interact with each other.

(d) Such robots are patented by Dr. Cotterill.

15. Computers with built-in consciousness will be able to

(a) Spew out Shakespeare.

(b) Maintain a constant watch over the mutual relationship between its actions and the environment's reactions.

(c) Communicate with ease.

(d) Replicate the signals from brain to muscle, thus making them more user friendly.

16. According to the passage, ideas

(a) Are the outcome of thinking process, accompanied by sensory action.

(b) Originate in the absence of muscle movements.

(c) Stem from the simulation of senses, without accompanying muscle movement.

(d) Reflect the result of efference copy produced by muscle movements.

17. It is difficult to tickle oneself because

(a) A signal warns the brain to anticipate tickling.

(b) A signal makes the muscles tighten up.

(c) Such signals are not acknowledged by the brain.

(d) None of these.

Passage 3 (Total Words—1212)

Many surprises lie in store for an academic who strays into the real world. The first such surprise to come my way during a stint as a university administrator, related to the photocopying machines within my jurisdiction. I discovered that paper for the machines plus contractual maintenance cost substantially more than photocopies in the private market. This took no account of the other costs of the photocopiers ink, spare part, the space occupied by the machine, the interest and depreciation on it, the wages of the machine operator, the loss of time when the machine broke down or the operator absented himself.

The university—and indeed the entire educational system—was in a financial crisis. Here was a situation calling for a quick and painless execution of all white elephants, or so I thought. I proposed that we stop using the photocopying machines and get our photocopies made by a private operator who had rented space from our institution. Further, we could reduce our costs well below the market price through an agreement with the private operator which would let him run our surplus machines in exchange for a price concession.

I had expected my proposal to be eagerly embraced by an impoverished university. Instead, it created a furore. In a progressive institution like ours, how could I have the temerity to suggest handing over university assets to the private sector? Perhaps I was in the pay of the private operator. Friends and well-wishers emphasized the necessity of immediately distancing myself from any plan that may conceivably benefit a private entrepreneur—even if it should concurrently benefit the university. That, I gathered, was the essence of financial rectitude.

Abashed, I repented my indiscretion. The photocopying machines were of course no longer used, but neither were they transferred to the enemy in the private sector. We got our photocopying done privately at market prices, not the concessional rates I had proposed. The university lost money, but the family silver was saved from the private enemy. After a decently long period

gathering dust and cobwebs, it could be sold as scrap, but that would not be during my tenure.

The story of the photocopying machines is repeated in many different guises throughout our public and semi-public institutions. The public sector is replete with unproductive assets, their sterile purity jealously protected from the seductive influences of private enterprise. There are the pathetic load factors in our power plants. There are fleets of public buses lying in idle disrepair in our state transport depots. There is the fertilizer plant which has never produced even a gram of fertilizer because, after its executive had scoured the wide world in search of the cheapest possible parts, they found that the specifications of these parts did not match each other. There are the 80 gas guzzling staff cars boasted of by a north Indian university which has little else to boast about.

Perhaps the most spectacular instances of unproductive government assets relate to land. Five years ago, the then minister for Surface Transport, Jagdish Tytler, suggested a plan for developing the vast tracts of unused land in the Delhi Transport Corporation's bus depots. He argued, entirely credibly, that by leasing out this land for commercial purposes, the DTC could not only cover its chronic and massive deficit, but achieve a substantial surplus. The proposal was never implemented; the defiltration of the private sector into DTC depots was heroically resisted by various government departments and the corporation continued its relentless plunge deeper into the red. All other examples of public extravagance however, pale into insignificance alongside the astronomical wastefulness perpetrated by the New Delhi Municipal Committee and the design of Edwin Lutyen's Delhi. Delhi unlike all other major cities of the world has a hollow center—the density of population at the heart of town is negligible. In design, it is no modern metropolis but a medieval imperial capital like the Baghdad of the Abbasid Caliphate. The very center of the city is entirely occupied by the almost empty places of the mighty, while hoi polloi throng the periphery and travel long distances daily to serve their masters.

Within the charmed circle of inner New Delhi, Ministers and Members of

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

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

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

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

Public interest litigation has of late highlighted a relatively minor aspect of the VIP housing issue: the abuse of ministerial discretion in making out of turn allotments. This focuses attention on the question of a fair distribution between the members of the elite of the fruits of power. In the process, unfortunately, a question of infinitely larger import has been conveniently consigned to oblivion. Doesn’t the entire scheme of VIP housing in New Delhi imply organized plunder of the citizenry on a scale quite unprecedented

and totally incompatible with the principles of a democratic society?

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

18. According to the passage, when a public system suffers from financial crisis, the situation calls for:

(a) Tightening the belt all around.

(b) Handing over unproductive assets to private parties.

(c) Contracting our maintenance of assets to less efficient private parties.

(d) Painless and quick execution of all white elephants.

19. One proposal made by the author to reduce the cost of photocopying well below the market price, was to:

(a) Stop using owned photocopying machines and get photocopies done by private operators in the market.

(b) Stop using owned photocopying machines and get photocopies done by a private operator who had rented space from the institution.

(c) Have an agreement with the private operator allowing him to use the owned surplus machines in exchange for a price concession.

(d) Put the photocopy operating employees on a piece rate basis.

20. The author's experience taught him that the essence of financial rectitude involved:

(a) Dissociating from any plan which benefits a private entrepreneur even if

it concurrently benefits a public institution.

(b) Supporting any plan which benefits a public institution while benefiting a private entrepreneur.

(c) Dissociating from any plan which benefits a private entrepreneur at the cost of a public institution.

(d) Supporting any plan which benefits a public institution at the cost of a private entrepreneur.

21. The practice of getting the photocopies done privately at market prices was acceptable because:

(a) It saved money for the university.

(b) It lost money for the university.

(c) It saved the family silver from the private enemy.

(d) Though it lost money for the university, it saved the family silver from the private enemy.

22. "…their sterile purity jealously protected from the seductive advances of private enterprise"—the author here is referring to:

(a) The family silver of the public institutions.

(b) The productive assets of the public institutions

(c) The rigid financial practices of the public institutions.

(d) None of the above.

23. The Delhi Transport Corporation's relentless plunge deeper into the red continued because according to the passage:

(a) Disposing off 80 gas guzzling staff cars was resisted.

(b) Fleets of buses in idle disrepair were not allowed to be sold as scrap.

(c) Leasing out unused land for commercial use was strongly resisted.

(d) Selling off surplus land to private parties was strongly resisted.

24. An estimate of the total land area occupied by the sprawling bungalows in inner New Delhi is:

(a) 600 acres

(b) 6000 acres

(c) 10 million square yards

(d) 3000 acres

25. The author's proposal to lease out the land occupied by bungalows for multi-storied residential construction would:

(a) Spoil the ecology of inner New Delhi.

(b) Wipe out the primary deficit of India.

(c) Create a surplus of Rs. 120 billion for the Municipal Committee.

(d) Enhance the greenery of the inner city.

26. The author contends that shifting 600 elite families of the government from the inner city to the periphery would solve the problem(s) of:

(a) Accommodation and transportation.

(b) Transportation and the country's budget deficit.

(c) Accommodation and the country's budget deficit.

(d) Accommodation, transportation and the country's budget deficit.

27. When the author talks about an unobtrusive public burden of mind-boggling proportions, he is referring to the issue of:

(a) VIP security

(b) VIP housing.

(c) Out of turn allotment of housing to VIPs

(d) Unproductive public assets.

Passage 4 (Total Words—926)

Every lover of words knows that these little symbolic units of meaning can be as contradictory as subatomic particles sometimes are. This may well be nature's quixotic way of laughing at our desperate need to explain everything. It gives us a full stop, but watches helplessly, as we expand it into three dots and continue to search.

Although the measurement of the velocity of sub-atomic particles

precludes the measurement of their position and vice versa, it hasn't stopped nuclear physicists from trying from searching, from attempting to pin down, to explain. And it is important.

In a book on quantum physics called 'In search of Schrodinger's Cat', John Gribbin says something very fascinating. If a mythical god with a magical pair of infinitesimally small pliers started the task of removing one atom from a molecule of hydrogen (if I remember correctly) every second from the time of the Big Bang… today, it would take another million years for him or her to complete the task. Phew!

But it is still important to try. Why? If everything is so small and the now proved quantum world is essentially indefinable, why do we go on trying to define? Because we must. It is as important to be rigorous and empirical as to accept the indefinable. Lest we forget, it is through absorption in the act of definition that we first encountered the indefinable. And it is still found there more easily than anywhere else.

But for the effort to define, how would we find the indefinable? But for the setting of limits, would the notion of the limitless have ever arisen? Didn't William Blake once remind us that we never know what is enough; unless we have known what is more than enough.

So, when we analyse words, they are paradoxical, as anything self-referential is. Whether it is the language of mathematics or the language of words, self reference engenders paradox. But one wonders why this is a cause of concern for some people, who would prefer no shades of grey.

Paradox is delightful. It is a rich and fertile ground that nourishes and nurtures what we want to communicate, which often has a nasty habit of falling in between any two given words available to describe it. Words are very close to what Planck called "quanta" though they are not literally packets of meaning; they are the paradoxical verbal equivalent, receptacles of meaning. Little drawers if you like, into which we can insert fresh meanings that expand, limit or even contradict the accepted meaning of the word or phrase.

When we say, I'll believe you! For instance, we mean the exact opposite.

As, indeed, when we say something is ‘bad’ in Black American language, because it means, good.

The original meaning of the word is like a reference point on a matrix. Good, if we use its definition as a working hypothesis. But very dangerous, if we take it as a full and final, irrevocable statement of what it sets out to describe.

Why, one may ask, give the word a meaning at all, if accepting it is suspect? And why embark on the act of definition at all if the result of the definition is insignificant?

Like many wonderful and rewarding things in this mysterious world, it is not either/or but and/plus. It is like asking why we learnt to crawl, if all we are going to do is unlearning it to walk? And further, when on occasion, we are required to crawl in later life, are we regressing?

Learning is a process, not a thing. If we must look at it as a thing, we must look at it as lying-sitting-standing-crawling-walking-running.

To define words, and define them exactly, is very important at the outset. When one is learning a language and even through the process of getting familiar with it, definitions and boundaries are crucial, just as following a broad road to a place is critical before we know our way there. Once we do, the rules aren’t important; once we have found a dozen shorter or pleasanter ways to the place, the highway may be of little use to us.

Like a protective cage around a little sapling, definitions protect us in our fledgling days, from the predators of license and ambiguity. And they are important. In its place, everything is important.

Once we have a certain command of the language, however, rules are meant to be broken. Particularly, if we are riding the crazy roller coaster of the English language. It is then what we thought was a packet turns out to be a receptacle. In the clearer light of day, when there is less confusion and obscurity, what appeared to be a serpent in the dusty light, is now quite clearly a rope.

In Alice in Wonderland, Humpty-Dumpty says it quite brilliantly:

“I don’t know what you mean by ‘glory’”, Alice said.

Humpty Dumpty smiled contemptuously.

“Of course you don’t—till I tell you. I meant there’s a nice knock-down argument for you!”

“But ‘glory’ doesn’t mean a nice knock-down argument” Alice objected.

“When I use a word”, Humpty Dumpty said, in a rather sorrowful tone, “it means just what I choose it to mean—neither more not less.”

“The question is”, said Alice, “whether you can make words mean so many different things.”

“The question is”, said Humpty Dumpty, “Which is to be the master—that’s all.”

Be that as it may, a word in your ear before the words stop. Can you ever have a nice knock-down argument?

28. According to the passage:

(a) Anything delightful is paradoxical.

(b) Anything self-referential is paradoxical.

(c) Anything in shades of grey is paradoxical.

(d) Anything in a rich and fertile ground is paradoxical.

29. From the passage, it can be inferred that:

(a) To understand a system, we should investigate within its boundaries.

(b) To understand a system, we should investigate beyond its boundaries.

(c) To understand a system, we should be rigorous and empirical.

(d) To understand a system, we should investigate both within and beyond its boundaries.

30. According to Humpty Dumpty:

(a) Alice does not know what ‘glory’ means.

(b) He is Alice’s master.

(c) He imparts to a word the meaning he intends.

(d) His words are ambiguous.

31. According to the passage:

(a) When some people say ‘bad’, they mean the opposite.

(b) God will complete the removal of all atoms from the hydrogen molecule in a million years.

(c) One can simultaneously measure both the velocity and position of sub-atomic particles.

(d) Planck called words ‘quanta’.

VI

Passage 1 (CAT 2004)

Recently, I spent several hours sitting under a tree in my garden with the social anthropologist William Ury, a Harvard University professor who specia1izes in the art of negotiation and wrote the best-selling book, *Getting to Yes.* He captivated me with his theory that tribalism protects people from their fear of rapid change. He explained that the pillars of tribalism that humans rely on for security would always counter any significant cultural or social change. In this way, he said, change is never allowed to happen too fast. Technology, for example, is a pillar of society. Ury believes that every time technology moves in a new or radical direction, another pillar such as religion or nationalism will grow stronger—in effect, the traditional and familiar will assume greater importance to compensate for the new and untested. In this manner, human tribes avoid rapid change that leaves people insecure and frightened.

But we have all heard that nothing is as permanent as change. Nothing is guaranteed. Pithy expressions, to be sure, but no more than cliches. As Ury says, people don’t live that way from day-to-day. On the contrary, they actively seek certainty and stability. They want to know they will be safe.

Even so, we scare ourselves constantly with the idea of change. An IBM CEO once said: ‘We only re-structure for a good reason, and if we haven’t re-structured in a while, that’s a good reason.’ We are scared that competitors, technology and the consumer will put us out of business—so we have to change all the time just to stay alive. But if we asked our fathers and grandfathers, would they have said that they lived in a period of little change?

Structure may not have changed much. It may just be the speed with which we do things.

Change is over-rated, anyway. Consider the automobile. It's an especially valuable example, because the auto industry has spent tens of billions of dollars on research and product development in the last 100 years. Henry Ford's first car had a metal chassis with an internal combustion, gasoline-powered engine, four wheels with rubber tyres, a foot operated clutch assembly and brake system, a steering wheel, and four seats, and it could safely do 18 miles per hour. A hundred years and tens of thousands of research hours later, we drive cars with a metal chassis with an internal combustion, gasoline-powered engine, four wheels with rubber tyres, a foot operated clutch assembly and brake system, a steering wheel, four seats—and the average speed in London in 2001 was 17.5 miles per hour!

That's not a hell of a lot of return for the money. Ford evidently doesn't have much to teach us about change. The fact that they're still manufacturing cars is not proof that Ford Motor Co. is a sound organization, just proof that it takes very large companies to make cars in great quantities—making for an almost impregnable entry barrier.

Fifty years after the development of the jet engine, planes are also little changed. They've grown bigger, wider and can carry more people. But those are incremental, largely cosmetic changes.

Taken together, this lack of real change has come to mean that in travel—whether driving or flying—time and technology have not combined to make things much better. The safety and design have of course accompanied the times and the new volume of cars and flights, but nothing of any significance has changed in the basic assumptions of the final product.

At the same time, moving around in cars or aeroplanes becomes less and less efficient all the time. Not only has there been no great change, but also both forms of transport have deteriorated as more people clamour to use them. The same is true for telephones, which took over hundred years to become mobile, or photographic film, which also required an entire century to change.

The only explanation for this is anthropological. Once established in

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

1. According to the passage, which of the following statements is true?

(a) Executives of automobile companies are inefficient and ludicrous.

(b) The speed at which an automobile is driven in a city has not changed much in a century.

(c) Anthropological factors have fostered innovation in automobiles by promoting use of new technologies.

(d) Further innovation in jet engines has been more than incremental.

2. Which of the following views does the author fully support in the passage?

(a) Nothing is as permanent as change.

(b) Change is always rapid.

(c) More money spent on innovation leads to more rapid change.

(d) Over decades, structural change has been incremental.

3. Which of the following best describes one of the main ideas discussed in the passage?

(a) Rapid change is usually welcomed in society.

(b) Industry is not as innovative as it is made out to be.

(c) We should have less change than what we have now.

(d) Competition spurs companies into radical innovation.

4. According to the passage, the reason why we continued to be dependent on fossil fuels is that:

(a) Auto executives did not wish to change.
(b) No alternative fuels were discovered.
(c) Change in technology was not easily possible.
(d) German, Japanese and French companies could not come up with new technologies.

Passage 2 (CAT 2004)

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

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

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

subject has been selected, the function of the painting itself is to communicate and justify the significance of that selection.

It is often said today that subject matter is unimportant. But this is only a reaction against the excessively literary and moralistic interpretation of subject matter in the nineteenth century. In truth, the subject is literally the beginning and end of a painting. The painting begins with a selection (I will paint this and not everything else in the world); it is finished when that selection is justified (now you can see all that I saw and felt in this and how it is more than merely itself).

Thus, for a painting to succeed, it is essential that the painter and his public agree about what is significant. The subject may have a personal meaning for the painter or individual spectator; but there must also be the possibility of their agreement on its general meaning. It is at this point that the culture of the society and period in question precedes the artist and his art. Renaissance art would have meant nothing to the Aztecs, and vice versa. If, to some extent, a few intellectuals can appreciate them both today, it is because their culture is an historical one: its inspiration is history and therefore, it can include within itself, in principle if not in every particular, all known developments to date.

When a culture is secure and certain of its values, it presents its artists with subjects. The general agreement about what is significant is so well established that the significance of a particular subject accrues and becomes traditional. This is true, for instance, of reeds and water in China, of the nude body in Renaissance, of the animal in Africa. Furthermore, in such cultures, the artist is unlikely to be a free agent: he will be employed for *the sake of particular subjects,* and the problem, as we have just described it, will not occur to him.

When a culture is in a state of disintegration or transition, the freedom of the artist increases—but the question of a subject matter becomes problematic for him: he, himself, has to choose for society. This was at the basis of all the increasing crises in European art during the nineteenth century. It is too often forgotten how many of the art scandals of that time were provoked by the choice of subject (Gericault, Courbet, Daumier, Degas, Lautrec, Van Gogh,

etc.).

By the end of the nineteenth century there were, roughly speaking, two ways in which the painter could meet this challenge of deciding what to paint and so choosing for society. Either he identified himself with the people and so allowed their lives to dictate his subjects to him; or he had to find his subjects within himself as painter. By *people* I mean everybody except the bourgeoisie. Many painters did of course work for the bourgeoisie according to their copy-book of approved subjects, but all of them, filling the Salon and the Royal Academy year after year, are now forgotten, buried under the hypocrisy of those they served so sincerely.

5. When a culture is insecure, the painter chooses his subject on the basis of:

(a) The prevalent style in the society of his time.

(b) Its meaningfulness to the painter.

(c) What is put in front of the easel

(d) Past experience and memory of the painter.

6. In the sentence, “I believe there is a connection” (second paragraph), what two developments is the author referring to?

(a) Painters using a dying hero and using a fruit as a subject of painting.

(b) Growing success of painters and an increase in abstract forms.

(c) Artists gaining freedom to choose subjects and abandoning subjects altogether.

(d) Rise of Impressionists and an increase in abstract forms.

7. Which of the following is NOT necessarily among the attributes needed for a painter to succeed:

(a) The painter and his public agree on what is significant.

(b) The painting is able to communicate and justify the significance of its subject selection.

(c) The subject has a personal meaning for the painter.

(d) The painting of subjects is inspired by historical developments.

8. In the context of the passage, which of the following statements would

NOT be true?

(a) Painters decided subjects based on what they remembered from their own lives.

(b) Painters of reeds and water in China faced no serious problem of choosing a subject.

(c) The choice of subject was a source of scandals in nineteenth century European art.

(d) Agreement on the general meaning of a painting is influenced by culture and historical context.

9. Which of the following views is taken by the author?

(a) The more insecure a culture, the greater the freedom of the artist.

(b) The more secure a culture, the greater the freedom of the artist.

(c) The more secure a culture, more difficult the choice of subject.

(d) The more insecure a culture, the less significant the choice of the subject.

Passage 3 (CAT 2004)

The viability of the multinational corporate system depends upon the degree to which people will tolerate the unevenness it creates. It is well to remember that the 'New Imperialism' which began after 1870 in a spirit of Capitalism Triumphant, soon became seriously troubled and after 1914, was characterized by war, depression, breakdown of the international economic system and war again, rather than Free Trade, Pax Britannica and Material Improvement. A major reason was Britain's inability to cope with the by-products of its own rapid accumulation of capital; i.e., a class-conscious labour force at home; a middle class in the hinterland; and rival centres of capital on the Continent and in America. Britain's policy tended to be atavistic and defensive rather than progressive—more concerned with warding off new threats than creating new areas of expansion. Ironically, Edwardian England revived the paraphernalia of the landed aristocracy it had just destroyed. Instead of embarking on a 'big push' to develop the vast

hinterland of the Empire, colonial administrators often adopted policies to arrest the development of either a native capitalist class or a native proletariat which could overthrow them.

As time went on, the centre had to devote an increasing share of government activity to military and other unproductive expenditures; they had to rely on alliances with an inefficient class of landlords, officials and soldiers in the hinterland to maintain stability at the cost of development. A great part of the surplus extracted from the population was thus wasted locally.

The New Mercantilism (as the Multinational Corporate System of special alliances and privileges, aid and tariff concessions is sometimes called) faces similar problems of internal and external division. The centre is troubled: excluded groups revolt and even some of the affluent are dissatisfied with the roles. Nationalistic rivalry between major capitalist countries remains an important divisive factor. Finally, there is the threat presented by the middle classes and the excluded groups of the underdeveloped countries. The national middle classes in the underdeveloped countries came to power when the centre weakened but could not, through their policy of import substitution manufacturing, establish a viable basis for sustained growth. They now face a foreign exchange crisis and an unemployment (or population) crisis—the first indicating their inability to function in the international economy and the second indicating their alienation from the people they are supposed to lead. In the immediate future, these national middle classes will gain a new lease of life as they take advantage of the spaces created by the rivalry between American and non-American oligopolists striving to establish global market positions.

The native capitalists will again become the champions of national independence as they bargain with multinational corporations. But the conflict at this level is more apparent than real, for in the end, the fervent nationalism of the middle class asks only for promotion within the corporate structure and not for a break with that structure. In the last analysis, their power derives from the metropolis and they cannot easily afford to challenge

the international system. They do not command the loyalty of their own population and cannot really compete with the large, powerful, aggregate capitals from the centre. They are prisoners of the taste patterns and consumption standards set at the centre.

The main threat comes from the excluded groups. It is not unusual in underdeveloped countries for the top 5 per cent to obtain between 30 and 40 per cent of the total national income, and for the top one-third to obtain anywhere from 60 to 70 per cent. At most, one-third of the population can be said to benefit in some sense from the dualistic growth that characterizes development in the hinterland. The remaining two-thirds, who together get only one-third of the income, are outsiders, not because they do not contribute to the economy, but because they do not share in the benefits. They provide a source of cheap labour which helps keep exports to the developed world at a low price and which has financed the urban-biased growth of recent years. In fact, it is difficult to see how the system in most underdeveloped countries could survive without cheap labour since removing it (e.g. diverting it to public works projects as is done in socialist countries) would raise consumption costs to capitalists and professional elites.

10. The author is in a position to draw parallels between New Imperialism and New Mercantilism because:

(a) both originated in the developed Western capitalist countries.

(b) New Mercantilism was a logical sequel to New Imperialism.

(c) they create the same set of outputs – a labour force, middle classes and rival centres of capital.

(d) both have comparable uneven and divisive effects.

11. According to the author, the British policy during the ‘New Imperialism’ period tended to be defensive because:

(a) it was unable to deal with the fallouts of a sharp increase in capital.

(b) its cumulative capital had undesirable side-effects.

(c) its policies favoured developing the vast hinterland.

(d) it prevented the growth of a set-up which could have been capitalistic in nature.

12. In the sentence, “They are prisoners of the taste patterns and consumption standards set at the centre.” (fourth paragraph), what is the meaning of ‘centre’?

(a) National government.
(b) Native capitalists.
(c) New capitalists.
(d) None of the above.

13. Under New Mercantilism, the fervent nationalism of the native middle classes does not create conflict with the multinational corporations because they (the middle classes)

(a) negotiate with the multinational corporations.
(b) are dependent on the international system for their continued prosperity.
(c) are not in a position to challenge the status quo.
(d) do not enjoy popular support.

Passage 4 (CAT 2004)

Throughout human, history the leading causes of death have been infection and trauma. Modern medicine has scored significant victories against both, and the major causes of ill health and death are now the chronic degenerative diseases, such as coronary artery disease, arthritis, osteoporosis, Alzheimer’s, macular degeneration, cataract and cancer. These have a long latency period before symptoms appear and a diagnosis is made. It follows that the majority of apparently healthy people are pre-ill.

But are these conditions inevitably degenerative? A truly preventive medicine that focused on the pre-ill, analyzing the metabolic errors which lead to clinical illness, might be able to correct them before the first symptom. Genetic risk factors are known for all the chronic degenerative diseases, and are important to the individuals who possess them. At the population level, however, migration studies confirm that these illnesses are

linked for the most part, to lifestyle factors—exercise, smoking and nutrition. Nutrition is the easiest of these to change, and the most versatile tool for affecting the metabolic changes needed to tilt the balance away from disease.

Many national surveys reveal that malnutrition is common in developed countries. This is not the calorie and/or micronutrient deficiency associated with developing nations (Type A malnutrition); but multiple micronutrient depletion, usually combined with calorific balance or excess (Type B malnutrition). The incidence and severity of Type B malnutrition will be shown to be worse if newer micronutrient groups such as the essential fatty acids, xanthophylls and flavonoids are included in the surveys. Commonly ingested levels of these micronutrients seem to be far too low in many developed countries.

There is now considerable evidence that Type B malnutrition is a major cause of chronic degenerative diseases. If this is the case, then it is logical to treat such diseases not with drugs but with multiple micronutrient repletion, or ‘pharmaco-nutrition’. This can take the form of pills and ‘capsules-nutraceuticals’, or food formats known as ‘functional foods’. This approach has been neglected hitherto because it is relatively unprofitable for drug’ companies—the products are hard to patent—and it is a strategy which does not sit easily with modern medical interventionism. Over the last 100 years, the drug industry has invested huge sums in developing a range of subtle and powerful drugs to treat the many diseases we are subject to. Medical training is couched in pharmaceutical terms and this approach has provided us with an exceptional range of therapeutic tools in the treatment of disease and in acute medical emergencies. However, the pharmaceutical model has also created an unhealthy dependency culture, in which relatively few of us accept responsibility for maintaining our own health. Instead, we have handed over this responsibility to health professionals who know very little about health maintenance, or disease prevention.

One problem for supporters of this argument is lack of the right kind of hard evidence. We have a wealth of epidemiological data linking dietary factors to health profiles/disease risks and a great deal of information on

mechanism: how food factors interact with our biochemistry. But almost all intervention studies with micronutrients, with the notable exception of the omega 3 fatty acids, have so far produced conflicting or negative results. In other words, our science appears to have no predictive value. Does this invalidate the science? Or are we simply asking the wrong questions?

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

14. Type-B malnutrition is a serious concern in developed countries because

(a) developing countries mainly suffer from Type-A malnutrition.

(b) it is a major contributor to illness and death.

(c) pharmaceutical companies are not producing drugs to treat this condition.

(d) national surveys on malnutrition do not include newer micronutrient groups.

15. Why are a large number of apparently healthy people deemed pre-ill?

(a) They may have chronic degenerative diseases.

(b) They do not know their own genetic risk factors which predispose them

to diseases.

(c) They suffer from Type-B malnutrition.

(d) There is a lengthy latency period associated with chronically degenerative diseases.

16. The author recommends micronutrient-repletion for large-scale treatment of chronic degenerative diseases because

(a) it is relatively easy to manage.

(b) micronutrient deficiency is the cause of these diseases.

(c) it can overcome genetic risk factors.

(d) it can compensate for other lifestyle factors.

17. Tailoring micronutrient-based treatment plans to suit individual deficiency profiles is not necessary because

(a) it very likely to give inconsistent or negative results.

(b) it is a classic pharmaceutical approach not suited to micronutrients.

(c) most people are consuming suboptimal amounts of safe-to-consume micronutrients.

(d) it is not cost effective to do so.

Passage 5 (CAT 2004)

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

The Tsavo research expedition was mostly Peyton's show. She had spent several years in Tanzania, compiling the data she needed to answer a question that ought to have been answered long ago: Why do lions have manes? It's the only cat, wild or domestic, that displays such ornamentation. In Tsavo, she was attacking the riddle from the opposite angle. Why do its lions not have manes? Some "maneless" lions in Tsavo East do have partial manes, but they rarely attain the regal glory of the Serengeti lions. Does environmental adaptation account for the trait? Are the lions of Tsavo, as some people believe, a distinct subspecies of their Serengeti cousins?

The Serengeti lions have been under continuous observation for more than 35 years, beginning with George Schaller's pioneering work in the 1960s. But the lions in Tsavo, Kenya's oldest and largest protected ecosystem, have hardly been studied. Consequently, legends have grown up around them. Not only do they look different, according to the myths, they *behave* differently, displaying greater cunning and aggressiveness. "Remember too," *Kenya: The Rough Guide* warns, "Tsavo's lions have a reputation of ferocity." Their fearsome image became well-known in 1898, when two males stalled construction of what is now Kenya Railways by allegedly killing and eating 135 Indian and African laborers. A British Army officer in charge of building a railroad bridge over the Tsavo River, Lt. Col. J. H. Patterson, spent nine months pursuing the pair before he brought them to bay and killed them. Stuffed and mounted, they now glare at visitors to the Field Museum in Chicago. Patterson's account of the leonine reign of terror, The *Man-Eaters of Tsavo*, was an international best-seller when published in 1907. Still in print, the book has made Tsavo's lions notorious. That annoys some scientists. "People don't want to give up on mythology," Dennis King told me one day. The zoologist has been working in Tsavo off and on for four years. "I am so sick of this man-eater business. Patterson made a helluva lot of money off that story, but Tsavo's lions are no more likely to turn man-eater than lions from elsewhere."

But tales of their savagery and wiliness don't all come from sensationalist authors looking to make a buck. Tsavo lions are generally larger than lions

elsewhere, enabling them to take down the predominant prey animal in Tsavo, the Cape buffalo, one of the strongest, most aggressive animals of Earth. The buffalo don't give up easily: They often kill or severely injure an attacking lion, and a wounded lion might be more likely to turn to cattle and humans for food.

And other prey is less abundant in Tsavo than in other traditional lion haunts. A hungry lion is more likely to attack humans. Safari guides and Kenya Wildlife Service rangers tell of lions attacking Land Rovers, raiding camps, stalking tourists. Tsavo is a tough neighborhood, they say, and it breeds tougher lions.

But are they really tougher? And if so, is there any connection between their manelessness and their ferocity? An intriguing hypothesis was advanced two years ago by Gnoske and Peterhans: Tsavo lions may be similar to the unmaned cave lions of the Pleistocene. The Serengeti variety is among the most evolved of the species—the latest model, so to speak—while certain morphological differences in Tsavo lions (bigger bodies, smaller skulls, and maybe even lack of a mane) suggest that they are closer to the primitive ancestor of all lions. Craig and Peyton had serious doubts about this idea, but admitted that Tsavo lions pose a mystery to science.

18. The book *Man-Eaters of Tsavo* annoys some scientists because

(a) it revealed that Tsavo lions are ferocious.

(b) Patterson made a helluva lot of money from the book by sensationalism.

(c) it perpetuated the bad name Tsavo lions had.

(d) it narrated how two male Tsavo lions were killed.

19. According to the passage, which of the following has not contributed to the popular image of Tsavo lions as savage creatures?

(a) Tsavo lions have been observed to bring down one of the strongest and most aggressive animals—the Cape buffaloes.

(b) In contrast to the situation in traditional lion haunts, scarcity of non-buffalo prey in the Tsavo makes the Tsavo lions more aggressive.

(c) The Tsavo lion is considered to be less evolved than the Serengeti variety.

(d) Tsavo lions have been observed to attack vehicles as well as humans.

20. The sentence which concludes the first paragraph, “Now they knew better”, implies that:

(a) The two scientists were struck by wonder on seeing maneless lions for the first time.

(b) Though Craig was an expert on the Serengeti lion, now he also knew about the Tsavo lions.

(c) Earlier, Craig and West thought that amateur observers had been mistaken.

(d) Craig was now able to confirm that darkening of the noses as lions aged applied to Tsavo lions as well.

21. Which of the following, if true, would weaken the hypothesis advanced by Gnoske and Peterhans most?

(a) Craig and Peyton develop even more serious doubts about the idea that Tsavo lions are primitive.

(b) The maneless Tsavo East lions are shown to be closer to the cave lions.

(c) Pleistocene cave lions are shown to be far less violent than believed.

(d) The morphological variations in body and skull size between the cave and Tsavo lions are found to be insignificant.

VII

Directions for Questions 1 to 25: *Each of the five passages given below is followed by questions. Choose the best answer for each question.*

Passage 1 (CAT 2002)

The production of histories of India has become very frequent in recent years and may well call for some explanation. Why so many and why this one in particular? The reason is a twofold one: changes in the Indian scene requiring

a re-interpretation of the facts and changes in attitudes of historians about the essential elements of Indian history. These two considerations are in addition to the normal fact of fresh information, whether in the form of archeological discoveries throwing fresh light on an obscure period or culture, or the revelations caused by the opening of archives or the release of private papers. The changes in the Indian scene are too obvious to need emphasis. Only two generations ago, British rule seemed to most Indian as well as British observers, likely to extend into an indefinite future; now there is a teenage generation which knows nothing of it. Changes in the attitudes of historians have occurred everywhere, changes in attitudes to the content of the subject as well as to particular countries, but in India, there have been some special features. Prior to the British, Indian historiographers were mostly Muslims, who relied, as in the case of Sayyid Ghulam Hussain, on their own recollection of events and on information from friends and men of affairs. Only a few like Abu'l Fazl had access to official papers. These were personal narratives of events, varying in value with the nature of the writer. The early British writers were officials. In the eighteenth century, they were concerned with some aspect of Company policy, or, like Robert Orme in his *Military Transactions*, gave a straight narrative in what was essentially a continuation of the Muslim tradition. In the early nineteenth century, the writers were still, with two notable exceptions, officials, but they were now engaged in chronicling, in varying moods of zest, pride, and awe, the rise of the British power in India to supremacy. The two exceptions were James Mill, with his critical attitude to the Company and John Marchman, the Baptist missionary. But they, like the officials, were anglo-centric in their attitude, so that the history of modem India in their hands came to be the history of the rise of the British in India.

The official school dominated the writing of Indian history until we get the *first* professional historian's approach, Ramsay Muir and P.E. Roberts in England and H. H. Dodwell in India. Then Indian historians trained in the English school joined in, of whom the most distinguished was Sir Jadunath Sarkar and the other notable writers: Surendranath Sen, Dr. Radhakumud

Mukerji, and Professor Nilakanta Sastri. They, it may be said, restored India to Indian history, but their bias was mainly political. Finally have come the nationalists who range from those who can find nothing good or true in the British to sophisticated historical philosophers like K.M. Panikker.

Along with types of historians with their varying biases, have gone changes in the attitude to the content of Indian history. Here, Indian historians have been influenced both by their local situation and by changes of thought elsewhere. It is in this field that this work can claim some attention since it seeks to break new ground, or perhaps to deepen a freshly turned furrow in the field of Indian history. The early official historians were content with the glamour and drama of political history from Plassey to the Mutiny, from Dupleix to the Sikhs. But when the *raj* was settled down, glamour departed from politics, and they turned to the less glorious but more solid ground of administration. Not how India was conquered but how it was governed was the theme of this school of historians. It found its archpriest in H.H. Dodwell, its priestess in Dame Lilian Penson, and its chief shrine in the Volume VI of the *Cambridge History of India.* Meanwhile in Britain, other currents were moving, which led historical study into the economic and social fields. R.C. Dutt entered the first of these currents with his *Economic History of India,* to be followed more recently by the whole group of Indian economic historians. W.E. Moreland extended these studies to the Mughal Period. Social history is now being increasingly studied and there is also of course, a school of nationalist historians; who see modern Indian history in terms of the rise and the fulfillment of the national movement.

All these approaches have value, but all share in the quality of being compartmental. It is not enough to remove political history from its pedestal of being the only kind of history worth having if it is merely to put other types of history in its place. Too exclusive an attention to economic, social, or administrative history can be as sterile and misleading as too much concentration on politics. A whole subject needs a whole treatment for understanding. A historian must dissect his subject into its elements and then fuse them together again into an integrated whole.

The true history of a country must contain all the features just cited, but must present them as parts of a single consistent theme.

1. Which of the following may be the closest in meaning to the statement "restored India to Indian history"?

(a) Indian historians began writing Indian history.

(b) Trained historians began writing Indian history.

(c) Writing India-centric Indian history began.

(d) Indian history began to be written in India.

2. Which of the following is the closest implication of the statement "to break new ground, or perhaps to deepen a freshly turned furrow"?

(a) Dig afresh or dig deeper.

(b) Start a new stream of thought or help establish a recently emerged perspective.

(c) Begin or conduct further work on existing archeological sites to unearth new evidence.

(d) Begin writing a history free of any biases.

3. Historians moved from writing political history to writing administrative history because:

(a) attitudes of the historians changed.

(b) the *raj* was settled down.

(c) politics did not retain its past glamour.

(d) administrative history was based on solid ground.

4. According to the author, which of the following is **not** among the attitudes of Indian historians of Indian origin?

(a) Writing history as personal narratives.

(b) Writing history with political bias.

(c) Writing non-political history due to lack of glamour.

(d) Writing history by dissecting elements and integrating them again.

5. In the table given below, match the historians to the approaches taken by

them:

A. Administrative

E. Robert Orme

B. Political

F. H. H. Dodwell

C. Narrative

G. Radha Kumud Mukherji

D. Economic

H. R. C. Dutt

(a)	(b)	(c)	(d)
A $\frac{23}{11}$ F	A $\frac{23}{11}$ G	A $\frac{23}{11}$ E	A $\frac{23}{11}$ F
B $\frac{23}{11}$ G	B $\frac{23}{11}$ F	B $\frac{23}{11}$ F	B $\frac{23}{11}$ H
C $\frac{23}{11}$ E	C $\frac{23}{11}$ E	C $\frac{23}{11}$ G	C $\frac{23}{11}$ E
D $\frac{23}{11}$ H	D $\frac{23}{11}$ H	D $\frac{23}{11}$ H	D $\frac{23}{11}$ G

Passage 2 (CAT 2002)

There are a seemingly endless variety of laws, restrictions, customs and traditions that affect the practice of abortion around the world. Globally, abortion is probably the single most controversial issue in the whole area of women's rights and family matters. It is an issue that inflames women's right groups, religious institutions, and the self-proclaimed "guardians" of public morality. The growing worldwide belief is that the right to control one's fertility is a basic human right. This has resulted in a worldwide trend towards liberalization of abortion laws. Forty percent of the world's population live in countries where induced abortion is permitted on request. An additional 25 percent live in countries where it is allowed if the women's life would be endangered if she went to full term with her pregnancy. The estimate is that between 26 and 31 million legal abortions were performed in 1987. However, there were also between 10 and 22 million illegal abortions

performed in that year.

Feminists have viewed the patriarchal control of women's bodies as one of the prime issues facing the contemporary women's movement. They observe that the definition and control of women's reproductive freedom have always been the province of men. Patriarchal religion, as manifest in Islamic fundamentalism, traditionalist Hindu practice, orthodox Judaism, and Roman Catholicism, has been an important historical contributory factor for this and continues to be an important presence in contemporary societies. In recent times, governments, usually controlled by men, have "given" women the right to contraceptive use and abortion access when their countries were perceived to have an overpopulation problem. When these countries are perceived to be underpopulated, that right has been absent. Until the nineteenth century, a woman's rights to an abortion followed English common law; it could only be legally challenged if there was a "quickening", when the first movements of the foetus could be felt. In 1800, drugs to induce abortions were widely advertised in local newspapers. By 1900, abortion was banned in every state except to save the life of the mother. The change was strongly influenced by the medical profession, which focussed its campaign ostensibly on health and safety issues for pregnant women and the sanctity of life. Its position was also a means of control of non licensed medical practitioners such as midwives and women healers who practiced abortion.

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

The anti-abortion legislative position remained in effect in the United States through the first sixty-five years of the twentieth century. In the early 1960s, even when it was widely known that the drug thalidomide taken

during pregnancy to alleviate anxiety was shown to contribute to the formation of deformed “flipper-like” hands or legs of children, abortion was illegal in the United States. A second health tragedy was the severe outbreak of rubella during the same time period, which also resulted in major birth defects. These tragedies combined with a change of attitude towards a woman’s right to privacy lead a number of states to pass abortion-permitting legislation.

On one side of the controversy are those who call themselves “pro-life”. They view the foetus as a human life rather than as an unformed complex of cells; therefore, they hold to the belief that abortion is essentially murder of an unborn child. These groups cite both legal and religious reasons for their opposition to abortion. Pro-lifers point to the rise in legalized abortion figures and see this as morally intolerable. On the other side of the issue are those who call themselves “pro-choice”. They believe that women, not legislators or judges, should have the right to decide whether and under what circumstances they will bear children. Pro-choicers are of the opinion that laws will not prevent women from having abortions and cite the horror stories of the past when many women died at the hands of “backroom” abortionists and in desperate attempts to self-abort. They also observe that legalized abortion is especially important for rape victims and incest victims who became pregnant. They stress physical and mental health reasons why women should not have unwanted children.

To get a better understanding of the current abortion controversy, let us examine a very important work by Kristin Luker, titled Abortion and The Politics of Motherhood. Luker argues that female pro-choice and pro-life activists hold different world views regarding gender, sex, and the meaning of parenthood. Moral positions on abortions are seen to be tied intimately to views on sexual behaviour, the care of children, family life, technology, and the importance of the individual. Luker identifies “pro-choice” women as educated, affluent, and liberal. Their contrasting counterparts, “pro-life” women, support traditional concepts of women as wives and mothers. It would be instructive to sketch out the differences in the world views of these

two sets of women. Luker examines California, with its liberalized abortion law, as a case history. Public documents and newspaper accounts over a twenty-year period were analyzed and over 200 interviews were held with both pro-life and pro-choice activists.

Luker found that pro-life and pro-choice activists have intrinsically different views with respect to gender. Pro-life women have a notion of public and private life. The proper place for men is in the public sphere of work; for women, it is the private sphere of the home. Men benefit through the nurturance of women; women benefit through the protection of men. Children are seen to be the ultimate beneficiaries of this arrangement by having the mother as a full-time loving parent and by having clear role models. Pro-choice advocates reject the view of separate spheres. They object to the notion of the home being the "women's sphere". Women's reproductive and family roles are seen as potential barriers to full equality. Motherhood is seen as a voluntary, not a mandatory or "natural" role.

In summarizing her findings, Luker believes that women become activists in either of the two movements as the end result of lives that center around different conceptualizations of motherhood. Their beliefs and values are rooted to the concrete circumstances of their lives, their educations, incomes, occupations, and the different marital and family choices that they have made. They represent two different world views of women's roles in contemporary society and as such, the abortion issue represents the battleground for the justification of their respective views.

6. According to your understanding of the author's arguments, which countries are more likely to allow abortion?

(a) India and China.

(b) Australia and Mongolia.

(c) Cannot be inferred from the passage.

(d) Both (a) and (b).

7. Which amongst these was not a reason for banning of abortions by 1900?

(a) Medical professionals stressing the health and safety of women.

(b) Influx of eastern and southern European immigrants.
(c) Control of unlicensed medical practitioners.
(d) A tradition of matriarchal control.

8. A pro-life woman would advocate abortion if:

(a) the mother of an unborn child is suicidal.
(b) bearing a child conflicts with a woman's career prospects.
(b) the mother becomes pregnant accidentally.
(c) none of the above.

9. Pro-choice women object to the notion of the home being the "women's sphere" because they believe:

(a) that the home is a "joint sphere" shared between men and women.
(b) that reproduction is a matter of choice for women.
(c) that men and women are equal.
(d) both (b) and (c).

10. Two health tragedies affecting U.S. society in the 1960s led to:

(a) a change in attitude to women's right to privacy.
(b) retaining the anti-abortion laws with some exceptions.
(c) scrapping of anti-abortion laws.
(d) strengthening of the pro-life lobby.

11. Historically, the pro-choice movement has got support from, among others,:

(a) major patriarchal religions.
(b) countries with low population density.
(c) medical profession.
(d) none of the above.

Passage 3 (CAT 2002)

The conceptions of life and the world which we call 'philosophical' are a product of two factors: one, inherited religious and ethical conceptions; the

other, the sort of investigation which may be called ‘scientific’, using this word in its broadest sense. Individual philosophers have differed widely in regard to the proportions in which these two factors entered into their systems, but it is the presence of both, in some degree, that characterizes philosophy.

‘Philosophy’ is a word which has been used in many ways, some wider, some narrower. I propose to use it in a very wide sense, which I will now try to explain.

Philosophy, as I shall understand the word, is something intermediate between theology and science. Like theology, it consists of speculations on matters as to which definite knowledge has, so far, been unascertainable; but like science, it appeals to human reason rather than to authority, whether that of tradition or that of revelation. All definite knowledge—so I should contend—belongs to science; all dogma as to what surpasses definite knowledge belongs to theology. But between theology and science, there is a ‘No Man’s Land’, exposed to attack from both sides; this ‘No Man’s Land’ is philosophy. Almost all the questions of most interest to speculative minds are such as science cannot answer, and the confident answers of theologians no longer seem so convincing as they did in former centuries. Is the world divided into mind and matter, and if so, what is mind and what is matter? Is mind subject to matter, or is it possessed of independent powers? Has the universe any unity or purpose? Is it evolving towards some goal? Are there really laws of nature, or do we believe in them only because of our innate love of order? Is man what he seems to the astronomer, a tiny lump of carbon and water impotently crawling on a small and unimportant planet? Or is he what he appears to Hamlet? Is he perhaps both at once? Is there a way of living that is noble and another that is base, or are all ways of living merely futile? If there is a way of living that is noble, in what does it consist, and how shall we achieve it? Must the good be eternal in order to deserve to be valued, or is it worth seeking even if the universe is inexorably moving towards death? Is there such a thing as wisdom, or is what seems such merely the ultimate refinement of folly? To such questions; no answer can be found

in the laboratory. Theologies have professed to give answers, all too definite; but their definiteness causes modern minds to view them with suspicion. The studying of these questions, if not the answering of them, is the business of philosophy.

Why, then, you may ask, waste time on such insoluble problems? To this, one may answer as a historian, or an individual facing the terror of cosmic loneliness.

The answer of the historian, in so far as I am capable of giving it, will appear in the course of this work. Ever since men became capable of free speculation, their actions in innumerable important respects, have depended upon their theories as to the world and human life, as to what is good and what is evil. This is as true in the present day as at any former time. To understand an age or a nation, we must understand its philosophy, and to understand its philosophy, we must ourselves be in some degree philosophers. There is here a reciprocal causation: the circumstances of men's lives do much to determine their philosophy, but, conversely, their philosophy does much to determine their circumstances.

There is also, however, a more personal answer. Science tells us what we can know, but what we can know is little, and if we forget how much we cannot know, we may become insensitive to many things of very great importance. Theology, on the other hand, induces a dogmatic belief that we have knowledge, where in fact, we have ignorance, and by doing, so generates a kind of impertinent insolence towards the universe. Uncertainty, in the presence of vivid hopes and fears, is painful, but must be endured if we wish to live without the support of comforting fairy tales. It is not good either to forget the questions that philosophy asks, or to persuade ourselves that we have found indubitable answers to them. To teach how to live without certainty, and yet without being paralyzed by hesitation, is perhaps the chief thing that philosophy, in our age, can still do for those who study it.

12. The purpose of philosophy is to:

(a) reduce uncertainty and chaos.

(b) help us to cope with uncertainty and ambiguity.
(c) help us to find explanations for uncertainty.
(d) reduce the terror of cosmic loneliness.

13. Based on this passage, what can be concluded about the relation between philosophy and science?

(a) The two are antagonistic.
(b) The two are complementary.
(c) There is no relation between the two.
(d) Philosophy derives from science.

14. From reading the passage, what can be concluded about the profession of the author? He is most likely to be a:

(a) historian.
(b) philosopher.
(c) scientist.
(d) theologian.

15. According to the author, which of the following statements about the nature of the universe must be definitely true?

(a) The universe has unity.
(b) The universe has a purpose.
(c) The universe is evolving towards a goal.
(d) None of the above.

Passage 4 (CAT 2002)

Cells are the ultimate multitaskers: they can switch on genes and carry out their orders, talk to each other, divide in two, and much more, all at the same time. But they couldn't do any of these tricks without a power source to generate movement. The inside of a cell bustles with more traffic than Delhi roads, and, like all vehicles, the cell's moving parts need engines. Physicists and biologists have looked "under the hood" of the cell—and laid out the nuts

and bolts of molecular engines.

The ability of such engines to convert chemical energy into motion is the envy of nanotechnology researchers looking for ways to power molecule-sized devices. Medical researchers also want to understand how these engines work. Because these molecules are essential for cell division, scientists hope to shut down the rampant growth of cancer cells by deactivating certain motors. Improving motor-driven transport in nerve cells may also be helpful for treating diseases such as Alzheimer's, Parkinson's or ALS, also known as Lou Gehrig's disease.

We wouldn't make it far in life without motor proteins. Our muscles wouldn't contract. We couldn't grow, because the growth process requires cells to duplicate their machinery and pull the copies apart. And our genes would be silent without the services of messenger RNA, which carries genetic instructions over to the cell's protein-making factories. The movements that make these cellular activities possible, occur along a complex network of threadlike fibers, or polymers, along which bundles of molecules travel like trams. The engines that power the cell's freight are three families of proteins, called myosin, kinesin and dynein. For fuel, these proteins burn molecules of ATP, which cells make when they break down the carbohydrates and fats from the foods we eat. The energy from burning ATP causes changes in the proteins' shape that allow them to heave themselves along the polymer track. The results are impressive: In one second, these molecules can travel between 50 and 100 times their own diameter. If a car with a 5-foot-wide engine were as efficient, it would travel 170 to 340 kmph.

Ronald Vale, a researcher at the Howard Hughes Medical Institute and the University of California at San Francisco, and Ronald Milligan of the Scripps Research Institute have realized a long-awaited goal by reconstructing the process by which myosin and kinesin move, almost down to the atom. The dynein motor, on the other hand, is still poorly understood. Myosin molecules, best known for their role in muscle contraction, form chains that lie between filaments of another protein called actin. Each myosin molecule has a tiny head that pokes out from the chain like oars from a canoe. Just as

rowers propel their boat by stroking their oars through the water, the myosin molecules stick their heads into the actin and hoist themselves forward along the filament. While myosin moves along in short strokes, its cousin kinesin walks steadily along a different type of filament called a microtubule. Instead of using a projecting head as a lever, kinesin walks on two “legs.” Based on these differences, researchers used to think that myosin and kinesin were virtually unrelated. But newly discovered similarities in the motors’ ATP-processing machinery now suggest that they share a common ancestor—molecule. At this point, scientists can only speculate as to what type of primitive cell-like structure this ancestor occupied as it learned to burn ATP and use the energy to change shape. “We’ll never really know, because we can’t dig up the remains of ancient proteins, but that was probably a big evolutionary leap,” says Vale.

On a slightly larger scale, loner cells like sperm or infectious bacteria are prime movers that resolutely push their way through to other cells. As L. Mahadevan and Paul Matsudaira of the Massachusetts Institute of Technology explain, the engines in this case are springs or ratchets that are clusters of molecules, rather than single proteins like myosin and kinesin. Researchers don’t yet fully understand these engines’ fueling process or the details of how they move, but the result is a force to be reckoned with. For example, one such engine is a spring like stalk connecting a single-celled organism called a vorticellid to the leaf fragment it calls home. When exposed to calcium, the spring contracts, yanking the vorticellid down at speeds approaching 3 inches (8 centimeters) per second.

Springs like this are coiled bundles of filaments that expand or contract in response to chemical cues. A wave of positively charged calcium ions, for example, neutralizes the negative charges that keep the filaments extended. Some sperm use spring like engines made of actin filaments to shoot out a barb that penetrates the layers that surround an egg. And certain viruses use a similar apparatus to shoot their DNA into the host’s cell. Ratchets are also useful for moving whole cells, including some other sperm and pathogens. These engines are filaments that simply grow at one end, attracting chemical

building blocks from nearby. Because the other end is anchored in place, the growing end pushes against any barrier that gets in its way.

Both springs and ratchets are made up of small units that each move just slightly, but collectively produce a powerful movement. Ultimately, Mahadevan and Matsudaira hope to better understand just how these particles create an effect that seems to be so much more than the sum of its parts. Might such an understanding provide inspiration for ways to power artificial nano-sized devices in the future? “The short answer is absolutely,” says Mahadevan. “Biology has had a lot more time to evolve enormous richness in design for different organisms. Hopefully, studying these structures will not only improve our understanding of the biological world, it will also enable us to copy them, take apart their components and re-create them for other purposes.”

16. According to the author, research on the power source of movement in cells can contribute to:

(a) control over the movement of genes within human systems.
(b) the understanding of nanotechnology.
(c) arresting the growth of cancer in a human being.
(d) the development of cures for a variety of diseases.

17. The author has used several analogies to illustrate his arguments in the article. Which of the following pairs of words are examples of the analogies used?

I. Cell activity and vehicular traffic.
II. Polymers and tram tracks.
III. Genes and canoes.
IV. Vorticellids and ratchets.

(a) I and II
(b) II and III
(c) I and IV
(d) I and III

18. Read the five statements below: I, II, III, IV, and V. From the options given, select the one which includes statement that are **not** representative of an argument presented in the passage.

I. Sperms use spring like engines made of actin filament.

II. Myosin and kinesin are unrelated.

III. Nanotechnology researchers look for ways to power molecule-sized devices.

IV. Motor proteins help muscle contraction.

V. The dynein motor is still poorly understood.

(a) I, II and III

(b) III, IV and V

(c) I, IV and V

(d) I, III and IV

19. Read the four statements below: I, II, III, and IV. From the options given, select the one which includes only statement(s) that are representative of arguments presented in the passage.

I. Protein motors help growth processes.

II. Improved transport in nerve cells will help arrest tuberculosis and cancer.

III. Cells, together, generate more power than the sum of power generated by them separately.

IV. Vorticellid and the leaf fragment are connected by a calcium engine.

(a) I and II but not III

(b) I and III but not IV

(c) I and IV but not II

(d) III and IV but not II

20. Read the four statements below: I, II, III, and IV. From the options given, select the one which include statement(s) that are representative of arguments presented in the passage.

I. Myosin, kinesin and actin are three types of protein.

II. Growth processes involve a routine in a cell that duplicates their

machinery and pulls the copies apart.

III. Myosin molecules can generate vibrations in muscles.

IV. Ronald and Mahadevan are researchers at Massachusetts Institute of Technology.

(a) I and II but not III and IV

(b) II and III but not I

(c) II and IV but not I and III

(d) I, II and III but not IV

Passage 5 (CAT 2002)

If translated into English, most of the ways economists talk among themselves would sound plausible enough to poets, journalists, businesspeople, and other thoughtful though *noneconomical* folk. Like serious talk anywhere—among boat designers and baseball fans, say—the talk is hard to follow when one has not made a habit of listening to it for a while. The culture of the conversation makes the words arcane. But the people in the unfamiliar conversation are not Martians. Underneath it all (the economist's favorite phrase), conversational habits are similar. Economics uses mathematical models and statistical tests and market arguments, all of which look alien to the literary eye. But looked at closely, they are not so alien. They may be seen as figures of speech-metaphors, analogies, and appeals to authority.

Figures of speech are not mere frills. They think for us. Someone who thinks of a market as an "invisible hand" and the organization of work as a "production function" and his coefficients as being "significant," as an economist does, is giving the language a lot of responsibility. It seems a good idea to look hard at his language.

If the economic conversation were found to depend a lot on its verbal forms, this would not mean that economics would be not a science, or just a matter of opinion, or some sort of confidence game. Good poets, though not

scientists, are serious thinkers about symbols; good historians, though not scientists, are serious thinkers about data. Good scientists also use language. What is more (though it remains to be shown) they use the cunning of language, without particularly meaning to. The language used is a social object, and using language is a social act. It requires cunning (or, if you prefer, consideration) attention to the other minds present when one speaks.

The paying of attention to one's audience is called "rhetoric," a word that I later exercise hard. One uses rhetoric, of course, to warn of a fire in a theatre or to arouse the xenophobia of the electorate. This sort of yelling is the vulgar meaning of the word, like the president's "heated rhetoric" in a press conference or the "mere rhetoric" to which our enemies stoop. Since the Greek flame was lit, though, the word has been used also in a broader and more amiable sense, to mean the study of all the ways of accomplishing things with language: inciting a mob to lynch the accused, to be sure, but also persuading readers of a novel that its characters breathe, or bringing scholars to accept the better argument and reject the worse.

The question is whether the scholar—who usually fancies himself an announcer of "results" or a stator of "conclusions" free of rhetoric—speaks rhetorically. Does he try to persuade? It would seem so. Language, I just said, is not a solitary accomplishment. The scholar doesn't speak into the void, or to himself. He speaks to a community of voices. He desires to be heeded, praised, published, imitated, honored, en-Nobeled. These are the desires. The devices of language are the means.

Rhetoric is the proportioning of means to desires in speech. Rhetoric is an economics of language, the study of how scarce means are allocated to the insatiable desires of people to be heard. It seems on the face of it a reasonable hypothesis that economists are like other people in being talkers, who desire listeners when they go to the library or the laboratory as much as when they go to the office on the polls. The purpose here is to see if this is true, and to see if it is useful: to study the rhetoric of economic scholarship.

The subject is scholarship. It is not the economy, or the adequacy of economic theory as a description of the economy, or even mainly the

economist's role in the economy. The subject is the conversation economists have among themselves, for purposes of persuading each other that the interest elasticity of demand for investment is zero or that the money supply is controlled by the Federal Reserve.

Unfortunately, though, the conclusions are of more than academic interest. The conversations of classicists or of astronomers rarely affect the lives of other people. Those of economists do so on a large scale. A well known joke describes a May Day parade through Red Square with the usual mass of soldiers, guided missiles, rocket launchers. At last come rank upon rank of people in gray business suits. A bystander asks, "Who are those?" "Aha!" comes the reply, "those are economists: you have no idea what damage they can do!" Their conversations do it.

21. According to the passage, which of the following is the best set of reasons for which one needs to "look hard" at an economist's language?

I. Economists accomplish a great deal through their language.
II. Economics is an opinion-based subject.
III. Economics has a great impact on other's lives.
IV. Economics is damaging.

(a) I and II
(b) III and IV
(c) I and III
(d) II and IV

22. In the light of the definition of rhetoric given in the passage, which of the following will have the least element of rhetoric?

(a) An election speech.
(b) An advertisement jingle.
(c) Dialogues in a play.
(d) Commands given by army officers.

23. As used in the passage, which of the following is the closest meaning

to the statement “The culture of the conversation makes the words arcane”?

(a) Economists belong to a different culture.

(b) Only mathematicians can understand economists.

(c) Economists tend to use terms unfamiliar to the lay person, but depend on familiar linguistic forms.

(d) Economists use similes and adjectives in their analysis.

24. As used in the passage, which of the following is the closest alternative to the word ‘arcane’?

(a) Mysterious

(b) Secret

(c) Covert

(d) Perfidious

25. Based on your understanding of the passage, which of the following conclusions would you agree with?

(a) The geocentric and the heliocentric views of the solar system are equally tenable.

(b) The heliocentric view is superior because of better rhetoric.

(c) Both views use rhetoric to persuade.

(d) Scientists should not use rhetoric.

VIII

Passage 1 [CAT 2003 (cancelled)]

At the heart of the enormous boom in wine consumption that has taken place in the English-speaking world over the last two decades or so, is a fascinating, happy paradox. In the days when wine was exclusively the preserve of a narrow cultural elite, bought either at auctions or from gentleman wine merchants in wing collars and bow-ties, to be stored in rambling cellars and decanted to order by one’s butler, the ordinary drinker

didn’t get a look-in. Wine was considered a highly technical subject, in which anybody without the necessary ability could only fall flat on his or her face in embarrassment. It wasn’t just that you needed a refined aesthetic sensibility for the stuff if it wasn’t to be hopelessly wasted on you. It required an intimate knowledge of what came from where, and what it was supposed to taste like.

Those were times, however, when wine appreciation essentially meant a familiarity with the great French classics, with perhaps a smattering of other wines—like sherry and port. That was what the wine trade dealt in. These days, wine is bought daily in supermarkets and high-street chains to be consumed that evening, hardly anybody has a cellar to store it in and most don’t even possess a decanter. Above all, the wines of literally dozens of countries are available on our market. When a supermarket offers its customers a couple of fruity little numbers from Brazil, we scarcely raise an eyebrow.

It seems, in other words, that the commercial jungle that wine has now become has not in the slightest deterred people from plunging adventurously into the thickets in order to taste and see. Consumers are no longer intimidated by the thought of needing to know their Pouilly-Fume from their Pouilly-Fuisse just at the very moment when there is more to know than ever before.

The reason for this new mood of confidence is not hard to find. It is on every wine label from Australia, New Zealand, South Africa and the United States: the name of the grape from which the wine is made. At one time, that might have sounded like a fairly technical approach in itself. Why should native English-speakers know what Cabernet Sauvignon or Chardonnay were? The answer lies in the popularity that wines made from those grape varieties now enjoy. Consumers effectively recognize them as brand names, and have acquired a basic lexicon of wine that can serve them even when confronted with those Brazilian upstarts.

In the wine heartlands of France, they are scared to death of that trend—not because they think their wine isn’t as good as the best from California or

South Australia (what French winemaker will ever admit that?) but because they don't traditionally call their wines Cabernet Sauvignon or Chardonnay. They call them Chateau Ducru- Beaucillou or Corton-Charlemagne, and they aren't about to change. Some areas, in the middle of southern France, have now produced a generation of growers using the varietal names on their labels and are tempting consumers back to French wine. It will be an uphill struggle, but there is probably no other way if France is to avoid simply becoming a specialty source of old-fashioned wines for old-fashioned connoisseurs.

Wine consumption was also given a significant boost in the early 1990s by the works of Dr. Serge Renaud, who has spent many years investigating the reasons for the uncannily low incidence of coronary heart disease in the south of France. One of his major findings is that the fat-derived cholesterol that build up the arteries and can eventually lead to the heart trouble, can be dispersed by the tannins in wine. Tannin is derived from the skin of grapes, and is therefore, present in higher level in red wines, because they have to be infused with their skin to attain the red colour. That news caused a huge upsurge in red wine consumption in United States. It has not been accorded the prominence it deserves in the UK, largely because the medical profession still sees all alcohol as a menace to health, and is constantly calling for it to be made prohibitively expensive. Certainly, the manufacturers of anticoagulant drugs might have something to lose if we all got the message that we would do just as well for our hearts by taking half a bottle of red wine every day!

1. The tone that the author uses while asking "What French winemaker will ever admit that?" is best described as:

(a) caustic
(b) satirical
(c) critical
(d) hypocritical.

2. Which one of the following CANNOT be reasonably attributed to the

labeling strategy followed by wine producers in English-speaking countries?

(a) Consumers buy wines on the basis of their familiarity with a grape variety's name.

(b) Even ordinary customers now have more access to technical knowledge about wine.

(c) Consumers are able to appreciate better quality wines.

(d) Some non-English speaking countries like Brazil indicate grape variety names on their labels.

3. Which one of the following, if true, would provide most support for Dr. Renaud's findings about the "effect of tannins"?

(a) A survey showed that film celebrities based in France have a low incidence of coronary heart disease.

(b) Measurements carried out in southern France showed red wine drinkers had significantly higher levels of coronary heart incidence than white wine drinkers did.

(c) Data showed a positive association between sales of red wine and incidence of coronary heart disease.

(d) Long-term surveys in southern France showed that the incidence of coronary heart disease was significantly lower in red wine drinkers than in those who did not drink red wine.

4. The development which has created fear among winemakers in the wine heartlands of France is the

(a) tendency not to name wines after the grape varieties that are used in the wines.

(b) 'education' that consumers have derived from wine labels from English speaking countries.

(c) new generation of local winegrowers who use labels that show names of grape varieties.

(d) ability of consumers to understand a wine's qualities when confronted with "Brazilian upstarts'.

5. What according to the author should the French do to avoid becoming a producer of merely old-fashioned wines?

(a) Follow the labelling strategy of the English-speaking countries.

(b) Give their wines English names.

(c) Introduce fruity wines as Brazil has done.

(d) Produce the wines that have become popular in the English-speaking world.

Passage 2 [CAT 2003 (cancelled)]

Right through history, imperial powers have clung to their possessions to death. Why, then, did Britain in 1947, give up the jewel in its crown, India? For many reasons. The independence struggle exposed the hollowness of the white man's burden. Provincial self-rule since 1935 paved the way for full self rule. Churchill resisted independence, but the Labour government of Atlee was anti-imperialist by ideology. Finally, the Royal Indian Navy mutiny in 1946 raised fears of a second Sepoy mutiny, and convinced British waverers that it was safer to withdraw gracefully. But politico-military explanations are not enough. The basis of empire was always money.

The end of empire had much to do with the fact that British imperialism had ceased to be profitable. World War II left Britain victorious but deeply indebted, needing Marshall Aid and loans from the World Bank. This constituted a strong financial case for ending the no-longer-profitable empire.

Empire building is expensive. The US is spending one billion dollars a day in operations in Iraq that fall well short of full-scale imperialism. Through the centuries, empire building was costly, yet constantly undertaken because it promised high returns. The investment was in armies and conquest. The returns came through plunder and taxes from the conquered.

No immorality was attached to imperial loot and plunder. The biggest conquerors were typically revered (hence, titles like Alexander the Great, Akbar the Great, and Peter the Great). The bigger and richer the empire, the

more the plunderer was admired. This mindset gradually changed with the rise of new ideas about equality and governing for the public good, ideas that culminated in the French and American revolutions. Robert Clive was impeached for making a little money on the side, and so was Warren Hastings. The white man's burden came up as a new moral rationale for conquest: It was supposedly for the good of the conquered. This led to much muddled hypocrisy. On the one hand, the empire needed to be profitable. On the other hand, the white man's burden made brazen loot impossible.

An additional factor deterring loot was the 1857 Sepoy Mutiny. Though crushed, it reminded the British vividly that they were a tiny ethnic group who could not rule a gigantic subcontinent without the support of important locals. After 1857, the British stopped annexing one princely state after another, and instead treated the princes as allies. Land revenue was fixed in absolute terms, partly to prevent local unrest and partly to promote the notion of the white man's burden. The empire proclaimed itself to be a protector of the Indian peasant against exploitation by Indian elites. This was denounced as hypocrisy by nationalists like Dadabhoy Naoroji in the 19th century, who complained that land taxes led to an enormous drain from India to Britain.

Objective calculations by historians like Adams Maddison suggest a drain of perhaps l.6 percent of Indian Gross National Product in the 19th century. But land revenue was more or less fixed by the Raj in absolute terms and so its real value diminished rapidly with inflation in the 20th century. By World War II, India had ceased to be a profit centre for the British Empire.

Historically, conquered nations paid taxes to finance fresh wars of the conqueror. India itself was asked to pay a large sum at the end of World War I to help repair Britain's finances. But, as shown by historian Indivar Kamtekar, the independence movement led by Gandhiji changed the political landscape, and made mass taxation of India increasingly difficult. By World War II, this had become politically impossible. Far from taxing India to pay for World War II, Britain actual1y began paying India for its contribution of men and goods. Troops from white dominions like Australia, Canada and New Zealand were paid for entirely by these countries, but Indian costs were

shared by the British government. Britain paid in the form of non-convertible sterling balances, which mounted swiftly. The conqueror was paying the conquered, undercutting the profitability on which all empire is funded. Churchill opposed this, and wanted to tax India rather than owe it money. But he was overruled by India hands who said India would resist payment, and paralyze the war effort. Leo Amery, Secretary of State for India, said that when you are driving in a taxi to the station to catch a life-or-death train, you do not loudly announce that you have doubts whether to pay the fare. Thus, World War II converted India from a debtor to a creditor with o*ver* one billion pounds in sterling balances. Britain, meanwhile, became the biggest debtor in the world. It's not worth ruling over people you are afraid to tax.

6. Which one of the following best expresses the main purpose of the author?

(a) To present the various reasons that can lead to the collapse of an empire and the granting of independence to the subjects of an empire.

(b) To point out the critical role played by the 'white man's burden' in making a colonizing power give up its claims to native possessions.

(c) To highlight the contradictory impulse underpinning empire building which is a costly business but very attractive at the same time.

(d) To illustrate how erosion of the financial basis of an empire supports the granting of independence to an empire's constituents

7. Which of the following was not a reason for the emergence of the 'white man's burden' as a new rationale for empire building in India?

(a) The emergence of the idea of the public good as an element of governance.

(b) The decreasing returns from imperial loot and increasing costs of conquest.

(c) The weakening of the immorality attached to an emperor's looting behaviour.

(d) A growing awareness of the idea of equality among peoples.

8. Which of the following best captures the meaning of the 'white man's burden', as it is used by the author?

(a) British claim to a civilizing mission directed at ensuring the good of the natives.

(b) Inspiration for the French and American revolutions.

(c) Resource drain that had to be borne by the home country's white population.

(d) Imperative that made open looting of resources impossible.

9. What was the main lesson the British learned from the Sepoy Mutiny of 1857?

(a) That the local princes were allies, not foes.

(b) That the land revenue from India would decline dramatically.

(c) That the British were a small ethnic group.

(d) That India would be increasingly difficult to rule.

10. Why didn't Britain tax India to finance its World War II efforts?

(a) Australia Canada and New Zealand had offered to pay for Indian troops.

(b) India had already paid a sufficiently large sum during World War I.

(d) It was afraid that if India refused to pay, Britain's war efforts would be jeopardized.

(d) The British empire was built on the premise that the conqueror pays the conquered.

Passage 3 [CAT 2003 (cancelled)]

The controversy over genetically modified food continues unabated in the West. Genetic modification (GM) is the science by which the genetic material of a plant is altered, perhaps to make it more resistant to pests or killer weeds, or to enhance its nutritional value. Many food biotechnologists claim that GM will be a major contribution of science to mankind in the 21st century.

On the other hand, large numbers of opponents, mainly in Europe claim that the benefits of GM are a myth propagated by multinational corporations to increase their profits, that they pose a health hazard, and have therefore, called for governments to ban the sale of genetically-modified food.

The anti-GM campaign has been quite effective in Europe, with several European Union member countries imposing a virtual ban for five years over genetically modified food imports. Since the genetically-modified food industry is particularly strong in the United States of America, the controversy also constitutes another chapter in the US-Europe skirmishes which have become particularly acerbic after the US invasion of Iraq.

To a large extent, the GM controversy has been ignored in the Indian media, although Indian biotechnologists have been quite active in GM research. Several groups of Indian biotechnologists have been working on various issues connected with crops grown in India. One concrete achievement, which has recently figured in the news is that of a team led by the former vice-chancellor of Jawaharlal Nehru University, Asis Datta—it has successfully added an extra gene to potatoes to enhance the protein content of the tuber by at least 30 percent. Not surprisingly, the new potato has been called the protato. The protato is now in its third year of field trials. It is quite likely that the GM controversy will soon hit the headlines in India since a spokesperson of the Indian Central government has recently announced that the government may use the protato in its midday meal programme for schools as early as next year.

Why should ‘scientific progress”, with huge potential benefits to the poor and malnourished, be so controversial’? The anti-GM lobby contends that pernicious propaganda has vastly exaggerated the benefits of GM and completely evaded the costs which will have to be incurred if the genetically-modified food industry is allowed to grow unchecked. In particular, they allude to different types of costs.

This group contends that the most important potential cost is that the widespread distribution and growth of genetically modified food will enable the corporate world (alias the multinational corporations—MNCs)

completely capture the food chain. A “small” group of biotech companies will patent the transferred genes as well as the technology associated with them. They will then buy up the competing seed merchants and seed-breeding centres, thereby controlling the production of food at every possible level. Independent farmers, big and small, will be completely wiped out of the food industry. At best, they will be reduced to the status of being subcontractors.

This line of argument goes on to claim that the control of the food chain will be disastrous for the poor since the MNCs , guided by the profit motive, will only focus on the high-value food items demanded by the affluent in the long run, the production of basic staples which constitute the food basket of the poor will taper.

However, this vastly overestimates the power of the MNCs. Even if the research promoted by them does focus on the high-value food items, much of biotechnology research is also funded by governments in both developing and developed countries. Indeed, the protato is a by-product of this type of research. If the protato passes the field trials, there is no reason to believe that it cannot be marketed in the global potato market. And this type of success story can be repeated with other basic food items.

The second type of cost associated with the genetically-modified food industry is environmental damage. The most common type of “genetic engineering” involves gene modification in plants designed to make them resistant to applications of weed-killers. This then enables farmers to use massive dosages of weed-killers so as to destroy or wipe out all competing varieties of plants in their fields. However, some weeds through genetically-modified pollen contamination, may acquire resistance to a variety of weed-killers. The only way to destroy these weeds is through the use of ever-stronger herbicides which are poisonous and linger on in the environment.

11. Using the clues in the passage, which of the following countries would *you* expect to be in the forefront of the anti-GM campaign?

(a) USA and Spain

(b) India and Iraq

(c) Germany and France

(d) Australia and New Zealand.

12. The author doubts the anti-GM lobby's contention that MNC control of the food chain will be disastrous for the poor because

(a) MNCs will focus on high-value food items.

(b) MNCs are driven by the motive of profit maximization.

(c) MNCs are not the only group of actors in genetically-modified food research.

(d) economic development will help the poor buy MNC-produced food.

13. Which of the following about the Indian media's coverage of scientific research does the passage seem to suggest?

(a) Indian media generally covers a subject of scientific importance when its mass application is likely.

(b) Indian media's coverage of scientific research is generally dependent on MNCs' interests.

(c) Indian media, in partnership with the government, is actively involved in publicizing the results of scientific research.

(d) Indian media only highlights scientific research which is funded by the government.

14. Genetic modification makes plants more resistant to killer weeds. However, this can lead to environ-menta1 damage by

(a) wiping out competing varieties of plants which now fall prey to killer-weeds.

(b) forcing application of stronger herbicides to kill weeds which have become resistant to weak herbicides.

(c) forcing application of stronger herbicides to keep the competing plants weed-free.

(d) not allowing growth of any weeds, thus reducing soil fertility.

15. According to the passage, biotechnology research:

(a) Is of utility only for high value food items.

(b) Is funded only by multinational corporations.
(c) allows multinational corporations to control the food basket of the poor.
(d) Addresses the concerns of rich and poor countries.

Passage 4 [CAT 2003 (cancelled)]

Modern science, exclusive of geometry, is a comparatively recent creation and can be said to have originated with Galileo and Newton. Galileo was the first scientist to recognize clearly that the only way to further our understanding of the physical world was to resort to experiment. However obvious Galileo's contention may appear in the light of our present knowledge, it remains a fact that the Greeks, in spite of their proficiency in geometry, never seem to have realized the importance of experiment. To a certain extent, this may be attributed to the crudeness of their instruments of measurement. Still, an excuse of this sort can scarcely be put forward when the elementary nature of Galileo's experiments and observations is recalled. Watching a lamp oscillate in the cathedral of Pisa, dropping bodies from the leaning tower of Pisa, rolling balls down inclined planes, noticing the magnifying effect of water in a spherical glass vase, such was the nature of Galileo's experiments and observations. As can be seen, they might just as well have been performed by the Greeks. At any rate, it was thanks to such experiments that Galileo discovered the fundamental law of dynamics, according to which the acceleration imparted to a body is proportional to the force acting upon it.

The next advance was due to Newton, the greatest scientist of all time if account be taken of his joint contributions to mathematics and physics. As a physicist, he was of course an ardent adherent of the empirical method, but his greatest title to fame lies in another direction. Prior to Newton, mathematics, chiefly in the form of geometry, had been studied as a fine art without any view to its physical applications, other than in very trivial cases. But with Newton, all the resources of mathematics were turned to advantage in the solution of physical problems. Thenceforth, mathematics appeared as

an instrument of discovery, the most powerful one known to man, multiplying the power of thought just as in the mechanical domain, the lever multiplied our physical action. It is this application of mathematics to the solution of physical problems, this combination of two separate fields of investigation, which constitutes the essential characteristic of the Newtonian method. Thus, problems of physics were metamorphosed into problems of mathematics.

But in Newton's day, the mathematical instrument was still in a very backward state of development. In this field again, Newton showed the mark of genius by inventing the integral calculus. As a result of this remarkable discovery, problems, which would have baffled Archimedes, were solved with ease. We know that in Newton's hands, this new departure in scientific method led to the discovery of the law of gravitation. But here again the real significance of Newton's achievement lay not so much in the exact quantitative formulation of the law of attraction, as in his having established the presence of law and order at least in one important realm of nature, namely, in the motions of heavenly bodies. Nature thus exhibited rationality and was not mere blind chaos and uncertainty. To be sure, Newton's investigations had been concerned with but a small group of natural phenomena, but it appeared unlikely that this mathematical law and order should turn out to be restricted to certain special phenomena; and the feeling was general that all the physical processes of nature would prove to be unfolding themselves according to rigorous mathematical laws.

When Einstein, in 1905, published his celebrated paper on the electrodynamics of moving bodies, he remarked that the difficulties, which surrounded the equations of electrodynamics, together with the negative experiments of Michelson and others, would be obviated if we extended the validity of the Newtonian principle of relativity to the Galilean motion, which applied solely to mechanical phenomena, so as to include all manner of phenomena: electrodynamics, optical, etc. When extended in this way, the Newtonian principle of relativity became Einstein's special principle of relativity. Its significance lay in its assertion that absolute Galilean motion or

absolute velocity must ever escape all experimental detection. Henceforth, absolute velocity should be conceived of as physically meaningless, not only in the particular realm of mechanics, as in Newton's day but in the entire realm of physical phenomena. Einstein's special principle, by adding increased emphasis to this relativity of velocity, making absolute velocity metaphysically meaningless, created a still more profound distinction between velocity and accelerated or rotational motion. This latter type of motion remained absolute and real as before. It is most important to understand this point and to realize that Einstein's special principle is merely an extension of the validity of the classical Newtonian principle to all classes of phenomena.

16. According to the author, why did the Greeks NOT conduct experiments to understand the physical world?

(a) Apparently they did not think it necessary to experiment.
(b) They focused exclusively on geometry.
(c) Their instruments of measurement were very crude.
(d) The Greeks considered the application of geometry to the physical world more important.

17. Newton may be considered one of the greatest scientists of all time because he

(a) discovered the law of gravitation.
(b) married physics with mathematics.
(c) invented integral calculus.
(d) started the use of the empirical method in science.

18. The statement "nature thus exhibited rationality and was not mere blind chaos and uncertainty" suggests that

(a) problems that had baffled scientists like Archimedes were not really problems.
(b) only a small group of natural phenomena was chaotic.
(c) physical phenomena conformed to mathematical laws.

(d) natural phenomena were evolving towards a less chaotic future.

19. The significant implication of Einstein's special principle of relativity is that

(a) absolute velocity was meaningless in the realm of all physical phenomena.

(b) Newton's principle of relativity needs to be modified.

(c) there are limits to which experimentation can be used to understand some physical phenomena.

(d) it is meaningless to try to understand the distinction between velocity and accelerated or rotational motion.

20. Which of the following statements about modern science best captures the theme of the passage?

(a) Modern science rests firmly on the platform built by the Greeks.

(b) We need to go back to the method of enquiry used by the Greeks to better understand the laws of dynamics.

(c) Disciplines like Mathematics and Physics function best when integrated into one.

(d) New knowledge about natural phenomena builds on existing knowledge.

Directions for Questions 21 to 25: *The poem given below is followed by five questions. Choose the best answer to each question.*

As you set out for lthaka
hope the journey is a long one,
full of adventure, full of discovery.
Laistrygonians and Cyclops,
angry Poseidon—don't be afraid of them:
you'll never find things like that on your way.
as long as you keep your thoughts raised high,
as long as a rare excitement
stirs your spirit and your body.
Laistrygonians and Cyclops,

wild Poseidon—you won't encounter them
unless you bring them along inside your soul,
unless your soul sets them up in front of you.
Hope the voyage is a long one,
may there be many a summer morning when
with what pleasure, what joy,
you come into harbours seen for the first time;
may you stop at Phoenician trading stations
mother of pearl and coral, amber and ebony
sensual perfume of every kind
as many sensual perfumes as you can;
and may you visit many Egyptian cities
to gather stores of knowledge from their scholars.

Keep lthaka always in your mind.
Arriving there is what you are destined for.
But do not hurry the journey at all.
Better if it lasts for years.
so you are old by the time you reach the island,
wealthy with all you have gained on the way,
not expecting Ithaka to make you rich.
Ithaka gave you a marvelous journey,
without her you would not have set out.
She has nothing left to give you now.

And if you find her poor, Ithaka won't have fooled you
Wise as you will have become, so full of experience,
you will have understood by then what these Ithakas mean.

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

(a) If you don't have high expectations, you will not be disappointed.
(b) Don't rush to your goal; the journey is what enriches you.
(c) The longer the journey, the greater the experiences you gather.

(d) You cannot reach Ithaka without visiting Egyptian ports.

22. The poet recommends a long journey. Which of the following is the most comprehensive reason for it?

(a) You can gain knowledge as well as sensual experience.

(b) You can visit new cities and harbours.

(c) You can experience the full range of sensuality.

(d) You can buy a variety of fine things.

23. In the poem, Ithaka is a symbol of

(a) the divine mother

(b) your inner self

(c) the path to wisdom

(d) life's distant goal

24. What does the poet mean by 'Laistrygonians' and 'Cyclops'?

(a) Creatures which, along with Poseidon, one finds during a journey.

(b) Mythological characters that one should not be afraid of.

(c) Intra-personal obstacles that hinder one's journey.

(d) Problems that one has to face to derive the most from one's journey

25. Which of the following best reflects the tone of the poem?

(a) Prescribing

(b) Exhorting

(c) Pleading

(d) Consoling

Answer Key

I

Passage 1

1. (a)
2. (c)
3. (a)

4. (d)
5. (b)

Passage 2

6. (a)
7. (d)
8. (d)
9. (b)
10. (b)

Passage 3

11. (a)
12. (c)
13. (d)
14. (b)

Passage 4

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

Passage 5

21. (c)
22. (c)
23. (a)
24. (a)
25. (d)
26. (b)

Passage 6

27. (b)
28. (b)
29. (a)
30. (b)

II

Passage 1

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

Passage 2

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

Passage 3

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

Passage 4

17. (a)
18. (d)

19. (d)
20. (b)
21. (c)

Passage 5

22. (d)
23. (b)
24. (a)
25. (d)
26. (a)
27. (c)

III

Passage 1

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

Passage 2

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

16. (d)

Passage 3

17. (b)
18. (c)
19. (a)
20. (c)
21. (d)
22. (d)
23. (b)
24. (a)

Passage 4

25. (c)
26. (b)
27. (c)
28. (d)
29. (a)
30. (d)
31. (a)
32. (b)

Passage 5

33. (c)
34. (a)
35. (d)
36. (c)
37. (a)
38. (b)
39. (d)
40. (b)

IV

Passage 1

1. (a)
2. (d)
3. (d)
4. (b)
5. (a)
6. (b)
7. (a)
8. (d)
9. (b)

Passage 2

10. (a)
11. (b)
12. (d)
13. (b)
14. (a)
15. (c)
16. (a)
17. (c)
18. (c)

Passage 3

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

25. (d)
26. (c)
27. (b)
28. (a)

Passage 4

29. (d)
30. (c)
31. (c)
32. (c)
33. (a)
34. (c)
35. (d)
36. (c)
37. (a)
38. (b)

Passage 5

39. (c)
40. (b)
41. (b)
42. (c)
43. (b)
44. (a)
45. (a)
46. (d)
47. (b)
48. (a)
49. (d)
50. (b)

V

Passage 1

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

Passage 2

11. (a)
12. (b)
13. (d)
14. (a)
15. (b)
16. (c)
17. (a)

Passage 3

18. (b)
19. (c)
20. (a)
21. (c)
22. (d)
23. (c)
24. (c)

25. (a)
26. (a)
27. (b)

Passage 4

28. (b)
29. (c)
30. (c)
31. (a)

VI

Passage 1

1. (b)
2. (d)
3. (b)
4. (a)

Passage 2

5. (b)
6. (c)
7. (d)
8. (a)
9. (a)

Passage 3

10. (d)
11. (a)
12. (d)
13. (b)

Passage 4

14. (b)

15. (d)
16. (b)
17. (c)

Passage 5

18. (c)
19. (c)
20. (c)
21. (c)

VII

Passage 1

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

Passage 2

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

Passage 3

12. (b)
13. (b)
14. (d)
15. (d)

Passage 4

16. (d)
17. (a)
18. (a)
19. (b)
20. (a)

Passage 5

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

VIII

Passage 1

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

Passage 2

6. (d)
7. (a)
8. (d)
9. (c)
10. (c)

Passage 3

11. (c)
12. (c)
13. (a)

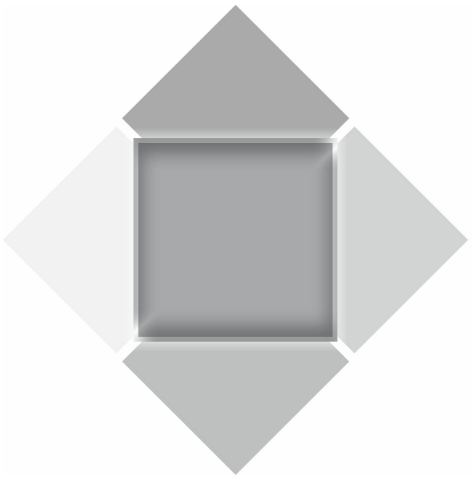
14. (b)
15. (a)

Passage 4

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

Passage 5

21. (b)
22. (a)
23. (d)
24. (d)
25. (b)



Flavour of Exams

READING COMPREHENSION

XAT 2012

Read the following passage and provide appropriate answers for the questions 1–5.

There is an essential and irreducible ‘duality’ in the normative conceptualization of an individual person. We can see the person in terms of his or her ‘agency’, recognizing and respecting his or her ability to form goals, commitments, values, etc., and we can also see the person in terms of his or her ‘well-being’. This dichotomy is lost in a model of exclusively self- interested motivation, in which a person’s agency must be entirely geared to his or her own well-being. But once that straitjacket of self-interested motivation is removed, it becomes possible to recognize the indisputable fact that the person’s agency can well be geared to considerations not covered – or at least not fully covered – by his or her own well-being. Agency may be seen as important (not just instrumentally for the pursuit of well-being, but also intrinsically), but that still leaves open the question as to how that agency is to be evaluated and appraised. Even though the use of one’s agency is a

matter for oneself to judge, the need for careful assessment of aims, objective, allegiances, etc., and the conception of the good, may be important and exacting.

To recognize the distinction between the ‘agency aspect’ and the ‘well-being aspect’ of a person does not require us to take the view that the person’s success as an agent must be independent, or completely separable from, his or her success in terms of well-being. A person may well feel happier and better off as a result of achieving what he or she wanted to achieve – perhaps for his or her family, or community, or class, or party, or some other cause. Also it is quite possible that a person’s well-being will go down as a result of frustration if there is some failure to achieve what he or she wanted to achieve as an agent, even though those achievements are not directly concerned with his or her well-being. There is really no sound basis for demanding that the agency aspect and the well-being aspect of a person should be independent of each other, and it is, I suppose, even possible that every change in one will affect the other as well. However, the point at issue is not the plausibility of their independence, but the sustainability and relevance of the distinction. The fact that two variables may be so related that one cannot change without the other, does not imply that they are the same variable, or that they will have the same values, or that the value of one can be obtained from the other on basis of some simple transformation.

The importance of an agency achievement does not rest entirely on the enhancement of well-being that it may indirectly cause. The agency achievement and well-being achievement, both of which have some distinct importance, may be casually linked with each other, but this fact does not compromise the specific importance of either. In so far as utility – based welfare calculations concentrate only on the well- being of the person, ignoring the agency aspect, or actually fails to distinguish between the agency aspect and well-being aspect altogether, something of real importance is lost.

1. According to the ideas in the passage, the following are *not* true *except*: (1.5 marks)

(a) The value of a person's well-being cannot be obtained from the value of her agency.

(b) A person's agency aspect is independent of her well-being aspect.

(c) A person's agency is important because her well-being must depend on her agency.

(d) A person's agency must be entirely geared towards her own well-being.

(e) A person's well-being will be dependent on her agency in all circumstances.

2. In the case of Japan, there is a strong empirical evidence to suggest that systematic departure from self-interested behavior, in the direction of duty, loyalty and goodwill have played a substantial part in industrial success.

Which of the following in closest to the ideas presented in the passage? (1.5 marks)

(a) Japanese are duty bound selfless people.

(b) The sense of well-being of the Japanese people gets consistently enhanced due to this systematic departure from the self-interested behavior.

(c) Had there been no enhancement of their own well-being, the Japanese people would have not been dutiful.

(d) Ability to achieve their country's objectives may have enhanced the sense of well-being of Japanese people. However the agency of the Japanese people in their industrial success is probably derived from factors beyond this sense of well-being.

(e) Japanese people's adherence to ethos of duty, loyalty and goodwill can well be explained within the paradigm of self-interested behavior.

3. Of the options presented below, which one is the best example for the ideas propounded in the passage?

(1.5 marks)

(a) ‘Change for Equality’ was a campaign by women of Iran to remove discrimination against women in their country. Activities of the movement were attacked and jailed by the government, but the campaign continued.

(b) In January 2011, the Egyptian people came out against the regime to topple it. Their grievances included police atrocities, state emergency laws, lack of free election, and lack of freedom of speech, corruption, unemployment, food price inflation and low minimum wages.

(c) A worker immolated himself to highlight injustice being perpetrated by the management against the employees in the company.

(d) The factory workers carried on with the strike in demand for increased wages, even though they were not paid wages for the duration they were on strike.

(e) A politician went on a hunger strike against corruption which not only galvanized the state government in enacting new laws, but also increased his image in the minds of the voters.

4. Read the sentences given below and choose the option that is best in accordance with the ideas in the passage. (1 mark)

I. There is a need to distinguish between the agency aspect and the well-being aspect of a person.

II. A person can be conceptualized in terms of either agency or well-being.

III. A person is important, not just instrumentally, for the pursuit of well-being.

(a) I only

(b) II only

(c) III only

(d) I and III

(e) II and III

5. The idea of agency, as used in the passage, is implied in all the options given below, except: (1 mark)

(a) A student arguing for a grade revision

(b) A lawyer arguing the case for his rich client

(c) A politician on *dharma* to gain publicity

(d) A hungry child crying for food

(e) An ascetic praying for world peace

Read the following passage and provide appropriate answers for the questions 6–9.

The idea of demarcating certain areas within the country as special economic zones to promote investment and growth is not new. A large country unable to provide the kind of facilities and environment that can attract foreign investment throughout the country often finds it feasible and attractive to carve up some of its areas where such facilities can be provided. The laws and procedures for setting up new industries are waived to make the area business-friendly with developed infrastructure and a one-window interaction with government. In addition, huge tax benefits are promised to lure investors. China's experience shows that if chalked out and implemented with care such a policy can accelerate the flow of capital and technology from abroad and thereby speed up growth.

However, SEZs may not be the best option in all situations to clear the bottlenecks in growth.

India's experience with export processing zones (EPZs) bears this out. They have failed in India for the simple reason that the factors that made the SEZs successful in China have been absent here. In India, as in China, EPZs were thought of as a way of providing an escape route from the stranglehold of control that prevailed over the Indian economy. But even while promising to ease the rigours of controls, Indian policy-makers could not give up their penchant for micromanaging from the centre and undoing the promised relaxations with all kinds of qualifications and "guidelines".

Over last two decades India has evolved into a market economy and much of governmental control has disappeared, but the flow of foreign direct investment has not reached anywhere near the levels of China.

Besides, infrastructure building has fallen far short of what is required. Even after three years of the enactment of the Electricity Act (2003), private investment in electricity generation is still a trickle with the states refusing to give up the monopoly of their electricity boards in the matter of purchase of the power generated. While swearing by growth, governments at both the centre and the states cite the fiscal responsibility laws to plead their helplessness in making the required investments to improve infrastructure.

Given the situation, the SEZs have apparently been thought of as a simple way out. In its enthusiasm for SEZs the commerce ministry forgot two critical lessons of the Chinese experience, viz., that an SEZ must be of an adequate size to provide opportunities for reaping the benefits of large-scale operations and their number should be few. Every industry or economic activity worth its name is now seeking SEZ status. Proposals are now being floated to invite foreign educational institutions to come to India with promises of SEZ treatment! The finance ministry apprehends a loss of nearly 1,75,000 crore in direct taxes, customs duties and excise duties over the next five years.

6. The objective of the author in writing the above passage seems to be to (1 mark)

(a) highlight the failure of Indian policy makers regarding EPZs.

(b) narrate the pros and cons of SEZs.

(c) compare between the Indian EPZs and Chinese SEZs.

(d) oppose the proliferation of SEZs in India.

(e) argue that India should imitate the Chinese policies regarding SEZs.

7. The author's arguments suggest the following conclusions, except (1 mark)

(a) SEZs may be the best option for countries unable to provide infrastructure and business environment to attract foreign direct

investment.

(b) SEZs must be large enough to house large scale operations.

(c) fiscal responsibility laws actually limit the investment on infrastructure by the Government of India.

(d) government of India must limit the number of SEZs.

(e) SEZs cause loss of tax revenue for the Central Government

8. The author does not oppose (1 mark)

(a) SEZ treatment of foreign educational institutes in India.

(b) qualifiers undoing relaxation of government control.

(c) tax benefits to strategically promote SEZs.

(d) monopoly of state electricity boards in power purchase.

(e) lack of Government initiative in infrastructure development.

9. The passage was most likely written in the year: (1 mark)

(a) 1991

(b) 2001

(c) 2003

(d) 2006

(e) 2011

Read the following passage and provide appropriate answers for the questions 10–11.

This is one of the unanswered questions that I want to explore. I believe that this is certainly one of the deeper questions about technology. Why do I say so? Without evolution technologies seem to be born independently and improve independently. Each must come from some unexplained mental process, some form of creativity or thinking outside the box that brings it into existence and separately develops it. With evolution, new technologies would be birthed in some precise way from previous ones, albeit with considerable mid-wifing, and develop though some understood process of adaptation. In other words, if we could understand evolution, we could understand the most

precious of processes: innovation. But, let me define evolution before I proceed further. The word evolution has two general meanings. One is the gradual development of something, as with the evolution of ballet or the English madrigal. The other is the process by which all objects of some class are related by ties of common descent from the collection of earlier objects. The latter is what I mean by evolution.

10. Which of the following can be inferred from the passage? (1 mark)

I. The author's main concern is to develop a theory of innovation.

II. The author is interested in putting forth a theory of technological evolution.

III. The author believes before developing a theory of technological evolution, one needs to investigated whether technology evolves at all.

IV. Evolution, as the author puts it, is a sense of common relatedness.

(a) I and II

(b) I and IV

(c) II and IV

(d) I, II and III

(e) All the above statements

11. I. In 1867, S. Colum Gilfillan, a sociologist traced the evolution of ships from the dugout canoe to the modern steamship of the day.

II. Many theories propose the existence of a technology in many forms. From these variations, some perform better and are selected for further use and development.

III. Till date the people who have thought hardest about the general questions of technology have only been social scientists. They have viewed technology from the outside as stand-alone objects without studying earlier technologies.

IV. Some technologies, for example, the laser, the jet engine, the radar, the

quick sort algorithm and the locomotive just appear, or at least they seem to just appear unlike novel biological species which are versions of earlier objects.

Radar descends from radio but you can vary 1930s radio circuits as radically you like but you will never get radar. Radar requires a different principle.

Assuming the above statements are true, which option would most strengthen the author's premise that the question that he has identified has not been solved as yet? (2 marks)

(a) I and III
(b) II and III
(c) I, III and IV
(d) II, V and III
(e) IV, V and III

XAT 2013

Analyse the following passage and provide appropriate answers for the questions 1 through 5 that follow.

"Whatever actions are done by an individual in different embodiments, she/he reaps the fruit of those actions in those very bodies or embodiments (in future existences)."

A belief in karma entails, among other things, a focus on long run consequences, i.e., a long term orientation. Such an orientation implies that people who believe in karma may be more honest with themselves in general and in setting expectations in particular—a hypothesis we examine here.

This research is based on three simple premises. First, because lower expectations often lead to greater satisfaction, individuals in general, and especially those who are sensitive to the gap between performance and expectations, have the incentive to and actually do "strategically" lower their expectations. Second, individuals with a long term orientation are likely to be less inclined to lower expectations in the hope of temporarily feeling better.

Third, long term orientation and the tendency to lower expectations are at least partially driven by cultural factors. In India, belief in karma, with its emphasis on a longer term orientation, will therefore to some extent counter-act the tendency to lower expectations. The empirical results support our logic; those who believe more strongly in karma are less influenced by disconfirmation sensitivity and therefore have higher expectations.

Consumers make choices based on expectations of how alternative options will perform (i.e., expected utility). Expectations about the quality of a product also play a central role in subsequent satisfaction. These expectations may be based on a number of factors including the quality of a typical brand in a category, advertised quality, and disconfirmation sensitivity. Recent evidence suggests that consumers, who are more disconfirmation sensitive (i.e., consumers who are more satisfied when products perform better than expected or more dissatisfied when products perform worse than expected) have lower expectations. However, there is little research concerning the role of culture-specific variables in expectation formation, particularly how they relate to the impact of disconfirmation sensitivity on consumer expectations.

1. "Future existences" in the first paragraph can refer to:

1. Human life, 5 years afterwards
2. Next birth in human form
3. Next birth in any embodiment

Which of the following statement(s) is correct?

(a) 1, 2
(b) 2, 3
(c) 1, 3
(d) 2 only
(e) None of the three

2. Consider the following assertion and conclusion:

Assertion: The meaning of karma in the above passage (refer to first two lines of the paragraph in italics).

Conclusion: Belief that long term consequences are important.

Now read the following statements carefully:

1. The conclusion will always follow the assertion.
2. The conclusion may follow the assertion.
3. The conclusion may follow the assertion only if an individual lives long enough.
4. The conclusion cannot follow the assertion.

Which of the following statement(s) is correct?

(a) 1 only
(b) 1 and 2
(c) 2 only
(d) 3 only
(e) 4 only

3. Which of following statements, if true, would contradict the first of the three premises mentioned in the first paragraph?

(a) Higher satisfaction leads to lower expectation.
(b) Lower expectation leads to long term consequences.
(c) Satisfaction depends on achievement and not on expectation.
(d) Karma affects our immediate feelings.
(e) Lower expectation would lead to lower efforts.

4. Read the following statements carefully:

1. Temporary feelings and law of karma are independent.
2. As per theory of karma, temporary feelings would not lower the expectation.
3. Temporary feelings and law of karma are contradictory.

Which of the following combination of statements is consistent with the second premise?

(a) 1 only
(b) 1 and 2
(c) 1 and 3
(d) 3 only

(e) 1, 2 and 3

5. A manager went out to have dinner in a restaurant and found the food to be good. When asked to provide feedback on the quality of food, the manager rated the quality as “excellent”.

Which of the following can be concluded from this?

(a) The manager does not believe in karma.

(b) The manager definitely has disconfirmation sensitivity.

(c) It is not possible to comment on the disconfirmation sensitivity of the manager.

(d) The manager does not have disconfirmation sensitivity.

(e) None of the above.

Analyse the following passage and provide appropriate answers for the questions 6 through 9 that follow:

An example of scientist who could measure without instruments is Enrico Fermi (1901-1954), a physicist who won the Nobel Prize in physics in 1938. He had a well-developed knack for intuitive, even casual-sounding measurements. One renowned example of his measurement skills was demonstrated at the first detonation of the atom bomb, the Trinity Test site, on July 16, 1945, where he was one of the atomic scientists observing the blast from base camp. While final adjustments were being made to instruments used to measure the yield of the blast, Fermi was making confetti out of a page of notebook paper. As the wind from the initial blast wave began to blow through the camp, he slowly dribbled the confetti into the air, observing how far back it was scattered by the blast (taking the farthest scattered pieces as being the peak of the pressure wave).

Fermi concluded that the yield must be greater than 10 kilotons. This would have been news, since other initial observers of the blast did not know that lower limit. After much analysis of the instrument readings, the final yield estimate was determined to be 18.6 kilotons. Like Eratosthenes, Fermi was aware of a rule relating one simple observation—the scattering of

confetti in the wind—to a quantity he wanted to measure.

The value of quick estimates was something Fermi was familiar with throughout his career. He was famous for teaching his students skills at approximation of fanciful-sounding quantities that, at first glance, they might presume they knew nothing about. The best-known example of such a ”Fermi question” was Fermi asking his students to estimate the number of piano tuners in Chicago, when no one knows the answer. His students—science and engineering majors—would begin by saying that they could not possibly know anything about such a quantity. Of course, some solutions would be to simply do a count of every piano tuner perhaps by looking up advertisements, checking with a licensing agency of some sort, and so on. But Fermi was trying to teach his students how to solve problems where the ability to confirm the results would not be so easy. He wanted them to figure out that they knew something about the quantity in question.

6. Suppose you apply the same logic as Fermi applied to confetti, which of the following statements would be the most appropriate?

(a) You can calculate the minimum pressure inside the cooker by calculating the maximum distance travelled by any of its parts after it explodes.

(b) You can calculate the average potency of a fire cracker by calculating the distance covered by one of its bigger fragments.

(c) You can easily find out the average potency of an earthquake by measuring the length of a crack it makes on the surface of the earth.

(d) You can calculate the exact volume of water stored in a tank by measuring the distance covered by the stream of water coming out of the tap fixed on the lower corner of the tank.

(e) All of the above conclusions can be drawn.

7. Quick estimate, as per Fermi, is most useful in:

(a) finding an approximate that is more useful than existing values.

(b) finding out the exact minimum value of an estimate.
(c) finding out the exact maximum value of an estimate.
(d) finding out the range of values of an estimate.
(e) finding out the average value of an estimate.

8. Given below are some statements that attempt to capture the central idea of the passage:

1. It is useful to estimate; even when the exact answer is known.
2. It is possible to estimate any physical quantity.
3. It is possible to estimate the number of units of a newly launched car that can be sold in a city.
4. Fermi was a genius.

Which of the following statement(s) best captures the central idea?

(a) 1, 2 and 4
(b) 2, 3 and 4
(c) 2 and 3
(d) 2 only
(e) 1, 2 and 3

9. Read the statements given below:

1. Atomic bomb detonation was a result of Fermi's Nobel Prize contribution.
2. Fermi's students respected him as a scientist
3. Yield of atomic bomb can only be measured in Kilotons.

Which of the following statement(s) can be inferred from the passage?

(a) 1, 2
(b) 2, 3
(c) 1, 3
(d) 2 only
(e) None of the three statements is correct

Analyse the following passage and provide appropriate answers for the questions 10 through 13 that follow:

Popper claimed, scientific beliefs are universal in character, and have to be so if they are to serve us in explanation and prediction. For the universality of a scientific belief implies that, no matter how many instances we have found positive, there will always be an indefinite number of unexamined instances which may or may not also be positive. We have no good reason for supposing that any of these unexamined instances will be positive, or will be negative, so we must refrain from drawing any conclusions. On the other hand, a single negative instance is sufficient to prove that the belief is false, for such an instance is logically incompatible with the universal truth of the belief. Provided, therefore, that the instance is accepted as negative we must conclude that the scientific belief is false. In short, we can sometime deduce that a universal scientific belief is false but we can never induce that a universal scientific belief is true.

It is sometimes argued that this ‘asymmetry’ between verification and falsification is not nearly as pronounced as Popper declared it to be. Thus, there is no inconsistency in holding that a universal scientific belief is false despite any number of positive instances; and there is no inconsistency either in holding that a universal scientific belief is true despite the evidence of a negative instance.

For the belief that an instance is negative is itself a scientific belief and may be falsified by experimental evidence which we accept and which is inconsistent with it. When, for example, we draw a right-angled triangle on the surface of a sphere using parts of three great circles for its sides, and discover that for this triangle Pythagoras’ Theorem does not hold, we may decide that this apparently negative instance is not really negative because it is not a genuine instance at all.

Triangles drawn on the surfaces of spheres are not the sort of triangles which fall within the scope of Pythagoras’ theorem. Falsification, that is to say, is no more capable of yielding conclusive rejections of scientific belief than verification is of yielding conclusive acceptances of scientific beliefs. The asymmetry between falsification and verification, therefore, has less logical significance than Popper supposed.

We should, though, resist this reasoning. Falsifications may not be conclusive, for the acceptances on which rejections are based are always provisional acceptances. But, nevertheless, it remains the case that, in falsification, if we accept falsifying claims then, to remain consistent, we must reject falsified claims. On the other hand, although verifications are also not conclusive, our acceptance or rejection of verifying instances has no implications concerning the acceptance or rejection of verified claims. Falsifying claims sometimes give us a good reason for rejecting a scientific belief, namely when the claims are accepted. But verifying claims, even when accepted, give us no good and appropriate reason for accepting any scientific belief, because any such reason would have to be inductive to be appropriate and there are no good inductive reasons.

10. According to Popper, the statement "Scientific beliefs are universal in character" implies that:

(a) positive instances of scientific belief imply that it is universal in character.

(b) there are equal numbers of negative and positive instances of a universal scientific belief.

(c) if there are negative and positive instances of a scientific belief then it cannot be universal.

(d) we can only deduce that a scientific belief is false but cannot induce that it is true.

(e) we can only induce that a scientific belief is false but cannot induce that it is true.

11. The statement, "this 'asymmetry' between verification and falsification is not nearly as pronounced as Popper declared it to be", implies that:

(a) falsification is better than verification in universal acceptance of scientific beliefs.

(b) verification is better than falsification in universal acceptance of scientific beliefs.

(c) both falsification and verification together can result in universal

acceptance of scientific beliefs.

(d) capability of falsification in accepting of scientific beliefs is not better than that of verification in rejection of scientific beliefs.

(e) capability of falsification in rejection of scientific beliefs is not always better than that of verification in acceptance of scientific beliefs.

12. With which of the following statements, would the author agree most?

(a) Verification is better than falsification in establishing the claims.

(b) Falsification and verification are equally good in establishing the claims.

(c) Verification and falsification are equally bad in establishing the claims.

(d) Falsification is better than verification in disproving the claims.

(e) Verification is better than falsification in disproving the claims.

13. Which of the following would be the most appropriate conclusion?

(a) Falsification gives us an appropriate reason for rejecting a scientific belief.

(b) Falsification gives us all the reasons for accepting a claim.

(c) Verification gives us a reason for rejecting a claim.

(d) Verification gives us an appropriate reason for accepting a scientific belief.

(e) Verification gives us an appropriate reason for rejecting a scientific belief.

Analyse the following passage and provide appropriate answers for the questions 14 through 18 that follow.

Soros, we must note, has never been a champion of free market capitalism. He has followed for nearly all his public life the political ideas of the late Sir Karl Popper who laid out a rather jumbled case for what he dubbed “the open society” in his The Open Society and Its Enemies (1953). Such a society is what we ordinarily call the pragmatic system in which politicians get involved in people’s lives but without any heavy theoretical machinery to guide them, simply as the ad hoc parental authorities who are believed to be needed to keep us all on the straight and narrow. Popper was at one time a

Marxist socialist but became disillusioned with that idea because he came to believe that systematic ideas do not work in any area of human concern.

The Popperian open society Soros promotes is characterized by a very general policy of having no firm principles, not even those needed for it to have some constancy and integrity. This makes the open society a rather wobbly idea, since even what Popper himself regarded as central to all human thinking, critical rationalism, may be undermined by the openness of the open society since its main target is negative: avoid dogmatic thinking, and avoid anything that even comes close to a set of unbreachable principles. No, the open society is open to anything at all, at least for experimental purposes. No holds are barred, which, if you think about it, undermines even that very idea and becomes unworkable.

Accordingly, in a society Soros regards suited to human community living, the state can manipulate many aspects of human life, including, of course, the economic behavior of individuals and firms. It can control the money supply, impose wage and price controls, dabble in demand or supply-side economics, and do nearly everything a central planning board might — provided it does not settle into any one policy firmly, unbendingly. That is the gist of Soros's Popperian politics.

Soros' distrusts capitalism in particular, because of the alleged inadequacy of neoclassical economics, the technical economic underpinnings of capitalist thinking offered up in many university economics departments. He, like many others outside and even inside the economics discipline, finds the arid reductionism of this social science false to the facts, and rightly so. But the defense of capitalist free markets does not rest on this position.

Neo-classical thinking depends in large part on the 18th- and 19th-century belief that human society operates according to laws, not unlike those that govern the physical universe. Most of social science embraced that faith, so economics isn't unusual in its loyalty to classical mechanics. Nor do all economists take the deterministic lawfulness of economic science literally – some understand that the laws begin to operate only once people embark upon economic pursuits. Outside their commercial ventures, people can

follow different principles and priorities, even if it is undeniable that most of their endeavors have economic features. Yet, it would be foolish to construe religion or romance or even scientific inquiry as solely explicable by reference to the laws of economics.

In his criticism of neo-classical economic science, then, George Soros has a point: the discipline is too dependent on Newtonian physics as the model of science. As a result, the predictions of economists who look at markets as if they were machines need to be taken with a grain of salt. Some – for example the school of Austrian economists – have made exactly that point against the neo-classical. Soros draws a mistaken inference: if one defense of the market is flawed, the market lacks defense. This is wrong. If it is true that from (a) we can infer (b), it does not prove that (b) can only be inferred from (a); (c) or (z), too, might be a reason for (b).

14. As per the paragraph, author believes that

(a) Free market capitalism can be explained using neo-classical economics.

(b) Neo-classical economics does not address the idea of free-market system.

(c) Free market capitalism and open society are not different from each other.

(d) Free market capitalism and laissez-faire are not different from each other.

(e) Technical underpinning of neo-classical economics can address the idea of laissez-faire.

15. As per the paragraph, which of the following statements is true?

(a) Economic benefits of open society and laissez-faire are same.

(b) Soros' open society means no interference from the government.

(c) Free market capitalism means no interference from the government.

(d) Laws of economics are not capable of explaining the human nature completely.

(e) Laws of economics capture the human nature completely as most of the human endeavors are economic in nature.

16. According to the author,

(a) George Soros believes in regulated economies.

(b) George Soros does not believe in government intervention in state policies.

(c) George Soros believes in state intervention provided it does not remain static.

(d) George Soros believes that laissez-faire economies perform better than free-market economies.

(e) George Soros believes that free-market economies perform better than controlled economies.

17. According to the author which of the following statement could be true about critical rationalism?

(a) Ideas of critical rationalism underpin the foundation of neo-classical economics.

(b) Ideas of critical rationalism underpin the foundation of laissez-faire.

(c) Ideas of critical rationalism underpin the foundation of open society.

(d) Ideas of critical rationalism underpin the foundation of Newtonian physics.

(e) None of the above.

18. The word deterministic (used in fourth line of fifth paragraph), in the above passage refers to:

(a) An effect can only be caused by a single event.

(b) An effect may be produced by many causes.

(c) An effect cannot be produced by a cause.

(d) Cause(s) of an effect can always be known.

(e) Economics does not follow cause and effect relationship.

XAT 2014

Analyze the following passage and provide appropriate answers for the

questions 1 through 3 that follow:

The assumption of rationality puts an economist in a position to "explain" some features of market behavior, such as the dispersion of prices of psychophysically identical goods such as beer according to the amount spent on advertising them (no doubt, the fact that most beer is bought by individuals rather than as a raw material by firms, which could be expected to be more rational than individuals, is part of the explanation). Clearly, something is wrong somewhere with the usual model of a competitive market with perfect information, for the virtually contentless advertising cannot be considered as increasing the utility of beer in an obvious way. But if one can keep the assumption of rational actors, one need not get into the intellectual swamp of sentiment nor of preferences that depend on price. If one agrees, for example, that consumers use advertising as an index of the effort a producer will put into protecting its reputation and so as a predictor of quality control efforts, one can combine it with the standard mechanism and derive testable consequences from it.

But why, logically speaking, does it not matter that any of us, with a few years' training, could disprove the assumptions? It is for the same reason that the statistical mechanics of gases is not undermined when Rutherford teaches a lot of only moderately bright physicists to use X-ray diffraction to disprove the assumption that molecules are little hard elastic balls. The point is, departures that Rutherford teaches us to find from the mechanism built into statistical mechanics are small and hardly ever systematic at the level of gases. Ignorance and error about the quality of beer is also, unlikely to be systematic at the level of the consumers' beer market, though it would become systematic if buyers imposed quality control procedures on sellers in contracts of sale (as corporations very often do in their contracts with suppliers). So, when we find beers that arc aniarently psychophysically identical selling for prices that depend on their advertising budgets, we have a dull alternative hypothesis and an interesting one. The dull one is that advertising can make the ignorance and error systematic at the level of markets, just as lasers with wavelengths resonant with the internal structures

and the sizes of molecules can make molecular motions in gases systematic. The interesting one is that virtually content-less advertising is nevertheless information to a rational actor.

1. Which of the following statements would be the closest to the arguments in the passage?

(a) Individuals are more rational than firms.

(b) Firms are rational.

(c) Firms are more rational than individuals.

(d) Firms are, most of the times, more rational than individuals.

(e) Market behavior of psychophysical goods would be the same as that of physical goods.

2. Why has the author referred to Rutherford in the passage?

(a) To prove that molecules are elastic.

(b) To highlight that we should not compare apples and oranges.

(c) To hint that only very good students understood Physics taught by Rutherford.

(d) To equate beer with little hard elastic balls.

(e) To state that Mechanics is more amenable to application of Statistics than gasses.

3. Which of the following, as per author, are psychophysical goods?

1. Concrete
2. Car
3. Mobile Phone

(a) 1 and 2

(b) 2 and 3

(c) 1 and 3

(d) 1, 2 and 3

(e) None of these

Analyze the following passage and provide appropriate answers for the questions 4 through 6 that follow.

Ideas involving the theory of probability play a decisive part in modern physics. Yet we still lack a satisfactory, consistent definition of probability; or, what amounts to much the same, we still lack a satisfactory axiomatic system for the calculus of probability. The relations between probability and experience are also still in need of clarification. In investigating this problem we shall discover what will at first seem an almost insuperable objection to my methodological views. For although probability statements play such a vitally important role in empirical science, they turn out to be in principle impervious to strict falsification. Yet this very stumbling block will become a touchstone upon which to test my theory, in order to find out what it is worth. Thus we are confronted with two tasks. The first is to provide new foundations for the calculus of probability. This I shall try to do by developing the theory of probability as a frequency theory, along the lines followed by Richard von Mises, but without the use of what he calls the 'axiom of convergence' (or 'limit axiom'), and with a somewhat weakened 'axiom of randomness'. The second task is to elucidate the relations between probability and experience. This means solving what I call the problem of decidability of probability statements. My hope is that these investigations will help to relieve the present unsatisfactory situation in which physicists make much use of probabilities without being able to say, consistently, what they mean by 'probability'.

4. The statement, "The relations between probability and experience are still in need of clarification'', implies that:

(a) probability of an event can always be checked with experience.

(b) probability of an event can only be gauged historically.

(c) probability is mathematical while experience is real.

(d) probability statements can become difficult to disprove without experience.

(e) probability is futuristic.

5. Author has talked about the two tasks in the above passage. Choose the best option from the following statements relevant to the tasks.

(a) The first task is sufficient to become the touchstone for the author to test his theory.

(b) The second task is sufficient to become the touchstone for the author to test his theory.

(c) Either of the tasks is sufficient for the author to test his theory.

(d) None of the tasks is sufficient for the author to test his theory.

(e) Both the tasks would be important for the author to test his theory.

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

(a) Physics is the only subject that borrows from the theory of probability.

(b) Physics is the only subject where the theory of probability is inaccurately applied.

(c) The theory of probability may be inaccurately applied in other subjects.

(d) Physics is highly mathematical.

(e) Experience relates to physical objects only.

Analyze the following passage and provide appropriate answers for the questions 7 through 9 that follow.

The ways by which you may get money almost without exception lead downward. To have done anything by which you earned money merely is to have been truly idle or worse. If the laborer gets no more than the wages which his employer pays him, he is cheated, he cheats himself. If you would get money as a writer or lecturer, you must be popular, which is to go down perpendicularly. Those services which the community will most readily pay for, it is most disagreeable to render. You are paid for being something less than a man. The State does not commonly reward a genius any more wisely. Even the poet laureate would rather not have to celebrate the accidents of royalty. He must be bribed with a pipe of wine; and perhaps another poet is called away from his muse to gauge that very pipe. The aim of the laborer should be, not to get his living, to get “a good job,” but to perform well a certain work: and, even in a pecuniary sense, it would be economy for a town to pay its laborers so well that they would not feel that they were working for

low ends, as for a livelihood merely, but for scientific, or even moral ends. Do not hire a man who does your work for money. but him who does it for love of it.

The community has no bribe that will tempt a wise man. You may raise money enough to tunnel a mountain, but you cannot raise money enough to hire a man who is minding his own business. An efficient and valuable man does what he can, whether the community pays him for it or not. The inefficient offer their inefficiency to the highest bidder, and are forever expecting to be put into office. One would suppose that they were sorely disappointed. God gave the righteous man a certificate entitling him to food and raiment, but the unrighteous man found a facsimile of the same in God's coffers, and appropriated it, and obtained food and raiment like the former. It is one of the most extensive systems of counterfeiting that the world has seen. I did not know that mankind was suffering for want of gold. I have seen a little of it. I know that it is very malleable, but not so malleable as wit. A grain of gold will gild a great surface, but not so much as a grain of wisdom.

7. Which of the following would the author disagree most with?

(a) Setting up a factory in a rural area
(b) Advertising for tooth paste
(c) Studying in a business school
(d) Betting in a casino
(e) Working for an investment bank

8. Which of the following could be a good title for the above passage?

(a) Money and Work
(b) God Rush
(c) Work is Worship
(d) In Search for God
(e) God is Gold

9. The author of the passage went on to say: "We are provincial, because we do not find at home our standards: because we do not worship truth, but the reflection of truth; because we are warped and narrowed by an

exclusive devotion to trade and commerce and manufactures and agriculture and the like, which are but means, and not the end".

Which of the following, as per author, could have been the end (last words in the lines above)?

(a) Economic growth of society
(b) Realization of self
(c) Happy family life
(d) Strong and powerful nation
(e) Distribution of wealth

Analyze the following passage and provide appropriate answers for the questions 10 through 12 that follow.

I heartily accept the motto, "That government is best which governs least"; and I should like to see it acted up to more rapidly and systematically. Carried out, it finally amounts to this, which also I believe – "That government is best which governs not at all"; and when men are prepared for it, that will be the kind of government which they will have. Government is at best but an expedient; but most governments are usually, and all governments are sometimes, inexpedient. The objections which have been brought against a standing army, and they are many and weighty, and deserve to prevail, may also at last be brought against a standing government. The standing army is only an arm of the standing government. The government itself, which is only the mode which the people have chosen to execute their will, is equally liable to be abused and perverted before the people can act through it.

After all, the practical reason why, when the power is once in the hands of the people, a majority are permitted, and for a long period continue, to rule is not because they are most likely to be in the right, nor because this seems fairest to the minority, but because they are physically the strongest. But a government in which the majority rules in all cases cannot be based on justice, even as far as men understand it. Can there not be a government in which the majorities do not virtually decide right and wrong, but conscience? —in which majorities decide only those questions to which the rule of

expediency is applicable? Must the citizen ever for a moment, or in the least degree, resign his conscience to the legislator? Why has every man a conscience then? I think that we should be men first, and subjects afterward. It is not desirable to cultivate a respect for the law, so much as for the right. The only obligation which I have a right to assume is to do at any time what I think right. It is truly enough said that a corporation has no conscience; but a corporation of conscientious men is a corporation with a conscience. Law never made men a whit more just; and, by means of their respect for it, even the well-disposed are daily made the agents on injustice.

10. According to the author of the paragraph, army is

(a) required
(b) fallible
(c) must
(d) necessary evil
(e) not required

11. In general, when would government of majority be good for minorities?

(a) When it is fair.
(b) When it is right.
(c) When it abides by the law.
(d) When it is conscientious.
(e) Such a government cannot exist.

12. Which of the following statements would the author agree the most with?

(a) Men are bigger than the governments.
(b) Business houses are best for the growth of a society.
(c) Governments and armies are not required.
(d) Concept of nations is redundant.
(e) Democracy is best for citizens.

Analyze the following passage and provide appropriate answers for the questions 13 through 15 that follow:

Either explicitly or implicitly, our informants suggest that the objects that transfix them are hoped to be conduits to, rather than surrogates for, love, respect, recognition, status, security, escape, or attractiveness. These are the social relations we desire, consciously or subconsciously, beneath the objects that we find so compelling. The value of the objects that we focus our longing upon inheres less in the object or in a Lacanian search for childhood love than in the culture. The hope for hope that an altered state of being may result keeps the cycle of desire moving. Desires are nurtured by self-embellished fantasies of a wholly different self, and they may be stimulated by external sources, including advertising, retail displays, films, television programs, stories told by other people, and the consumption behavior of real or imaginary others. But we find that the person who feels strong desire has almost always actively stimulated this desire by attending, seeking out, entertaining, and embellishing such images. The desires that occupy us are vivid and riveting fantasies that we participate in nurturing, growing, and pursuing, through self-seduction.

The social nature of desire implies that preferences of consumers are far from being independent. Yet, choice models assume that preferences of consumers act as individuals. The mimetic aspect of desire creates difficulties for using individual attitude or intention measures to predict adoption of new products whose use will be visible. The notion of desire we have derived suggests that the appeal of the desired object is not inherent in the object itself. Models that begin with preferences for product attributes or benefits are therefore problematic. The consumer, individually and jointly, has a role in constructing the object of desire, within a social context. What makes consumer desire attach to a particular object is not so much the object's particular characteristics as the consumer's own hopes for an altered state of being, involving an altered set of social relationships.

13. Consider the statement given below as true:

"The failure of men to transition from being shoppers and consumers to producers and creators has implications about their manliness."

Which of the following statements would concur with the above idea and the theme of the main paragraph?

(a) Manliness is no longer socially desirable.

(b) Boys will be boys and will always consume more.

(c) Men will be men and will always create and produce.

(d) Products that fulfill the desire will sell more.

(e) Consumers would like to buy more do-it-yourself kits.

14. Consider the statement given below as true:

"Men use the plasticity of consumer identity construction to forge atavistic masculine identities based upon an imagined life of self-reliant, pre-modern men who lived outside the confines of cities, families, and work bureaucracies".

Which of the following statements would concur with the above idea and the theme of the main paragraph?

(a) Pre-modern man was anti-social.

(b) Products that fulfill the desire of anti-social behavior will sell more.

(c) Modern men are always anti-social.

(d) Consumer will satisfy their desire of masculine identity through socially visible consumption.

(e) Men will fulfill their desires for maintaining their identity.

15. Consider the statement given below as true:

"By appropriating fashion discourse, consumers generate personalized fashion narratives and metaphoric and metonymic references that negotiate key existential tensions and that often express resistance to dominant fashion norms in their social milieu or consumer culture at large."

Which of the following statements would concur with the above idea and the theme of the main paragraph?

(a) Females in human society are creating personalized fashion narratives.

(b) It is socially desirable to resist all dominant norms.

(c) Feminists consider it socially desirable to resist dominant fashion norms that typify females in human society.

(d) Consumers often resist dominant fashion norms.

(e) Attractiveness increases if one is unique.

XAT 2015

Analyse the following passage and provide appropriate answers for questions 1 to 4 that follow:

Alone – he was alone again – again condemned to silence – again face to face with nothingness! Alone! – never again to see the face, never again to hear the voice of the only human being who united him to earth! Was not Faria's fate the better, after all – to solve the problem of life at its source, even at the risk of horrible suffering? The idea of suicide, which his friend had driven away and kept away by his cheerful presence, now hovered like a phantom over the abbe's dead body.

"If I could die," he said, "I should go where he goes and should assuredly find him again. But how to die? It is very easy," he went on with a smile; "I will remain here, rush on the first person that opens the door, strangle him, and then they will guillotine me." But excessive grief is like a storm at sea, where the final bark is tossed from the depths to the top of the wave. Dantes recoiled from the idea of so infamous a beath, and passed suddenly from despair to an ardent desire for life and liberty.

"Die? oh no," he exclaimed – "not die now, after having lived and suffered so long and so much! Die? yes, had I died years ago, but now to die would be, indeed, to give way to the sarcasm of destiny. No, I want to live, I shall struggle to the very last. I will yet win back the happiness of which I have been deprived. Before I die I must not forget that I have my executioners to punish, and perhaps, too, who knows, some friends to reward. Yet they will forget me here, and I shall die in my dungeon like Faria." As he said this, he became silent and gazed straight before him like one overwhelmed with a strange and amazing thought. Suddenly he arose, lifted

his hand to his brow as if his brain were giddy, paced twice or thrice round the dungeon, and then paused abruptly by the bed.

"Just God!" he mutterd, "whence comes this thought? Is it from thee? Since none but the dead pass freely from this dungeon, let me take the place of the dead!" Without giving himself time to reconsider his decision, and, indeed, that he might not allow his thoughts to be distracted from his desperate resolution, he bent over the appalling shroud, opened it with the knife which Faria had made, drew the corpse from the sack, and bore it along the tunnel to his own chamber, laid it on his couch, tied around its head the rag he wore at night around his own, covered it with his counterpane, once again kissed the ice-cold brow, and tried vainly to close the resisting eyes, which glared horribly, turned the head towards the wall, so that the jailer might, when he brought the evening meal, believe that he was asleep, as was his frequent custom; entered the tunnel again, drew the bed against the wall, returned to the other cell, took from the hiding-place the needle and thread, flung off his rags, that they might feel only naked flesh beneath the coarse canvas, and getting inside the sack, placed himself in the posture in which the dead body had been laid, and sewed up the mouth of the sack from the inside.

1. How was the protagonist planning to resolve his problem?

(a) To give up and surrender.

(b) To commit suicide in the dungeon.

(c) To fight the jailor and escape.

(d) To kill those who came to carry the corpse.

(e) To exchange places with the dead.

2. Which one of the following options is nearest in meaning to that implied by the phrase 'sarcasm of destiny' in this passage?

(a) Destiny makes one a laughing stock.

(b) Destiny ultimately asserts itself.

(c) Triumph of the struggles gone through.

(d) A mockery of the forces of destiny.

(e) Let the enemy have the last laugh.

3. Among the options given below, which phrase specifically captures the change of mood of the protagonist?

(a) To be or not to be

(b) Despair and hope

(c) Depression to daring

(d) Darkness to light

(e) Loathing to yearning

4. **Words** **Related Words**

i. Counterpane

a. Burial

ii. Dungeon b. Bed

iii. Guillotine c. Execution

iv. Shroud d. Cell

Which of the above 'related words' on the right-hand side are correctly matched with 'words' on the left-hand side?

(a) i-b, ii-d, iii-c, iv-a

(b) i-a, ii-d, iii-b, iv-c

(c) i-a, ii-d, iii-c, iv-b

(d) i-d, ii-b, iii-a, iv-c

(e) i-b, ii-a, iii-c, iv-d

Analyse the following passage and provide appropriate answers for questions 5 to 8 that follow:

The understanding that the brain has areas of specialization has brought with it the tendency to teach in ways that reflect these specialized functions. For example, research concerning the specialized functions of the left and right hemispheres has led to left and right hemisphere teaching. Recent research suggests that such an approach neither reflects how the brain learns, nor how it functions once learning has occurred. To the contrary, in most 'higher vertebrates' brain systems interact together as a whole brain with the external world. Learning is about making connections within the brain and

between the brain and the outside world.

What does this mean? Until recently, the idea that the neural basis for learning resided in connections between neurons remained a speculation. Now, there is direct evidence that when learning occurs, neuro-chemical communication between neurons is facilitated, and less input is required to activate established connections over time. This evidence also indicates that learning creates connections between not only adjacent neurons but also between distant neurons, and that connections are made from simple circuits to complex ones and from complex circuits to simple ones.

As connections are formed among adjacent neurons to form circuits, connections also begin to form with neurons in other regions of the brain that are associated with visual, tactile, and even olfactory information related to the sound of the word. Meaning is attributed to 'sounds of words' because of these connections. Some of the brain sites for these other neurons are far from the neural circuits that correspond to the component sounds of the words; they include sites in other areas of the left hemisphere and even sites in the right hemisphere. The whole complex of interconnected neurons that are activated by the word is called a neural network.

In early stages of learning, neural circuits are activated piecemeal, incompletely, and weakly. It is like getting a glimpse of a partially exposed and blurry picture. With more experience, practice, and exposure, the picture becomes clearer and more detailed. As the exposure is repeated, less input is needed to activate the entire network. With time, activation and recognition become relatively automatic, and the learner can direct her attention to other parts of the task. This also explains why learning takes time. Time is needed to establish new neural networks and connections between networks. This suggests that the neural mechanism for learning is essentially the same as the products of learning. Learning is a process that establishes new connections among networks. The newly acquired skills or knowledge are nothing but formation of neural circuits and networks.

5. It can be inferred that, for a nursery student, learning will …

(a) comprise piecemeal ideas and disconnected concepts.

(b) be a pleasant experience due to the formation of improved connections among neurons.

(c) lead to complex behaviour due to formation of new connections among neurons.

(d) be better if discrete subjects are taught rather than a mix of subjects.

(e) be a happy experience.

6. Read the following statements and answer the question that follows:

I. The two hemispheres of the brain are responsible for learning autonomously.

II. Simultaneous activation of circuits can take place in different ares of the brain.

III. There are specific regions of the brain associated with sight, touch and smell.

IV. The brain receives inputs from multiple external sources.

V. Learning is not the result of connections between neurons.

Which of the above statements are consistent with ideas expressed in the passage?

(a) I, V

(b) II, III

(c) III, V

(d) IV, V

(e) I, II, III

7. Which of the following proverbs best describes the passage?

(a) When student is ready, the master appears.

(b) Child is the father of the man.

(c) All’s well that ends well.

(d) You can’t teach old dog new tricks.

(e) Many a mickle makes a muckle.

8. A father and son aged 60 and 25 respectively, have been learning

paragliding for quite some time. Based on the passage above, which of the following would be true?

(a) The son would always learn more.

(b) The father might learn more; if both of them started at the same time.

(c) The son would learn more, if both of them started at the same time.

(d) If both of them have been learning since the age of 15, the son would learn more.

(e) Both of them would always progress equally.

Analyse the following passage and provide appropriate answers for questions 9 to 12 that follow:

Certain variants of key behavioural genes, “risk allele” make people more vulnerable to certain mood, psychiatric, or personality disorders. An allele is any of the variants of a gene that takes more than one form. A risk allele is any of the variants of a gene that takes more than one form. A risk allele, then, is simply a gene variant that increases your likelihood of developing a problem.

Researchers have identified a dozen-odd gene variants that can increase a person’s susceptibility to depression, anxiety, and antisocial, sociopathic, or violent behaviours, and other problems—if, and only if, the person carrying the variant suffers a traumatic or stressful childhood or faces particularly trying experiences later in life. This hypothesis, often called the “stress diathesis” or “genetic vulnerability” model, has come to saturate psychiatry and behavioural science.

Recently, however, an alternate hypothesis has emerged from this one and is turning it inside out. This new model suggests that it’s a mistake to understand these “risk” genes only as liabilities. According to this new thinking, these ‘bad genes’ can create dysfunction in unfavourable contexts—but they can also enhance function in favourable contexts. The genetic sensitivities to negative experience that the vulnerability hypothesis has identified, it follows, are just the downside of a bigger phenomenon: a heightened genetic sensitivity to all experience.

This hypothesis has been anticipated by Swedish folk wisdom which has long spoken of “dandelion” children. These dandelion children—equivalent to our “normal” or “healthy” children, with “resilient” genes—do pretty well almost anywhere, whether raised in the equivalent of a sidewalk crack or a well-tended garden. There are also “orchid” children, who will wilt if ignored or maltreated but bloom spectacularly with greenhouse care. According to this orchid hypothesis, risk becomes possibility; vulnerability becomes plasticity and responsiveness. Gene variants generally considered misfortunes can instead now be understood as highly leveraged evolutionary bets, with both high risks and high potential rewards.

In this view, having both dandelion and orchid kids greatly raises a family’s (and a species’) chance of succeeding, overtime and in any given environment. The behavioural diversity provided by these two different types of temperament also supplies precisely what a smart, strong species needs if it is to spread across and dominate a changing world. The many dandelions in a population provide an underlying stability. The less-numerous orchids, meanwhile, may falter in some environments but can excel in those that suit them. And even when they lead troubled early lives, some of the resulting heightened responses to adversity that can be problematic in everyday life—increased novelty-seeking, restlessness of attention, elevated risk-taking, or aggression—can prove advantageous in certain challenging situations: wars, social strife of many kinds, and migrations to new environments. Together, the steady dandelions and the mercurial orchids offer an adaptive flexibility that neither can provide alone. Together, they open a path to otherwise unreachable individual and collective achievements.

9. The passage suggests ‘orchids’:

(a) are insufficient in number.

(b) are limited to greenhouses.

(c) end up weaker as compared to dandelions.

(d) thrive in anaesthetized conditions.

(e) are always too delicate to survive.

10. Which of the following statements correctly echoes the author's view?

(a) Persons carrying risk allele end up being self-destructive and antisocial.

(b) Orchids possess humankind's phenomenal adaptability and evolutionary success.

(c) With a bad environment and poor parenting, all children will have a normal life.

(d) Children born with genetic vulnerability need not necessarily be sociopaths.

(e) Genes not only makes you sensitive to disorders; but are also responsible for failures of societies.

11. The word 'diathesis' means:

(a) susceptible to disease

(b) two-pronged hypothesis

(c) connected with two kidneys

(d) missing parts of the body

(e) living in two different environments

12. Mr. Good and Mr. Evil were batch-mates during the college. Five years after graduating, Mr. Evil was put behind bars for financial fraud while Mr. Good was running a successful NGO, working for orphans. Mr. Good was raised in a protective environment while Mr. Evil was a self-made man.

Based on the above information, which of the following statements is definitely correct?

(a) It can be concluded that Mr. Evil is a 'dandelion', but nothing can be concluded about Mr. Good.

(b) It can be concluded that Mr. Evil is an 'orchid', but nothing can be concluded about Mr. Good.

(c) It can be concluded that Mr. Good is a 'dandelion', but nothing can be concluded about Mr. Evil.

(d) It can be concluded that both Mr. Good and Mr. Evil are 'orchid'.

(e) It is not possible to conclude about ‘children typology’ of the two batch mates.

Analyse the following passage and provide appropriate answers for questions 13 to 15 that follow:

For private goods, competitive markets ensure efficiency despite the decentralized nature of the information about individual’s tastes and firms’ technologies. Implicitly, market competition solves adverse selection problems and the fixed-price contracts associated with exogenous prices solve moral hazard problems. However, markets fail for pure public goods and public intervention is thus needed. In this case, the mechanisms used for those collective decisions must solve the incentive problem of acquiring the private information that agents have about their references for public goods. Voting mechanisms are particular incentive mechanisms without any monetary transfers for which the same questions of strategic voting, i.e., not voting according to the true preferences, can be raised. For private goods, increasing returns to scale create a situation of natural monopoly far away from the world of competitive markets. When the monopoly has private information about its cost or demand, its regulation by a regulatory commission becomes a principal-agent problem.

(*Note:* Public goods are those in which individuals cannot be excluded from use and where use by one individual does not reduce availability to others, while an individual can be excluded in case of private goods.)

13. For which of the following goods, can markets *not* be efficient?

(a) Packaged water

(b) Electricity supply at home

(c) Air

(d) Petrol

(e) All of the above

14. Which of the following *cannot be* concluded from the above paragraph?

(a) Public intervention is the panacea when market fails.

(b) Adverse selection problems as well as moral hazard problems may not arise in competitive markets.

(c) Strategic voting is nothing but a non-monetary incentive mechanism.

(d) Lack of access to private information regarding preferences of agent leads to incentive problem.

(e) Public regulations may address problems associated with natural monopoly.

15. Read the following statements carefully:

Statement 1: In India factories dump their waste in the nearby water bodies.

Statement 2: Government is thinking of granting tax benefits to factories which adopt eco-friendly practices.

Which of the following options best captures the relationship between Statement 1 and Statement 2?

(a) Statement 1 is an example of market failure and Statement 2 corroborates Statement 1.

(b) Statement 1 is an example of ‘adverse selection problem’ and Statement 2 is an example of ‘moral hazard problem’.

(c) Statement 1 is an example of market failure while Statement 2 suggests one way of reducing the problem.

(d) Statement 1 is an example of public good and Statement 2 is an example of private good.

(e) In Statement 1 the principal is ‘factory’ and in Statement 2 the principal is ‘government’.

Analyse the following passage and provide appropriate answers for questions 16 and 17 that follow:

Creative thinking can be used by management teams to produce actions that will potentially increase innovation and identify opportunities. Brainstorming is one technique that can enhance creativity. Brainstorming is usually regarded as a method to be used with groups of people. Although, it can be

employed with individuals, the benefit of involving a group is that one person's idea can help to stimulate even more ideas by other group members.

Underlying brainstorming is the idea that people's creativity is restricted because they tend to reject ideas at too early a stage. This can be because they may be imposing imaginary constraints on a problem or making false assumptions. Alternatively, they may be unable to see a problem from multiple perspectives or they may be stereotyping problems and possible solutions and hence failing to see their wider potential. Involvement of people with different perspectives enriches the idea generation.

16. Pick the option that best captures the relationship between the two paragraphs above.

(a) The first paragraph describes a technique and the second is an example that supports it.

(b) The first paragraph describes a process and the second paragraph contradicts the description.

(c) The first paragraph describes a technique. The first part of the second paragraph contradicts it and the second part of the second paragraph makes untested claims.

(d) In the first paragraph, the author conveys the understanding of a subject and in the second paragraph the author complements the first.

(e) In the first paragraph the author describes a technique and in the second paragraph the author provides explanation of its advantages.

17. Which of the following options would be closest to the main argument in the second paragraph above?

(a) Viewing students as customers, future alumni, brand ambassadors, potential recruiters etc., would make engineering colleges more successful.

(b) Good students, after completing MBA, should play multiple roles in an organization to become successful leaders.

(c) India does better in team sports like cricket than in individual sports like

swimming.

(d) All departments of the organization, including marketing, should give inputs to generate new ideas for improving customer satisfaction.

(e) Compared to small entrepreneurial firms, large organisations will definitely generate more ideas.

XAT 2016

1. Read the following poem and answer the question that follows:

I sought a soul in the sea
And found a coral there
Beneath the foam for me
An ocean was all laid bare.
Into my heart's night
Along a narrow way
I groped; and lo! the light,
An infinite land of day.

Which of the following would best capture the ESSENCE of the poem above?

(a) What lies 'outside' is always deceptive.

(b) Pursue the narrow path and avoid the broadways.

(c) External search is futile; explore the inner space for answers.

(d) Heart's pathways are broad and clear to find the destination.

(e) Light offers sight and insight.

Analyse the following passage and provide appropriate answers for the questions 2-5 that follows:

An effective way of describing what interpersonal communication *is* or *is not*, is perhaps to capture the underlying beliefs using specific game analogies.

Communication as Bowling: The bowling model of message delivery is probably the most widely held view of communication. I think that's unfortunate. The model sees the bowler as the sender, who delivers the ball, which is the message. As it rolls down the lane (the channel), clutter on the boards (noise) may deflect the ball (the message). Yet if it is aimed well, the ball strikes the passive pins (the target audience) with a predictable effect. In the one-way model of communication, the speaker (bowler) must take care to select a precisely crafted message (ball) and practice diligently to deliver it the same way every time. Of course, that makes sense only if target listeners are interchangeable, static pins waiting to be bowled over by our words—which they aren't.

This has led some observers to propose an interactive model of interpersonal communication.

Communication as Ping-Pong: Unlike bowling, Ping-Pong is not a solo game. This fact alone makes it a better analogy for interpersonal communication. One party puts the conversational ball in play, and the other gets into position to receive. It takes more concentration and skill to receive than to serve because while the speaker (server) knows where the message is going, the listener (receiver) doesn't. Like a verbal or nonverbal message, the ball may appear straightforward yet have a deceptive spin.

Ping-Pong is a back-and-forth game; players switch roles continuously. One moment the person holding the paddle is an initiator, the next second the same player is a responder, gauging the effectiveness of his or her shot by the way the ball comes back. The repeated adjustment essential for good play closely parallels the feedback process described in a number of interpersonal communication theories.

Communication as Dumb Charades: The game of charades best captures the simultaneous and collaborative nature of interpersonal communication. A charade is neither an action, like bowling a strike, nor an interaction, like a rally in Ping-Pong, It's a *transaction*.

Charades is a mutual game, the actual play is cooperative. One member draws a title or slogan from a batch of possibilities and then tries to act it out visually for teammates in a silent mini drama. The goal is to get at least one partner to say the exact words that are on the slip of paper. Of course, the actor is prohibited from talking out loud.

Suppose you drew the saying "God helps those who help themselves." For *God* you might try folding your hands and gazing upward. For *helps* you could act out offering a helping hand or giving a leg-up boost over a fence. By pointing at a number of real or imaginary people you may elicit a response of *them*, and by this point a partner may shout out, "God helps those who help themselves." Success.

Like charades, interpersonal communication is a mutual, on-going process of sending, receiving, and adapting verbal and nonverbal messages with another person to create and alter the images in both of our minds. Communication between us begins when there is some overlap between two images, and is effective to the extent that overlap increases. But even if our mental pictures are congruent, communication will be partial as long as we interpret them differently. The idea that "God helps those who help themselves" could strike one person as a hollow promise, while the other might regard it as a divine stamp of approval for hard work.

Dumb Charade goes beyond the simplistic analogy of bowling and ping pong. It views interpersonal communications as a complex transaction in which overlapping messages simultaneously affect and are affected by the other person and multiple other factors.

2. The meaning CLOSEST to 'interchangeable' in the 'Communication as Bowling' paragraph is:

(a) Complementary
(b) Contiguous
(c) Conforming
(d) Compatible

(e) Comparable

3. Which of the following options is the CLOSEST to the necessary condition of communication:

(a) Threshold overlap of shared images

(b) Simulation exchange

(c) Ability to stimulate affect

(d) Ability to enact a drama

(e) Ability to elicit a response

4. The two inherent LIMITATIONS of Ping-Pong as a metaphor for communication are:

(a) It is governed by conventions with possibility for appeal; it has clear rules.

(b) The operating model is win-lose because only one individual or team can win; the receiver can always predict the spin.

(c) The number of players is limited as very few can be meaningfully engaged at a time; the rules of the game are fixed by the regulators.

(d) It demands more skills of the receiver than of the speaker, it is as passive as bowling.

(e) Real life communication is like Dumb Charade with multiple players; there are multiple balls used in Dumb Charade.

5. Action, interaction and transaction is CLOSEST to:

(a) Advertising, Buyer negotiating with a seller, Bidding for a player in Indian Premier League.

(b) Preparing an election manifesto, Addressing a public gathering, Engaging in door to door canvassing.

(c) Preparing for MBA entrance exam, Writing the MBA entrance exam, Facing an interview for business school.

(d) Applying for learner licence, Negotiating with a driving school, Driving

a Car.

(e) Negotiating overseas posting, Applying for visa, Undertaking a journey.

Analyse the following passage and provide appropriate answers for the questions 6-8 that follow:

Advances in economic theory in the 1970s and 1980s illuminated the limits of markets; they showed that unfettered markets do not lead to economic efficiency whenever information is imperfect or markets are missing (for instance, good insurance markets to cover the key risks confronting individuals). And information is always imperfect and markets are always incomplete. Nor do markets, by themselves, necessarily lead to economic efficiency when the task of a country is to absorb new technology, to close the "knowledge gap": a central feature of development. Today, most academic economists agree that markets, by themselves do not lead to efficiency; the question is whether government can improve matters.

While it is difficult for economists to perform experiments to test their theories, as a chemist or a physicist might, the world provides a vast array of natural experiments as dozens of countries try different strategies. Unfortunately, because each country differs in its history and circumstances and in the myriad of details in the policies – and details do matter – it is often difficult to get a clear interpretation. What is clear, however, is that there have been marked differences in performance, that the most successful countries have been those in Asia, and that in most of the Asian countries, government played a very active role. As we look more carefully at the effects of particular policies, these conclusions are reinforced: there is a remarkable congruence between what economic theory says government should do and what the East Asian governments actually did. By the same token, the economic theories based on imperfect information and incomplete risk markets that predicted that the free flow of short-term capital – a key feature of market fundamentalist policies – would produce not growth but instability have also been borne out.

6. "…whether government can improve matters". Here 'matters' indicates

(a) Economic efficiency

(b) Information imperfectness

(c) Knowledge gaps

(d) Good insurance markets

(e) Incomplete risk markets

7. Which of the following options CANNOT be inferred from the above passage?

(a) Free flow of short-term capital might fail to ensure economic growth.

(b) Insurance market is a proof that 'markets, by themselves, do not lead to efficiency'.

(c) It is difficult to interpret the success of economic policies of Asian countries.

(d) Technology can impede market efficiency.

(e) State intervention and imperfect information can never go hand-in-hand.

8. Which of the following statements BEST captures the ESSENCE of the two paragraphs in the above passage?

(a) Paragraph I and Paragraph II are parallel arguments that are unreleated.

(b) Paragraph I describes markets in general whereas Paragraph II describes market failures in Asian economies in particular.

(c) Paragraph I explains why markets fail. Paragraph II spells out why market based economic theories fail to explain success of Asian economies.

(d) Paragraph I raises question and Paragraph II answers it.

(e) Paragraph I states an economic theory and Paragraph II cites a natural experiment to disprove it.

Analyse the following passage and provide appropriate answers for the questions 9-12 that follow:

The base of Objectivism according to Ayan Rand is explicit: "Existance

exists—and the act of grasping that statement implies two corollary axioms: that something exists which one perceives and that one exists possessing consciousness, consciousness being the faculty of perceiving that which exists."

Existence and consciousness are facts implicit in every perception. They are the base of all knowledge (and the precondition of proof): knowledge presupposes something to know and someone to know it. They are absolutes which cannot be questioned or escaped: every human utterance, including the denial of these axioms, implies their use and acceptance.

The third axiom at the base of knowledge—an axiom true, in Aristotle's words "of being qua being"—is the Law of Identity. This law defines the essence of existence: to be is to be something, a thing is what it is; and leads to the fundamental principle of all action, the law of causality. The law of causality states that a thing's actions are determined not by chance, but by its nature, i.e., by what it is.

It is important to observe the interrelation of these three axioms. Existence is the first axiom. The universe exists independent of consciousness. Man is able to adapt his background to his own requirements, but "Nature, to be commanded, must by obeyed" (Francis Bacon). There is no mental process that can change the laws of nature or erase facts. The function of consciousness is not to create reality, but to apprehend it, "Existance is identity, Consciousness is Identification."

9. Which of the following is DEFINITELY CORRECT according to the passage:

(a) Only what can be perceived exists.

(b) What exists is perceived.

(c) All that exists does not have consciousness.

(d) Consciousness makes perception of being possible.

(e) Something to be known and someone to know are the *conditio sine qua non* for existence.

10. Which of the following is the ESSENCE of 'The Law of Causality'?

(a) To be is to be something; ‘being qua being’.
(b) Wishing to become something else denies the nature of that being.
(c) The law of identity is the same as the law of causality.
(d) Essence of existence.
(e) Actions of a being are determined by its nature.

11. Which of the following can be best captured as ‘Identity’ and ‘Identification’?

(a) College as identity; perception of cultural events as identification.
(b) Twitter as identity; perception of Twitter as identification.
(c) Government as identity; perception of taxation of citizens as identification.
(d) Marriage as identity; perception of children as identification.
(e) MBA as identity; perception of campus placement as identification.

12. The author would interpret Francis Bacon’s “Nature, to be commanded, must be obeyed” as:

(a) Reality should not be modified or escaped but faced.
(b) Man’s existence depends on nature’s whims.
(c) Essentially and objectively nature is superior to humans.
(d) Obstacles are better circumvented than confronted.
(e) Before channeling nature one must first comply with it.

Analyse the following passage and provide appropriate answers for the questions 13-15 that follow:

Each piece, or part, of the whole of nature is always merely an approximation to the complete truth, or the complete truth so far as we know it. In fact, everything we know is only some kind of approximation, because we know that we do not know all the laws as yet. Therefore, things must be learned only to be unlearned again or, more likely, to be corrected.

The principle of science, the definition, almost, is the following: The test of all knowledge is experiment. Experiment is the sole judge of scientific “truth.” But what is the source of knowledge? Where do the laws that are to be tested come from? Experiment, itself helps to produce these laws, in the

sense that it gives us hints. But also needed is imagination to create from these hints the great generalizations—to guess at the wonderful, simple, but very strange patterns beneath them all, then to experiment to check again whether we have made the right guess. This imagining process is so difficult that there is a division of labour in physics: there are theoretical physicists who imagine, deduce, and guess at new laws, but do not experiment; and then there are experimental physicists who experiment, imagine, deduce, and guess.

We said that the laws of nature are approximate: that we first find the "wrong" ones, and then we find the "right" ones. Now, how can an experiment be "wrong"? First, in a trivial way: the apparatus can be faulty and you did not notice. But these things are easily fixed and checked back and forth. So without snatching at such minor things, how can the results of an experiment be wrong? Only by being inaccurate. For example, the mass of an object never seems to change; a spinning top has the same weight as a still one. So a "law" was invented: mass is constant, independent of speed. That "law" is now found to be incorrect. Mass is found to increase with velocity, but appropriate increase requires velocities near that of light. A true law is: if an object moves with a speed of less than one hundred miles a second the mass is constant to within one part in a million. In some such approximate form this is a correct law. So in practice one might think that the new law makes no significant difference. Well, yes and no. For ordinary speeds we can certainly forget it and use the simple constant mass law as a good approximation. But for high speeds we are wrong, and the higher the speed, the more wrong we are.

Finally, and most interesting, philosophically we are completely wrong with the approximate law. Our entire picture of the world has to be altered even though the mass changes only by a little bit. This is a very peculiar thing about the philosophy, or the ideas, behind the laws. Evan a very small effect sometimes requires profound changes to our ideas.

13. Which of the following is DEFINITELY NOT an approximation to the

complete truth?

(a) I know that I know.

(b) I know that I do not know.

(c) I know what I know.

(d) I know what I do not know.

(e) I know that others do not know.

14. Consider the two statements from the passage:

Statement I: The mass of an object never seems to change.

Statement II: Mass is found to increase with velocity.

Which of the following options CANNOT be concluded from the above passage?

(a) Both statements I and II are approximation to the complete truth.

(b) Both statements I and II are complete truth so far as we know.

(c) Statement I is an approximation to the complete truth but Statement II is complete truth.

(d) Statement I reveals that experimental physicists who imagine, deduce, and guess are philosophically wrong.

(e) Statement II shows that theoretical physicists can pinpoint the shortcomings of experimental physicists.

15. 'Big Bang' is a popular theory related to the origin of the universe. It states that the universe was the outcome of a big bang that released enormous energy.

Which of the following is the MOST PROBABLE inference about the big bang theory?

(a) Big Bang Theory was first proposed by experimental physicists.

(b) Big Bang Theory was first proposed by theoretical physicists.

(c) Big Bang Theory was first proposed by experimental physicists and then deduced by theoretical physicists.

(d) Philosophers got the Big Bang theory wrong.

(e) Big Bang Theory is not an approximation of the complete truth.

IIFT 2012

Directions for questions 1 to 16: *Read the following passages carefully and answer the questions at the end of each passage.*

Passage 1

Asked what a business is, the typical businessman is likely to answer, “An organisation to make a profit.” The typical economist is likely to give the same answer. This answer is not only false, it is irrelevant.

The prevailing economic theory of the mission of business enterprise and behaviour, the maximization of profit which is simply a complicated way of phrasing the old saw of buying cheap and selling dear—may adequately explain how Richard Sears operated. But it cannot explain how Sears, Roebuck or any other business enterprise operates, or how it should operate. The concept of profit maximization is in fact, meaningless. The danger in the concept of profit maximization is, that it makes profitability appear a myth.

Profit and profitability are, however, crucial for society even more than for the individual business. Yet profitability is not the purpose of, but a limiting factor on business enterprise and business activity. Profit is not the explanation, cause, or rationale of business behaviour and business decisions, but rather the test of their validity. If archangels instead of businessmen sat in directors’ chairs, they would still have to be concerned with profitability, despite their total lack of personal interest in making profits.

The root of the confusion is the mistaken belief that the motive of a person —the so called profit motive of the businessman is an explanation of his behavior or his guide to right action. Whether there is such a thing as a profit motive at all is highly doubtful. The idea was invented by the classical economists to explain the economic reality that their theory of static equilibrium could not explain. There has never been any evidence for the existence of the profit motive, and we have since long found the true explanation of the phenomena of economic change and fig growth which the

profit motive was first put forth to explain.

It is irrelevant for an understanding of business behaviour, profit, and profitability, whether there is a profit motive or not. That Jim Smith is in business to make a profit concerns only him and the Recording Angel. It does not tell us what Jim 5 Smith does and how he performs. We do not learn anything about the work of a prospector hunting for uranium in the Nevada desert by being told that he is trying to make his fortune. We do not learn anything about the work of a heart specialist by being told that he is trying to make a livelihood, or even that he is trying to benefit humanity. The profit motive and its offspring maximisation of profits are just as irrelevant to the function of a business, the purpose of a business, and the job of managing a business.

In fact, the concept is worse than irrelevant: it does harm. It is a major cause of the misunderstanding of the nature of profit in our society and of the deep-seated hostility to profit, which are among the most dangerous diseases of an industrial society. It is largely responsible for the worst mistakes of public policy—in this country as well as in Western Europe—which are squarely based on the failure to understand the nature, function, and purpose of business enterprise. And it is in large part responsible for the prevailing belief that there is an inherent contradiction between profit and a company's ability to make a social contribution. Actually, a company can make a social contribution only if it is highly profitable.

To know what a business is, we have to start with its purpose. Its purpose must lie outside of the business itself. In fact, it must lie in society since business enterprise is an organ of society. There is only one valid definition of business purpose: to create a customer.

Markets are not created by God, nature, or economic forces but by businesspeople. The want of business satisfaction may have been felt by the customer before he or she was offered the means of satisfying it. Like food in a famine, it may have dominated the customer's life and filled all his waking moments, but it remained a potential want until the action of businesspeople converted it into effective demand. Only then is there a customer and a

market. The want may have been unfelt by the potential customer; no one knew that he wanted a Xerox machine or a computer until these became available. There may have been no want at all until business action created it —by innovation, by credit. by advertising, or by salesmanship. In every case, it is business action that creates the customer.

1. The author of this passage is of the opinion that profits and profitability are:

(a) The purpose of setting up a business
(b) The sole goal and responsibility of a businessman
(c) The test of validity of business existence
(d) The guiding factor for a businessman‘s actions and decisions

2. This passage highlights that the theory of profit maximisation and profit motive

(a) is largely responsible for the worst mistakes in public policy
(b) is a synchronised goal with a company’s ability to make a social contribution
(c) is the main purpose and job of managing a business
(d) was an idea not invented by classical economists

3. As stated in this passage, the purpose of a business is to

(a) make profits
(b) increase wants
(c) create customers
(d) manage Demand

4. According to the author of this passage, what comes first?

(a) Want
(b) Market
(c) Demand
(d) Customer

Passage 2

The first thing I learned at school was that some people are idiots; the second thing I learned was that some are even worse. I was still too young to grasp that people of breeding were meant to affect innocence of this fundamental distinction. and that the same courtesy applied to any disparity that might rise out of religious. racial, sexual class, financial and (latterly) cultural difference. So in my innocence I would raise my hand every time the teacher asked a question, just to make it clear I knew the answer.

After some months of this, the teacher and my classmates must have been vaguely aware I was a good student, but still I felt the compulsion to raise my hand. By now the teacher seldom called on me, preferring to give other children a chance to speak, too. Still my hand shot up without my even willing it, whether or not l knew the answer. If I was putting on airs, like someone who even in ordinary clothes, adds a‘gaudy piece of jewellery, it’s also true that I admired my teacher and was desperate to cooperate.

Another thing I was happy to discover at school was the teacher’s ‘authority’. At home, in the crowded and disordered Pamuk Apartments, things were never so clear; at our crowded table, everyone talked at the same time. Our domestic routines, our love for one another, our conversations, meals and radio hours; these ‘were never debated — they just happened. My father held little obvious authority at home, and he was often absent. He never scolded my brother or me, never even raised his eyebrows in disapproval. In later years, he would introduce us to his friends as ‘my two younger brothers’, and we felt he had earned the right to say so. My mother was the only authority I recognised at home. But she was hardly a distant or alien tyrant: her power came from my desire to be loved by her. And so, I was fascinated by the power my teacher wielded over her twenty-five pupils.

Perhaps I identified my teacher with my mother, for I had an insatiable desire for her approval. ‘Join your arms together like this and sit down quietly,’ she would say, and I would press my arms against my chest and sit patiently all through the lesson. But gradually the novelty wore off; soon it was no longer exciting to have every answer or solve an arithmetic problem ahead of everyone else or earn the highest mark; time began to flow with

painful slowness, or stop flowing altogether.

Turning away from the fat, half-witted girl who was writing on the blackboard, who gave everyone—teachers, school caretakers and her classmates—the same vapid, trusting smile, my eyes would float to the window, to the upper branches of the chestnut tree that I could just see rising up between the apartment buildings. A crow would land on a branch. Because I was viewing it from below, I could see the little cloud floating behind it—as it moved, it kept changing shape: first a fox's nose, then a head, then a dog. I didn't want it to stop looking like a dog, but as it continued its journey it changed into one of the fourlegged silver sugar bowls from my grandmother's always—locked display case, and I'd long to be at home. Once I'd conjured up the reassuring silence of the shadows of home, my father would step out from them, as if from a dream, and off we'd go on a family outing to the Bosphorus. Just then, a window in the apartment building opposite would, open, a maid would shake her duster and gaze absentmindedly at the street that I could not see from where I was sitting. What was going down there? I'd wonder. I'd hear a horse cart rolling over the cobblestones, and a rasping voice would cry out 'Eskiciiiiiii! The maid would watch the junk dealer make his way down the street before pulling her head back inside and shutting the window behind her, but then, right next to that window, moving as fast as the first cloud but going in the opposite direction, I'd see a second cloud. But now my attention was called back to the classroom, and seeing all the other raised hands, I would eagerly raise my hand too: long before I worked out from my classrnates' responses what the teacher had asked us, I was foggily confident I had the answer.

It was exciting, though sometimes painful, to get to know my classmates as individuals, and to find out how different they were from me. There was that sad boy who, whenever he was asked to read out loud in Turkish class, would skip every other line; the poor boy's mistake was as involuntary as the laughter it would elicit from the class. In first grade, there was a girl who kept her red hair in a ponytail, who sat next to me for a time. Although her bag

was a slovenly jumble of half-eaten apples, simits, sesame seeds, pencils and hair bands, it always smelled of dried lavender around her, and that attracted me; I was also drawn to her for speaking so openly about the little taboos of daily life, and if I didn't see her at the weekend, I missed her, though there was another girl so tiny and delicate that I was utterly entranced by her as well. Why did that boy keep on telling lies even knowing no one was going to believe him'? How could that girl be so indiscreet about the goings-on in her house? And could this other girl be shedding real tears as she read that poem about Atatiirk?'

Just as I was in the habit of looking at the fronts of cars and seeing noses, so too did I like to scrutinize my classmates, looking for the creatures they resembled. The boy with the pointed nose was a fox and the big one next to him was, as everyone said, a bear, and the one with the thick hair was a hedgehog... I remember a Jewish girl called Mari telling us all about Passover —there were days when no one in her grandmother's house was allowed to touch the light switches. Another girl reported that one evening, when she was in'her room, she turned around so fast she glimpsed the shadow of an angel—a fearsome story that stayed with me. There was a girl with very long legs who wore very long socks and always looked as if she was about to cry; her father was a government minister and when he died in a plane crash from which Prime Minister Menederes emerged without a scratch, I was sure she'd been crying because she had known in advance what was going to happen. Lots of children had problems with their teeth; a few wore braces. On the top floor of the building that housed the lycée dormitory and the sports hall, just next to the infirmary, there was rumoured to be a dentist, and when teachers got angry they would often threaten to send naughty children there. For lesser infractions pupils were made to stand in the corner between the blackboard and the door with their backs to the class, sometimes one leg, but because we were all so curious to see how long someone could stand on one leg, the lessons suffered, so this particular punishment was rare.

5. The synonym for the term 'vapid' is

(a) lively
(b) original
(c) lacklustre
(d) spicy

6. Who is the least talked about character in this passage?

(a) Mother
(b) Classmates
(c) Grandmother
(d) Teacher

7. Which among the following cannot be concluded from this passage?

(a) The author was a good student but sometimes felt bored in class
(b) The author got along fairly well with his classmates
(c) The author came from a very authoritarian home environment
(d) The author had an imaginative mind

8. What did the teachers do when they get angry?

(a) Sent the students to the infirmary
(b) Denied them a chance to answer questions
(c) Made them ‘join their hands together and sit quietly
(d) Threatened to send them to the dentist.

Passage 3

Not many people saw it coming. It had seemed that the time for Kaun Banega Crorepati (KBC) had come and gone. This column argued as much a few years ago, when Shah Rukh Khan took over the reigns of the show. He did well enough, but it still seemed that the time for the genteel game of knowledge had passed. There was too much blood in reality television, and KBC simply did not have enough platelets for it. It had no backbiting intrigue, it lacked a cast of almostlosers and missed the low-life loquaciousness of other reality shows, and nothing ever needed to be beeped out on it, a sure touch that it was out of touch with the times.

And yet, not only is KBC back, but it is back in a very real sense not just as a TV show that gets good ratings, but as an idea that connects with something deep and real in our lives. What makes this particularly interesting is that not very much has changed in the show. Its focus has shifted to smaller towns and an ‘aadmi’ more ‘aam’, and the prize money has gone up over the years, but these are minor adjustments, not major departures. The format is pretty much the same and the return of Amitabh Bachchan restores to the show both the gravitas and the empathy that has been its hallmark.

Perhaps KBC works because it reconciles many competing ideas for us. For a show that bestows undreamt of wealth on people who win, and does so with reasonable regularity, KBC manages somehow to rise above the money it throws it around. By locating money squarely in the context of small dreams, family and community, KBC shows us a face of money that is ennobling. The money of KBC is treated not as a jackpot but as a ‘vardaan’, a gift from divinity that comes for one’s persistent effort, a prize for the penance called ordinary life. The images that surround the winners are not big cars and fancy brands, but houses made ‘pukka’ and IAS dreams pursued. The winners have been remarkable ambassadors for the show, focusing not what the money buys them but what it enables them to work at in the future. Money speaks in the language of responsibility, not indulgence and steeps a larger collective in its pleasing warmth.

The format of the show ensures that we see people as they are, rather than the usual sight of raw innocents losing their transparent naiveté in a haze of hair dye and exfoliation. On other reality shows, fame and money are insistent in transforming those that they favour and what they tell us is that success must put distance between destination and sources. Between who we are and what we must become. On KBC it is the innocence that is spoken to and as an audience it is this quality we respond to. When a Sushil Kumar describes his life and attributes his success to his wife, who in turn is quick to shyly shrug off the credit, we see, for once, something that smacks of the real on a reality show.

As the reality show evolved, it found reality too boring and vapid. It was

so much for fun to manufacture it by making people act in unpleasant ways. and say unsavoury things to each other. Now, no reality show can really bring us reality; any act of representation and framing creates its own version of reality in many different ways I by aestheticizing it, emotionalising moments, dramatising revelations, withholding information selectively, or by imbuing some moments with significance, while ignoring others and even KBC uses these techniques. The difference is that it uses these to drive us towards the central premise of the show rather than see those as individual 'masala' elements. In a world where television is racked by anxiety about itself, and where every new season is an exercise in renewed desperation, KBC stands apart by continuing to tell a human story about dreams and their fulfilment and doing so without trying too hard.

There is no question that KBC rests on the persona of Amitabh Bachchan for he reconciles for us the idea of fame and humility, of achievement and empathy in the way he treats the participants. He has a special ability to look into the ordinary and find something special and the humility to be awed by it. He is simultaneously. The Amitabh Bachchan, the wax God who we touch and squeal when we find out that it is real and a fellow sympathizer and co-traveller on the journey called life. As a a carrier of life-altering destiny, he underplays his role to perfection, acknowledging the enormity of that winning means for the participant while revealing the wisdom that knows that it is only money. Under his steerage money is no longer cold acquisitive urgency but warm with unfolding possibility.

KBC shows us, close-up and in slow motion, the act of a miracle colliding with a dream. In doing so, it tells us that money can change things for the better, when it finds the right home. By appliying good fortune to good intention. It keeps the miracle alive, well after the movement of impact. As the winners no doubt find out, one can never have enough money, and that relative scale makes everyone a relative pauper. In the final analysis, Kaun Banega Crorepati reveals both the nobility and the eventual poverty of money, no matter if it comes in eight figures.

9. According to the author's opinion a few years before writing this

article, which of the following appeared to be in store for KBC?

(i) The show's time was over

(ii) The show was too refined to compete with other reality shows

(iii) Shah Rukh Khan as the show host would take it to new heights

(iv) The show's viciousness was leading it, to its end.

(a) i only

(c) i and ii only

(c) ii and iii

(d) i and iv

10. Unlike most reality shows, KBC has gained viewership on television by

(a) using glamorous participants on the show

(b) getting participants to say unpleasant things about the truth of life

(c) making major adjustments to its format time and again

(d) connecting with the depth and reality of lives of people

11. According to the author, KBC presents the prize money as

(a) a means for indulgence

(b) a jackpot

(c) a reward for relentless work

(d) a reason for changing the real person

12. In what context does the author use the phrase "a relative pauper"?

(a) No one can ever have enough money

(b) Money can change who we are

(c) Money is cold and has materialistic importance

(d) Money can change things for better only if it finds the right home

Passage 4

Babur's head was throbbing with the persistent ache that dogged him during the monsoon. The warm rain had been falling for three days now but the still, heavy air held no promise of relief. The rains would go on for weeks, even months. Lying back against silken bolsters in his bedchamber in the Agra

fort, he tried to imagine the chill, thin rains of Ferghana blowing in over the jagged summit of Mount Beshtor and failed. The *punkah* above his head hardly disturbed the air. It was hard even to remember what it was like not to feel hot. There was little pleasure just now even in visiting his garden the sodden flowers, soggy ground and overflowing water channels only depressed him. Babur got up and tried to concentrate on writing an entry in his diary but the words wouldn't come and he pushed his jewel-studded inkwell impatiently aside. May be he would go to the women's apartments. He would ask Maham to sing. Sometimes she acoompanied herself on the round-bellied, slender necked lute that had once belonged to Esan Dawlat. Maham lacked her grandmother's but the lute still made a sweet sound in her hands.

Or he might play a game of chess with Humayun. His son had a shrewd, subtle mind—but so, he prided himself, did he and he could usually beat him. It amused him to see Humayun's startled look as he claimed victory with the traditional cry shah mat—'check-mate', 'the king is at a loss'. Later, they would discuss Babur's plans to launch a campaign when the rains eased against the rulers of Bengal. In their steamy jungles in the Ganges delta, they thought they could defy Moghul authority and deny Babur's overlordship.

'Send for my son Humayun and fetch my chessmen,' Babur ordered a servant. Trying to shake off his lethargy he got up and went to a casement projecting over the riverbank to watch the swollen, muddy waters of the Jumna rushing by. A farmer was leading his bony bullocks along the oozing bank. Hearing footsteps Babur turned, expecting to see his son, but it was only the white-tunicked servant. 'Majesty, your son begs your forgiveness but he is unwell and cannot leave his chamber.' What is the matter with him?' 'I do not know, Majesty.' Humayun was never ill. Perhaps he, too, was suffering from the torpor that came with the monsoon, sapping the energy and spirit of even the most vigorous. 'I will go to him.' Babur wrapped a yellow silk robe around himself and thrust his feet into pointed kidskin slippers. Then he hurried from his apartments to Humayun's on the opposite side of a galleried courtyard, where water was not shooting as it should, in sparkling arcs from the lotus-shaped marble basins of the fountains but

pouring over the inundated rims. Humayun was lying on his bed, arms thrown back, eyes closed, forehead beaded with sweat, shivering. When he heard his father's voice he opened his eyes but they were bloodshot, the pupils dilated. Babur could hear his heavy wheezing breathing. Every scratchy intake of air seemed an effort which hurt him. 'When did this illness begin?' ' Early this morning, Father.' 'Why wasn't I told?' Babur looked angrily at his son's attendants. 'Send for my hakim immediately!' Then he dipped his own silk handkerchief into some water and wiped Humayun's brow. The sweat returned at once—in fact, it was almost running down his face and he seemed to be shivering even more violently now and his teeth had begun to chatter. 'Majesty, the *hakim* is here.' Abdul-Malik went immediately to Humayun's bedside, laid a hand on his forehead, pulled back his eyelids and felt his pulse. Then, with increasing concern, he pulled open Humayun's robe and, bending, turned his neatly turbaned head to listen to Humayun's heart. 'What is wrong with him?' Abdul-Malik paused. 'It is hard to say, Majesty. I need to examine him further.' 'Whatever you require you only have to say...' 'I will send for my assistants. If I may be frank, it would be best if you were to leave the chamber, Majesty. I will report to you when l have examined the prince thoroughly – but it looks serious, perhaps even grave. His pulse and heartbeat are weak and rapid.' Without waiting for Babur's reply, Abdul-Malik turned back to his patient. Babur hesitated and, after a glance at his son's waxen trembling face, the room. As attendants closed the doors behind him he found that he, too, was trembling. A chill closed round his heart. So many times he had feared for Humayun. At Panipat he could have fallen beneath the feet of one of Sultan Ibrahim's war elephants. At Khanua he might have been felled by the slash of a Rajput sword. But he had never thought that Humayun — so healthy and strong — might succumb to sickness. How could he face life without his beloved eldest son? Hindustan and all its riches would be worthless if Humayun died. He would never have come to this sweltering, festering land with its endless hot rains and whining, bloodsucking mosquitoes if he had known this would be the price.

13. Babur was feeling depressed because...

(a) the rulers of Bengal were defying Moghul authority
(b) he could not usually beat Humayun at chess
(c) he did not like the warm rains and the heaviness of monsoon air
(d) Maham could not play the lute as well as her grandmother.

14. Which among the following things did Babur not consider doing to relieve himself of depression?

(a) Go to the women's apartments
(b) Visit his garden
(c) Play a game of chess with Humayun
(d) Listen to Maham sing

15. What was it that Babur currently feared for Humayun?

(a) Humayun could fall beneath the feet of war elephants
(b) Humayun could be felled by the slash of a sword
(c) Humayun may not be treated properly by the Hakim
(d) Humayun might succumb to sickness

16. According to this passage, which of the following has not been used to describe Humayun?

(a) Shrewd and subtle minded
(b) Healthy and strong bodied
(c) Neatly turbaned head
(d) Father's beloved

IIFT 2013

Direction for questions 1 to 16: *Read the following passage carefully and answer the questions given at the end of each passage.*

Passage 1

Much remained a mystery about Bernie Madoff's crime even after he pleaded guilty in March 2009. But one thing, that everybody knew was true was this:

his wife and sons were guilty too. From the first weeks after his arrest, unidentified “former prosecutors” and “criminal lawyers who have followed the case” and “legal sources” were repeatedly quoted in various media outlets asserting that Ruth, Mark, and Andrew Madoff were under investigation and would soon be indicted. Glossy magazine articles would speculate carefully; garish Internet blogs would accuse recklessly; television commentators would wink and nod knowingly” All that fierce, smug certainty about their guilt~ unsupported by any cited facts-effectively drove Madoff’s immediate family into exile.

In an era of hypermedia, with mobile phone paparazzi and Internet commentators constantly on the alert for ways to attract attention, it is worth noting that these attacks on the Madoff family were a sharp departure from the typical public reaction to cases of white-collar crime, going back more than a century.

Of course, such criminals-confidence men, embezzlers, crooked politicians, fraudsters of all kinds – were attacked savagely by the press and the public when their crimes came to light. But their wives and children were almost never included in those attacks; rather they were almost always ignored or, at the very least, quickly left alone. There were a few exceptions where criminal charges were actually filed against a close relative, who was then pulled to the whipping post of public attention. In general, however, even the wives and children of executed murderers were left to rebuild their lives in relative obscurity, unless they sought the spotlight themselves.

The treatment over the years of organized-crime defendants is instructive. Despite widespread fascination with the murderous escapades of so-called “Mafia dons” and crime-family “capes”, it was extremely rare for any attention to fall on the elderly Mrs. Mafia Don or the capos’ children – even though a realist might have wondered how much they knew about why their husband or father had asked all his closest buddies to wear guns and sleep on mattresses in the garage. On rare occasions, a mobster’s relatives actively courted publicity. But those who didn’t were routinely ignored by the media and certainly were never publicly and repeatedly accused of complicity in

their husbands' or fathers' crimes.

Yet the public outcry against Ruth Madoff and her sons began almost from the instant of Madoff's arrest and did not cease. By the time he pleaded guilty, it was deafening.

From the beginning, however, there were facts in the Madoff case that just didn't seem to be consistent with the family's guilt. First, there was the fact that none of them fled the country. Perhaps Bernie Madoff, seventy years old at the time of his confession, felt too old and tired to leave as a wealthy fugitive; and perhaps Ruth, even if she were guilty and faced arrest and a lifelong imprisonment, would not leave without him. But his two sons, if they were guilty, had the opportunity, the means, and the motive to flee. The end was clearly in sight weeks in advance, there was still a princely sum in the bank, and they and their families were relatively young and portable. Surely, Madoff, before turning himself in, would have handed his sons the keys to the company jet and enough cash to let them live comfortably beyond the reach of the law for the rest of their lives. After all, if they were his accomplices, their only other option would have been to stay and go to prison.

And yet Madoff did not and neither did his wife or sons.

Then, there was his confession. Some hostile theorists immediately argued that Madoff and his guilty sons staged his confession so they could turn him in and thereby deflect suspicion from themselves. But this would have been a worthless gesture unless they all could have been absolutely sure that no incriminating evidence would surface later and none of their other low-level accomplices would finger the sons in a bid for leniency-assumptions that were not remotely realistic if the sons were actually guilty. Moreover, if Madoff truly believed anyone could be insulated from suspicion simply by turning himself in, wouldn't he have arranged for that to be Ruth?

Logic aside, assumptions about the family's guilt began to run up against the fact that, as the Madoff investigation progressed, the predicted arrests of

his wife and sons simply did not happen.

1. According to the author, why did the wife and sons of Madoff not flee the country?

(a) Because Bernie Madoff had already pleaded guilty

(b) Because they did not have the opportunity and means to flee

(c) Because they had deflected suspicion from themselves by turning Bernie Madoff in

(d) None of the above

2. How did the family of Bernie Madoff react to media frenzy declaring them guilty?

(a) They launched counter publicity to prove they were not guilty

(b) They sued the media for defamation

(c) They stayed away from public eye

(d) They approached the media to confess their crime

3. What is the point the author has highlighted in the given passage?

(a) That the Madoff crime came to light because of the dynamism of hypermedia

(b) That the treatment over the years of organized-crime defendants has changed

(c) That media tends to run parallel trials to the court

(d) That families of criminals must also be indicated

4. Which of the following sentences is incorrect?

(a) It was the facts about the Madoff case that indicated that his family was guilty

(b) Madoff had been arrested following his confession

(c) Media has always shown extensive interest in the exploits of mafia dons and other criminals

(d) Madoff had committed a white-collar crime

Passage 2

Many years ago, one mustard dominated the supermarket shelves: French's. It came in a plastic bottle. People used it on hot dogs and bologna. It was yellow mustard, made from ground white mustard seed with turmeric and vinegar, which gave it a mild, slightly metallic taste. If you looked hard in the grocery store, you might find something in the speciality-foods section called Grey Poupon, which was Dijon mustard, made from the more pungent brown mustard seed. In the early seventies, Grey Poupon was no more than a hundred-thousand-dollar-a-year business. Few people knew what it was or how it tasted, or had any particular desire for an alternative to French's or the runner-up, Gulden's. Then one day, the Heublein Company, which owned Grey Poupon, discovered something remarkable: if you gave people a mustard taste test, a significant number had only to try Grey Poupon once to switch from yellow mustard. In the food world that almost never happens; even among the most successful food brands, only about one in a hundred has that kind of conversion rate. Grey Poupon was magic.

So Heublein put Grey Poupon in a bigger glass jar, with an enamelled label and enough of a whiff of Frenchness to make it seem as if it were still being made in Europe (it was made in Hartford, Connecticut, from Canadian mustard seed and white wine). The company ran tasteful print ads in upscale food magazines. They put the mustard in little foil packets and distributed them with airplane meals — which was a brand-new idea at the time. Then they hired the Manhattan ad agency Lowe Marschalk to do something, on a modest budget, for television. The agency came back with an idea: A Rolls-Royce is driving down a country road. There's a man in the backseat in a suit with a plate of beef on a silver tray. He nods to the chauffeur, who opens the glove compartment. Then comes what is known in the business world as the *reveal*. The chauffeur hands back a jar of Grey Poupon. Another Rolls Royce pulls up alongside. A man leans his hand out of the window, "Pardon me. Would you have any Grey Poupon?"

In the cities where the ads ran, sales of Grey Poupon leaped 40 to 50 percent, and whenever Heublein bought airtime in new cities sales jumped 40 to 50 percent again. Grocery stores put Grey Poupon next to French's and Gulden's. By the end of the 1980's Grey Poupon was the most powerful

brand in mustard. “The tagline in the commercial was that this was one of life’s finer pleasures.” Larry Elegant, who wrote the original Grey Poupon spot, says, “and that, along with the Rolls Royce, seemed to impart to people’s minds that this was something truly different and superior.”

The rise of Grey Poupon proved that the American supermarket shopper was willing to pay more—in this case $3.99 instead of $1.49 for eight ounces—as long as what they were buying carried with it an air of sophistication and complex aromatics. Its success showed, furthermore, that the boundaries of taste and custom were not fixed: that just because mustard had always been yellow didn’t mean that customers would use ‘only yellow mustard. It is because of Grey Poupon that the standard American supermarket today has an entire mustard section. And it is because of Grey Poupon that a man named Jim Wigon decided, four years ago, to enter the ketchup business. Isn’t the ketchup business today exactly where mustard was thirty years ago? There is Heinz and, far behind, Hunt’s and Del Monte and a handful of private label brands. Jim Wagon wanted to create the Grey Poupon of ketchup.

Wigon is from Boston. He runs his ketchup business – under the brand World’s Best Ketchup – out of the catering business of his partner, Nich Schiarizzi, in Norwood, Massachusetts. He starts with red peppers, Spanish onions, garlic. and a high-end tomato paste. Basil is chopped by hand, because the buffalo chopper bruises the leaves. He uses maple syrup, not corn syrup, which gives him a quarter of the sugar of Heinz. He pours his ketchup into a clear ten-ounce jar, and sells it for three times the price of Heinz, and for the past few years he has crisscrossed the country, peddling world’s best in six regular, sweet, dill, garlic, caramelized onion, and basil to speciality grocery stores and supermarkets. If you were in Zabar’s on Manhattan’s Upper West Side a few months ago, you would have seen him at the front of the store, in the spot between the sushi and the fish. In front of him, on a small table, was a silver tureen filled with miniature chicken and beef meatballs, a box of toothpicks, and a dozen or so open jars of his ketchup. “Try my ketchup!” Wigon said, over and over, to anyone who passed. “If you

don’t try it, you’re doomed to eat Heinz the rest of your life.”

In the same aisle at Zabar’s that day two other demonstrations were going on, so that people were starting at one end with free chicken sausage, sampling a slice of prosciutto, and then pausing at the World’s Best stand before heading for the cash register. They would look down at the array of open jars, and Wigon would impale a meatball on a toothpick, dip it in one of his ketchups, and hand it to them with a flourish. The ratio of tomato solids to liquid in World’s Best is much higher than in Heinz, and the maple syrup gives it an unmistakable sweet kick. Invariably, people would close their eyes, just for a moment, and do a subtle double take. Some of them would look slightly perplexed and walk away, and others would nod and pick up a jar. “You know why you like it so much?” he would say, in his broad Boston accent, to the customers who seemed most impressed. “Because you have been eating bad ketchup all your life!“ Jim Wigon had a simple vision: build a better ketchup—the way Grey Poupon built a better mustard—and the world will beat a path to your door.

5. Why has the author termed Grey Poupon as “magic”?

(a) It had a different taste and was seen as belonging to speciality-food division

(b) It was made from Dijon mustard

(c) It commanded a conversion rate uncommon in the food world

(d) It came in a bigger glass jar than French’s

6. How many years did it take for Grey Poupon to grow from a hundred-thousand dollar a year brand to the most powerful brand in mustard?

(a) Less than 5 years

(b) About 5-10 years

(c) About 15-20 years

(d) More than 25 years

7. What kind of audience was Grey Poupon reaching out to through its ads?

(a) Frequent Flyers

(b) Those who did not like the taste of French's

(c) Buyers of large quantities of mustard

(d) Rich and sophisticated customers

8. Which of the following statements is correct?

(a) World's Best Ketchup was cheaper than Heinz

(b) Wigon claimed that people will be doomed if they tried Heinz Ketchup

(c) World's best Ketchup was thicker than Heinz

(d) People who were perplexed with the taste tended to pick up the jar of World's Best Ketchup

Passage 3

To equate 'capitalism' with 'greed' is a mistake. We tend to confuse self-interest in the marketplace with selfishness or greed. At the heart of capitalism is the idea of exchange between ordinary, self-interested human beings, who seek to advance their interests peacefully in the marketplace Adam Smith called this 'rational self-interest'. It is the same motive that gets one to jump out of bed in the morning or makes one carry an umbrella if it rains—nothing selfish about that. To be human is to be self-interested, and this is what exchange in the market place entails.

Greed or selfishness, on the other hand, is an excess of self interest and often transgresses on the rights of others. It is present in all of us, but we find it easier to see it in others and difficult to see it in ourselves. Greed can motivate theft, entail *himsa*—hurting another whose opposite, *ahimsa*, is a virtue that Mahatma Gandhi extolled. But the other side of greed is ambition, a positive thing, and when rightly directed, is life-affirming. Herein lies the conundrum of human existence: that the same inner forces that result in a vice can just as easily become virtues that can motivate the well-being of our species.

Those who believe that capitalism has been forced on us by the imperial

West are also wrong. Friedrich Hayek, the Noble laureate, called the market a spontaneous order—it is natural for human beings to exchange goods and services, and this is how every society evolved money, laws, conventions and morals to guide behaviour in the marketplace. These are natural products of human endeavor. Competing and cooperating in the marketplace existed in India before the West was imperial or modern.

Whether we like it or not, India is headed in the direction of some sort of democratic capitalism. After two decades of reforms, hardly anyone in lndia wants state ownership of production, where the absence of competition corrodes the character even more, as we know too well from the dark days of the ‘license raj’ . Our animus against capitalism has diminished after communism’s fall as people increasingly believe that markets do deliver greater prosperity, but most think that capitalism is not a moral system. They continue to believe that morality must depend on religion.

Although the market is neither moral nor immoral, human self-interest usually brings about good behaviour in the marketplace. A seller who does not treat his customers with fairness and civility will lose market share. A company that markets defective products will lose customers. A firm that does not promote the mast deserving employees will lose talent to its competitors. A buyer who does not respect the market price will not survive. Lying and cheating will ruin an image, making it untouchable to creditors and suppliers. Hence, free markets powerful incentives for ethical conduct, but they must be backed by state institutions that enforce contracts and punish criminal behaviour. If the market has an in built morality, why are there so many crooks in file marketplace? The answer is that are crooked people in every society, this is why we need effective regulators, policemen and judges. We should design our institutions to catch crooks and not harass innocent people as we do so often.

The other cause of our grief is to mistake being ‘pro-market’ with being ‘pro-business’. To be ‘pro-market’ is to believe in competitive markets which help to keep prices low and gradually raise the quality of products. Competition also means that some businesses will die because they are poorly managed and cannot compete. Kingfisher Airlines and Air lndia

should be allowed to die and not be bailed out by the government Thus, being pro-market leads to ‘rules-based capitalism’; ‘pro-business’ often leads to ‘crony capitalism’. Not to have explained this difference has been the great mistake of our reformers and this has led to the false impression that the reforms only make the rich richer. Crony capitalism exists in India today because of the lack of reforms in sectors such as mining and real estate. To get rid of crony capitalism we need more rather than less reform.

The doom-mongers, who claim that we are now resigned to live in an age of decaying moral standards, are also wrong. Yes, the new Indian middle class is permissive and indulges enthusiastically in harmless pleasures. Yes, it is, materialistic, consumerist and capitalistic. But these impulses are not to be mistaken for greed. Only when one’s pleasure hurts another does it become a matter of the law and then, of course, it must be punished. The shared imagination of the new India with its harmless pleasure and victimless vice should not be condemned. Think of ours as a society in transition. Mass wealth is profoundly disturbing but once there is enough, India might again return to its old character of renunciation

Instead of religious rules, young Indians are motivated by duties to fellow human beings rather than to gods. Those who accuse them of shallow materialism ignore the injustices that prevailed when religion held a monopoly on morality. They overlook real ethical progress with regard to sexual and caste equality that our secular society has begun to deliver. So, the next time Kejriwal makes an expose and the TV screams ‘greed’, do not fall into the trap of believing capitalist culture is morally sick or that we should return to a moral order rooted in socialism or religion.

9. Which of the following statement correctly reflects the views of the author?

(a) Greed entails both himsa and ahimsa
(b) Self interest does not necessarily lead to selfish behaviour
(c) Being pro-market lead to the rich becoming richer
(d) Both (b) and (d)

10. Which of the following options most closely explains what the author wants to say, in the sentence beginning with: “Herein lies the conundrum of human existence:…”

(a) The enigma of human existence is that vices and virtues can result from the same inner forces.

(b) The bane of human existence is that vices and virtues can result from the same inner forces.

(c) The boon of human existence is that the same inner forces can lead to vices and virtues.

(d) The solution for human existence is that the same inner forces can lead to vices and virtues.

11. As wealth spreads in society, what is likely to happen according to the author?

(a) India will have to resign itself to decaying moral standards

(b) India may once again embrace renunciation

(c) The moral order in India will become deeply rooted in religion

(d) None of the above

12. Which of the following statements does not reflect the views given in this passage?

(a) Indian society is undergoing a change and the middle class is emerging

(b) Crony capitalism exists in India today because of the governments’ pro-market policies.

(c) The Indian youth is motivated/ driven by moral duties rather than religious diktats.

(d) Free markets need the oversight of state and institutions for defeating crooks and criminals.

Passage 4

Brazil is a top exporter of every commodity that has seen dizzying price surges – iron ore, soybeans, sugar – producing a golden age for economic

growth. Foreign money-flows into Brazilian stocks and bonds climbed heavenward, up more than tenfold, from $5 billion a year in early 2007 to more than $50 billion in twelve months through March 2011.

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

Economists have all kinds of fancy ways to measure the real value of a currency, but when a country is pricing itself this far out of the competition, you can feel it on the ground. In early 2011 the major Rio paper, *0 Globo*, ran a story on prices showing that croissants are more expensive than they are in Paris, haircuts cost more than they do in London, bike rentals are more expensive than in Amsterdam, and movie tickets sell for higher prices than in Madrid. A rule of the road: if the local prices in an emerging market country feel expensive even to a visitor from a rich nation, that country is probably not a breakout nation.

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

It may not be entirely fair to compare economic growth in Brazil with that of its Asian counterparts, because Brazil has a per capita income of $12,000, more than two times China’s and nearly ten times India’s. But even taking

into account the fact that it is harder for rich nations to grow quickly, Brazil's growth has been disappointing. Since the early 1980 the Brazilian growth rate has oscillated around an average of 2.5 percent, spiking only in concert with increased prices for Brazil's key commodity exports.

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

Wages were pegged to inflation but were increased at varying intervals in different industries, 50 workers never really knew whether they were making good money or not. As soon as they were paid, they literally ran to the store with cash to buy food, and they could afford little else, causing non-essential industries to start to die. Hyperinflation finally came under control in 1995, but it left a problem of regular behind. Brazil has battled inflation ever since by maintaining one of the highest interest rates in the emerging world. Those high rates have attracted a surge of foreign money, which is partly why the Brazilian *Real* is so expensive relative to comparable currencies.

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

Brazil's economy is just as badly out of balance, though in opposite ways. While China has introduced reforms relentlessly for three decades, opening itself up to the world even at the risk of domestic instability, Brazil has

pushed reforms only in the most dire circumstances, for example, privatizing state companies when the government budget is near collapse. Fearful of foreign shocks, Brazil is still one of the most closed economies in the emerging world – total imports and exports account for only 15 percent of GDP – despite its status as the world's leading exporter of sugar, orange juice, coffee, poultry, and beef.

To pay for its big government, Brazil has jacked up taxes and now has a tax burden that equals 38 percent of GDP, the highest in the emerging world, and very similar to the tax burden in developed European welfare states, such as Norway and France. This heavy load of personal and corporate tax on a relatively poor country means that businesses don't have the money to invest in new technology or training, which in turn means that industry is not getting more efficient. Between 1986 and 2008 Brazil's productivity grew at an annual rate of :about 0.2 percent, compared to 4 percent in China. Over the same period, productivity grew in India at close to 3 percent and in South Korea and Thailand at close to 2 percent.

13. According to the passage, the major concern facing the Brazil economy is:

(a) Despite being a major exporter of several key primary commodities, the openness of the economy has not improved.

(b) High tax incidence on the household and company incomes, which restricts the ability of the firms to facilitate innovation and skill formation.

(c) Insufficient spending of budgetary resources on infrastructure augmentation, which hurts economic interests.

(d) All of the above

14. Brazil's quest for stability in its economy has originated from:

(a) The bitter experience of financial crisis and hyperinflation in the nineties

(b) The need to maintain steady supply of commodity exports from its economy

(c) The urge to enhance economic growth further

(d) All of the above

15. Identify the false statement:

(a) The Brazilian government in the past has shown lesser inclination towards quick implementation of reform measures.

(b) The inflow of foreign currency in Brazil has increased by around US $ 45 Billion over the four-year period starting from 2007.

(c) The annual productivity growth rate in China during 1980-2008 is found to be 20 times higher than the corresponding figure experienced by Brazil.

(d) The current inflation management practice of Brazil has proved its economy a significant edge vis-à-vis other countries.

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

(a) Poultry and beef

(b) Iron ore and soybeans

(c) Croissants and bikes

(d) Sugar, orange juice and coffee

IIFT 2014

Directions for questions 1 to 5: *Read the following passage carefully and answer the questions given at the end.*

Passage 1

No club in the English Premier League generated less money than Wigan Athletic. No club in the Premier League had so little history, or so few fans. Ever since 2005, when they won promotion to the top flight for the first time in their existence, Wigan started the season listening to prophecies of doom. 2013 was the year that football gravity finally caught up with them, and they returned to their ‘rightful’ place among the also-rans. Even as the naysayers and doubters were ignoring seven years of wrong forecasts and

congratulating themselves for seeing Wigan's fate, this little David took out one last Goliath. Manchester City, in the FA Cup final.

In their book *Why England Lose*, the football journalist Simon Kuper and the economist Stefan Szymanski found that money matters a great deal for the success of football clubs. According to their calculations, 92 per cent of the differences in English football clubs' league position can be explained by a club's relative wage bill. It might not be the case that the team with the highest wage bill finishes top each and every season, but over the long term, the correlation is uncanny. At the other end of the table, it seems inevitable that, eventually, in football poverty will drag you down.

For Wigan, this was unfortunate. The annual reports into football's finances prepared by the accountants Deloitte must have made miserable reading for anyone who followed the club: their turnover, wages and attendance were all fractions of the Premier League's giants. And yet Wigan managed to avoid relegation for seven years. It was almost pathological. They defied the laws of football economics. They disobeyed the laws of football gravity.

Part of the reason Wigan managed to survive so long in the rarefied air of the Premier League is Dave Whelan, the local magnate who owns the club. Wigan's average attendance was just 17,000 – they rarely sold out their home ground, the DW Stadium, its initials a (self-awarded) tribute to the club's benefactor – on a par with the likes of Vitesse Arnhem or the average German second-division side, but half the Premier League's average. That's a considerable shortfall in revenue. It's the same when we look at television and commercial earnings: in 2010-11, they earned £50.5 million from all of these streams – a tidy sum, to be sure, but half what the average Premier League team took. Only because of Whelan's enduring generosity did the club avoid sinking into the red. In 2011-12, he wrote off a £48 million loan to the club to balance the books. Financially, Wigan could not compete. And yet on the pitch they did.

In truth, Wigan did not dramatically outperform their wage bill, the gauge – for Kuper and Szymanski – of a manager's true impact. From 2006 to 2011,

they finished eighteenth, fifteenth, fifteenth, sixteenth and sixteenth in the salary league, not far off their finishes in the actual division. Yet Wigan's continued survival was still, as the respected financial blog The Swiss Ramble had it, 'a minor modem miracle'. To explain why, we have to consider the odds that – given their spending on wages – Wigan would have been relegated well before the final axe fell in 2013. To do that properly, we need to calculate the odds of relegation as a function of a club's payroll.

The notional odds of relegation from the Premier League in any given season, for any team, are 15 per cent: three sides out of twenty endure the pain of demotion every year. But of course those three clubs are not simply drawn out of a hat: money does matter. More specifically, when we examined twenty years of club finances with the help of data from Deloitte, we found that a club's odds of relegation are 7.2 per cent if its wage spends is greater than average. In other words, you can halve the chances of being relegated just by spending a little more on your salaries than the average side. But for clubs that spend less, the odds of relegation shoot up from 15 to 21 per cent. For a team that spends as little as Wigan or less, these odds can even be as high as 44 per cent in any given season.

Spending less isn't a death sentence, but you are flirting with the chair. And spending less than the average year after year means the odds of relegation accumulate. For Wigan, the odds that they would be relegated at some point over the five Premier League seasons to 2012 were 95 per cent. It was, both mathematically and financially, almost a certainty. With wage bills four, two, and one and a half times Wigan's £40 million, Manchester United, Aston Villa and Fulham faced odds of demotion of 0, 31 and 69 per cent, respectively.

All this suggests that Wigan's continued survival was more than just good luck, and it was not simply attributable to their individual wage spending in any given year: the numbers were squarely against them. So Wigan's story is not just about money, but also how that money is put to use. By any standard measure Wigan had been a mediocre team for a long time. They conceded more goals than they scored in every season they were in the Premier League.

They tended to have more possession than most of their peers at the wrong end of the table, but much of that came from the sterile domination of their own half. Roberto Martinez's team, though, had been doing more than just passing the ball around at the back and getting lucky.

With the help of Ramzi Ben Said, a student at Cornell University, and the performance chalkboards published online by the British newspaper the *Guardian* in conjunction with Opta Sports, we tried to establish how Wigan went about scoring their goals in the 2010-11 season. Ramzi collected and coded a year's worth of data of attacking production (how each Premier League club scored their goals that season).

The data showed that the vast majority – 66 per cent – of the 1.4 goals a team scored in the average match that year came from open play. By far the smallest proportion of goals came from direct free kicks: just 2.8 per cent per team, per match. The average team produced one goal a game from open play, but needed to take thirty-five direct free kicks before finding the net that way.

But Martinez's Wigan was not your typical club. In 2010-11, they created goals in extremely unusual ways. They relied much less on traditional open-play goals than most, and did not bother with anything that resembled a patient build-up. In half their games they failed to score from open play at all. When they did, they tended to come from what are known among analysts as 'fast breaks' – lightning-quick counter-attacks. And the rest of their goals came from free kicks. Their output in both these categories was exceptional. They scored twice as many goals on the break as the average side, and they scored almost four times as many goals from free kicks.

Rather than choosing one or the other, Martinez as a manager seemed to have forsaken both high frequency – not scoring from the most common source of goals – as well as good odds – trying to score from low probability shots (free kicks) – as a way to win matches. Martinez was not trying to fight his opponents in a conventional way. Instead, he was beating them any way he could. Albert Larcada, an analyst at ESPN's Stats & Information Group, filled in the picture further. Using Opta's master file of play-by-play data,

Larcada discovered Wigan were unusual in a number of other ways.

Not only did they score from fast breaks and free kicks, but when Larcada calculated the average distances from which Premier League clubs attempted shots that season. Wigan were the overall league leaders. Their average shooting distance was some twenty-six yards. This looked deliberate: their goals came from a longer distance than any of their peers – an average of 18.5 yards, way ahead of second-placed Tottenham, while their players Charles N'Zogbia and Hugo Rodallega both finished in the top five scorers from distance in the Premier League in 2010-11.

Martinez was thinking outside the box in the most literal fashion. Indeed, his team had the lowest number of goals scored from inside the penalty area of any side in the league – just twenty-eight, compared to Manchester United's sixty-nine. This sounds very defensive – hitting teams on the break, relying on set pieces and long-range shots – but Wigan's formations told a more nuanced story. Martinez's strategy relied on highly accurate long-range shooting, firing from distance – allowing his team to recover their defensive shape more easily – and persistence. He did not place any emphasis on corners – Wigan scored just one goal from a corner in the entire 2010-11 season – because it meant allowing his troops out of hiding and into open sight, leaving them vulnerable. Martinez was playing guerrilla football. He had his team lie in wait for their opponents and then punish them on the counter-attack. He employed sharpshooters, to let fly from distance, and snipers, to hit free kicks. His team were adaptable, unpredictable.

1. Identify the correct statement:

(a) In terms of salary payments to the staff, Wigan was ranked fifteen during the 2009-10 season.

(b) According to the article, the wage bill of Manchester United is two times the corresponding figure for Aston Villa.

(c) According to the article, the research of Kuper and Szymanski revealed that if a football club is successful in including a number of highly paid footballers in its team, the club is more likely to win all

major European tournaments.

(d) For analysing the performance of the teams in English Premier League the above article has used the performance chalkboards published by the Guardian in its daily newspaper in conjunction with ESPN Sports

2. As per the research conducted by the ESPN's Stats & Information Group, the average distances from which Wigan Athletic attempted shots during 2010-11 was:

(a) 22 yards

(b) 20 yards

(c) 26 yards

(d) 18.5 yards

3. Match the following:

Name		*Occupation*	
i	Hugo Rodallega	a	Student at Cornell University
ii	Ramzi Ben Said	b	Manager of Wigan Athletic
iii	Roberto Martinez	c	Analyst at ESPN
iv	Albert Larcada	d	Player of Wigan Athletic

(a) i-c, ii-b, iii-d, iv-a

(b) i-d, ii-c, iii-a, iv-b

(c) i-b, ii-a, iii-c, iv-d

(d) i-d, ii-a, iii-b, iv-c

4. Wigan's playing style has been termed as 'guerrilla football' because:

(a) Instead of deciding to play with a team full of superstars, they were relying mainly on junior players with less professional experience, which resulted into poorer performance of the team.

(b) The team was among the lowest scoring teams in the English Premier League in all the years they played.

(c) Instead of attacking style of playmaking the team played a counter-attack based game, and depended heavily on goals scored from distance and through free kicks, and getting back to defensive positions quickly.

(d) All of the above

5. Identify the incorrect statement:

(a) The data on club finances, collected by Deloitte in the last decade alone, indicates that the odds of relegation of an English Premier League team are 7.2 percent if the club's spending on wage is greater than average.

(b) The Article suggests that in 2010-11, an average English Premier League team earned around £101 million through television and commercial earnings.

(c) The average attendance in Wigan's matches was around 17,000 and their home matches were held at DW Stadium, named after Dave Whelan, the magnate and owner of the club.

(d) During 2010-11, the goals scored by Wigan from free kicks were as high as almost four times as the goals scored by an average English Premier League team.

Directions for questions 6 to 9: *Read the following passage carefully and answer the questions given at the end.*

Passage 2

The tight calendar had calmed him, as did the constant exertion of his authority as a judge. How he relished his power over the classes that had kept his family pinned under their heels for centuries – like the stenographer, for example, who was a Brahmin. There he was, now crawling into a tiny tent to the side, and there was Jemubhai reclining like a king in a bed carved out of teak, hung with mosquito netting.

"Bed tea", the cook would shout "Baaad tee". He would sit up to drink.

6.30: he'd bathe in water that had been heated over the fire so it was redolent with the smell of wood smoke and flecked with ash. With a dusting of powder he graced his newly washed face, with a daub of pomade, his hair. Crunched up toast like charcoal from having been toasted upon the flame, with marmalade over the burn.

8.30: he rode into the fields with the local officials and everyone else in the village going along for fun. Followed by an orderly holding an umbrella over his head to shield him from the glare, he measured the fields and checked to make sure his yield estimate matched the headman's statement. Farms were growing less than ten maunds an acre of rice or wheat, and at two rupees a maund, every single man in a village, sometimes, was in debt to the *bania*. (Nobody knew that Jemubhai himself was noosed, of course, that long ago in the little town of Piphit in Gujarat, money-lenders had sniffed out in him a winning combination of ambition and poverty ... that they still sat waiting cross-legged on a soiled mat in the market, snapping their toes, cracking their knuckles in anticipation of repayment ....)

2.00: after lunch, the judge sat at his desk under a tree to try cases, usually in a cross mood, for he disliked the informality, hated the splotch of leaf shadow on him imparting an untidy mongrel look. Also, there was a worse aspect of contamination and corruption: he heard cases in Hindi, but they were recorded in Urdu by the stenographer and translated by the judge into a second record in English, although his own command of Hindi and Urdu was tenuous; the witnesses who couldn't read at all put their thumbprints at the bottom of "Read Over and Acknowledged Correct", as instructed. Nobody could be sure how much of the truth had fallen between languages, between languages and illiteracy; the clarity that justice demanded was nonexistent. Still, despite the leaf shadow and language confusion, he acquired a fearsome reputation for his speech that seemed to belong to no language at all, and for his face like a mask that conveyed something beyond human fallibility. The expression and manner honed here would carry him, eventually, all the way to the high court in Lucknow where, annoyed by lawless pigeons shuttlecocking about those tall, shadowy halls, he would preside, white

powdered wig over white powdered face, hammer in hand.

His photograph, thus attired, thus annoyed, was still up on the wall, in a parade of history glorifying the progress of Indian law and order.

4:30: tea had to be perfect, drop scones made in the frying pan. He would embark on them with forehead wrinkled, as if angrily mulling over something important, and then, as it would into his retirement, the draw of the sweet took over, and his stern work face would hatch an expression of tranquillity.

5:30: out he went into the countryside with his fishing rod or gun. The countryside was full of game; lariats of migratory birds lassoed the sky in October; quail and partridge with lines of babies strung out behind whirred by like nursery toys that emit sound with movement; pheasant – fat foolish creatures, made to be shot – went scurrying through the bushes. The thunder of gunshot roiled away, the leaves shivered, and he experienced the profound silence that could come only after violence. One thing was always missing, though, the proof of the pudding, the prize of the action, the manliness in manhood, the partridge for the pot, because he returned with – *Nothing!*

He was a terrible shot.

8:00: the cook saved his reputation, cooked a chicken, brought it forth, proclaimed it “roast bastard”, just as in the Englishman’s favourite joke book of natives using incorrect English. But sometimes, eating that roast bustard, the judge felt the joke might also be on him, and he called for another rum, took a big gulp, and kept eating feeling as if he were eating himself, since he, too, was (was he?) part of the fun ....

9:00: sipping Ovaltine, he filled out the registers with the day’s gleanings. The Petromax lantern would be lit – what a noise it made – insects fording the black to dive – bomb him with soft flowers (moths), with iridescence (beetles). Lines, columns, and squares. He realized truth was best looked at in tiny aggregates, for many baby truths could yet add up to one big size unsavory lie. Last, in his diary also to be submitted to his superiors, he recorded the random observations of a cultured man, someone who was observant, schooled in literature as well as economics; and he made up hunting triumphs: two partridge ... one deer with thirty- inch horns....

11:00: he had a hot water bottle in winter, and, in all seasons, to the sound of the wind buffeting the trees and the cook's snoring, he fell asleep.

6. Which of the following statements is incorrect?

(a) The judge used to visit the countryside to shoot game
(b) The judge was not a Brahmin
(c) The judge has good command over Hindi and Urdu
(d) The judge owed money to moneylenders in Piphit

7. What always happened when the judge went to the countryside?

(a) He could not hear any noise and there was only profound silence
(b) He could not manage to hit a single bird
(c) He could not get the proof that the pudding was made from the patridge
(d) He could not see lariats of migratory birds

8. People were in debt to the "bania" because:

(a) Yield per acre did not appear to be very good.
(b) Moneylenders in Piphit were asking all villagers for repayment.
(c) People in the village spent too much time on hunting.
(d) The fields were spoiled when the judge rode around to take measurements.

9. Which is the odd one out:

(a) Lariat
(b) Brood
(c) Flock
(d) Flight

Directions for questions 10 to 14: *Read the following passage carefully and answer the questions given at the end.*

Passage 3

The movement to expel the Austrians from Italy and unite Italy under a republican government had been gaining momentum while Garibaldi was

away. There was a growing clamour, not just from Giuseppe Mazzini's republicans, but from moderates as well, for a General capable of leading Italy to independence. Even the King of Piedmont, for whom Garibaldi was still an outlaw under sentence of death, subscribed to an appeal for a sword for the returning hero. Meanwhile, the 'year of revolutions', 1848, had occurred in which Louis Philippe had been toppled from the French throne. In Austria, an uprising triggered off insurrections in Venice and Milan, and the Austrian garrisons were forced out. The King of Piedmont, Charles Albert ordered his troops to occupy these cities. There had also been insurrections in Sicily, causing the King Ferdinand II, to grant major constitutional freedoms in 1849, prompting both the Pope and Charles Albert to grant further concessions.

Meanwhile, largely ignorant of these developments, Garibaldi was approaching Italy at a leisurely pace, arriving at Nice on 23 June 1848 to a tumultuous reception. The hero declared himself willing to fight and lay down his life for Charles Albert, who he now regarded as a bastion of Italian nationalism.

Mazzini and the republicans were horrified, regarding this as outright betrayal: did it reflect Garibaldi's innate simple-mindedness, his patriotism in the war against Austria, or was it part of a deal with the monarchy? Charles Albert had pardoned Garibaldi, but to outward appearances he was still very wary of the General and the Italian Legion he had amassed of 150 'brigands'. The two men met near Mantua, and the King appeared to dislike him instantly. He suggested that Garibaldi's men should join his army and that Garibaldi should go to Venice and captain a ship as a privateer against the Austrians.

Garibaldi, meanwhile, met his former hero Mazzini for the first time, and again the encounter was frosty. Seemingly rebuffed on all sides, Garibaldi considered going to Sicily to fight King Ferdinand II of Naples, but changed his mind when the Milanese offered him the post of General – something they badly needed when Charles Albert's Piedmontese army was defeated at Custoza by the Austrians. With around 1,000 men, Garibaldi marched into

the mountains at Varese, commenting bitterly: ‘The King of Sardinia may have a crown that he holds on to by dint of misdeeds and cowardice, but my comrades and I do not wish to hold on to our lives by shameful actions’.

The King of Piedmont offered an armistice to the Austrians and all the gains in northern Italy were lost again. Garibaldi returned to Nice and then across to Genoa, where he learned that, in September 1848, Ferdinand II had bombed Messina as a prelude to invasion – an atrocity which caused him to be dubbed ‘King Bomba’. Reaching Livorno he was diverted yet again and set off across the Italian peninsula with 350 men to come to Venice’s assistance, but on the way, in Bologna, he learned that the Pope had taken refuge with King Bomba. Garibaldi promptly altered course southwards towards Rome where he was greeted once again as a hero. Rome proclaimed itself a Republic. Garibaldi’s Legion had swollen to nearly 1,300 men, and the Grand Duke of Tuscany fled Florence before the advancing republican force.

However, the Austrians marched southwards to place the Grand Duke of Tuscany back on his throne. Prince Louis Napoleon of France despatched an army of 7,000 men under General Charles Oudinot to the port of Civitavecchia to seize the city. Garibaldi was appointed as a General to defend Rome.

The republicans had around 9,000 men, and Garibaldi was given control of more than 4,000 to defend the Janiculum Hill, which was crucial to the defence of Rome, as it commanded the city over the Tiber. Some 5,000 well-equipped French troops arrived on 30 April 1849 at Porta Cavallegeri in the old walls of Rome, but tailed to get through, and were attacked from behind by Garibaldi, who led a baton charge and was grazed by a bullet slightly on his side. The French lost 500 dead and wounded, along with some 350 prisoners, to the Italians, 200 dead and wounded. It was a famous victory, wildly celebrated by the Romans into the night, and the French signed a tactical truce.

However, other armies were on the march: Bomba’s 12,500-strong Neapolitan army was approaching from the south, while the Austrians had

attacked Bologna in the north. Garibaldi too, a force out of Rome and engaged in a flanking movement across the Neapolitan army's rear at Castelli Romani; the Neapolitans attacked and were driven *off* leaving 50 dead. Garibaldi accompanied the Roman General, Piero Roselli, in an attack on the retreating Neapolitan army. Foolishly leading a patrol of his men right out in front of his forces, he tried to stop a group of his cavalry retreating and fell under their horses, with the enemy slashing at him with their sabres. He was rescued by his legionnaires, narrowly having avoided being killed, but Roselli had missed the chance to encircle the Neapolitan army.

Garibaldi boldly wanted to carry the fight down into the Kingdom of Naples, but Mazzini, who by now was effectively in charge of Rome, ordered him back to the capital to face the danger of Austrian attack from the north. In fact, it was the French who arrived on the outskirts of Rome first, with an army now reinforced by 30,000. Mazzini realized that Rome could not resist and ordered a symbolic stand within the city itself, rather than surrender, for the purposes of international propaganda and to keep the struggle alive, whatever the cost. On 3 June the French arrived in force and seized the strategic country house, Villa Pamphili.

Garibaldi rallied his forces and fought feverishly to retake the villa up narrow and steep city streets, capturing it, then losing it again. By the end of the day, the sides had 1,000 dead between them. Garibaldi once again had been in the thick of the fray, giving orders to his troops and fighting, it was said, like a lion. Although beaten off for the moment, the French imposed a siege in the morning, starving the city of provisions and bombarding its beautiful centre.

On 30 June the French attacked again in force, while Garibaldi, at the head of his troops, fought back ferociously. But there was no prospect of holding the French off indefinitely, and Garibaldi, decided to take his men out of the city to continue resistance in the mountains. Mazzini fled to Britain while Garibaldi remained to fight for the cause. He had just 4,000 men, divided into two legions, and faced some 17,000 Austrians and Tuscans in the north, 30,000 Neapolitans and Spanish in the south, and 40,000 French in the west.

He was being directly pursued by 8,000 French and was approaching Neapolitan and Spanish divisions of some 18,000 men. He stood no chance whatever. The rugged hill country was ideal, however, for his style of irregular guerrilla warfare, and he manoeuvred skilfully, marching and counter-marching in different directions, confounding his pursuers before finally aiming for Arezzo in the north. But his men were deserting in droves and local people were hostile to his army: he was soon reduced to 1500 men who struggled across the high mountain passes to San Marino where he found temporary refuge.

The Austrians, now approaching, demanded that he go into exile in America. He was determined to fight on and urged the ill and pregnant Anita, his wife, to stay behind in San Marino, but she would not hear of it. The pair set off with 200 loyal soldiers along the mountain tracks to the Adriatic coast, from where Garibaldi intended to embark for Venice which was still valiantly holding out against the Austrians. They embarked aboard 13 fishing boats and managed to sail to within 50 miles of the Venetian lagoon before being spotted by an Austrian flotilla and fired upon.

Only two of Garibaldi’s boats escaped. He carried Anita through the shallows to a beach and they moved further inland. The ailing Anita was placed in a cart and they reached a farmhouse, where she died. Her husband broke down into inconsolable wailing and she was buried in a shallow grave near the farmhouse, but was transferred to a churchyard a few days later. Garibaldi had no time to lose; he and his faithful companion Leggero escaped across the Po towards Ravenna.

At last Garibaldi was persuaded to abandon his insane attempts to reach Venice by sea and to return along less guarded routes on the perilous mountain paths across the Apennines towards the western coast of Italy. He visited his family in Nice for an emotional reunion with his mother and his three children – but lacked the courage to tell them what had happened to their mother.

10. Find the correct statement:

(a) Garibaldi had a sore relationship with King Charles Albert before 1849, which however greatly improved in the subsequent period.

(b) Garibaldi's wife Anita Garibaldi passed away at a farmhouse, after their journey to Venice was interrupted by a Spanish flotilla.

(c) After defeat of the republican army in the bottle of Rome, a total of 80000 foreign soldiers were moving in Italy across all directions, while Garibaldi was being directly pursued by 8000 French forces.

(d) When Garibaldi and his wife left San Marino after threat from the Austrians, they were accompanied by 200 soldiers who were still loyal to him

11. Which of the following statements can be deduced from the passage?

(a) King of Naples was given the name 'King Bomba', when he bombed Milan before the invasion that he was planning.

(b) During the defence of Rome from the attack of Austrian troops, Garibaldi positioned his army near the Janiculum Hill.

(c) While Garibaldi was fighting in Italy for unification of the country, his children stayed at Nice.

(d) At the time when Garibaldi returned to meet King Charles Albert at Mantua, Giuseppe Mazzini was a major leader of the Italian moderates.

12. Match the Following:

Name	*Place*
i Charles Albert	a Naples
ii Ferdinand II	b Tuscany
iii Louis Philippe	c Piedmont
iv Grand Duke	d France

(a) i-c, ii-a, iii-d, iv-b

(b) i-c, ii-b, iii-a, iv-d

(c) i-a, ii-c, iii-d, iv-b

(d) i-b, ii-a, iii-d, iv-c

13. After his failure to reach Venice, Garibaldi left towards _____ with _____.

(a) Arezzo, Oudinot

(b) Ravenna, Leggero

(c) Livorno, Anita

(d) Varese, Roselli

14. Find the incorrect statement:

(a) In 1848, when the battle for unification of Italy was going on, the Pope had taken refuge with the King of Piedmont.

(b) When the news of Garibaldi's decision to return to Italy and fight under King Charles Albert reached the republicans, they initially suspected his ulterior motive.

(c) After the fighting at Castelli Romani, Garibaldi's intention was to fight down into the Kingdom of Naples, a decision which was not approved by Mazzini.

(d) Around the time Rome was declared a Republic, a French army under the command of General Oudinot were despatched to Civitavecchia by Prince Louis Napolean.

Directions for questions 15 to 17: *Read the following passage carefully and answer the questions given at the end.*

Passage 4

Public sector banks (PSBs) are pulling back on credit disbursement to lower rated companies, as they keep a closer watch on using their own scarce capital and the banking regulator heightens its scrutiny on loans being sanctioned.

Bankers say the Reserve Bank of India has started strictly monitoring how banks are utilizing their capital. Any big-ticket loan to lower rated companies

is being questioned. Almost all large public sector banks that reported their first quarter results so far have showed a contraction in credit disbursal on a year-to-date basis, as most banks have shifted to a strategy of lending largely to government-owned “Navratna” companies and highly rated private sector companies. On a sequential basis too, banks have grown their loan book at an anaemic rate.

To be sure, in the first quarter, loan demand is not quite robust. However, in the first quarter last year, banks had healthier loan growth on a sequential basis than this year. The country’s largest lender State Bank of India grew its loan book at only 1.21% quarter-on-quarter. Meanwhile, Bank of Baroda and Punjab National Bank shrank their loan book by 1.97% and 0.66% respectively in the first quarter on a sequential basis.

Last year, State Bank of India had seen sequential loan growth of 3.37%, while Bank of Baroda had seen a smaller contraction of 0.22%. Punjab National Bank had seen a growth of 0.46% in loan book between the January-March and April-June quarters last year.

On a year-to-date basis, SBI’s credit growth fell more than 2%, Bank of Baroda’s credit growth contracted 4.71% and Bank of India’s credit growth shrank about 3%. SBI chief Arundhati Bhattacharya said the bank’s year-to-date credit growth fell as the bank focused on ‘A’ rated customers. About 90% of the loans in the quarter were given to high-rated companies. “Part of this was a conscious decision and part of it is because we actually did not get good fresh proposals in the quarter,” Bhattacharya said.

According to bankers, while part of the credit contraction is due to the economic slowdown, capital constraints and reluctance to take on excessive risk has also played a role. “Most of the PSU banks are facing pressure on capital adequacy. It is challenging to maintain 9% core capital adequacy. The pressure on monitoring capital adequacy and maintaining capital buffer is so strict that you cannot grow aggressively,” said Rupa Rege Nitsure, chief economist at Bank of Baroda.

Nitsure said capital conservation pressures will substantially cut down “irrational expansion of loans” in some smaller banks, which used to grow at

a rate much higher than the industry average. The companies coming to banks, in turn, will have to make themselves more creditworthy for banks to lend. “The conservation of capital is going to inculcate a lot of discipline in both banks and borrowers,” she said.

For every loan that a bank disburses, some amount of money is required to be set aside as provision. Lower the credit rating of the company, riskier the loan is perceived to be. Thus, the bank is required to set aside more capital for a lower rated company than what it otherwise would do for a higher rated client. New international accounting norms, known as Basel III norms, require banks to maintain higher capital and higher liquidity. They also require a bank to set aside “buffer” capital to meet contingencies. As per the norms, a bank’s total capital adequacy ratio should be 12% at any time, in which tier-I, or the core capital, should be at 9%. Capital adequacy is calculated by dividing total capital by risk-weighted assets. If the loans have been given to lower rated companies, risk weight goes up and capital adequacy falls.

According to bankers, all loan decisions are now being assessed on the basis of the capital that needs to be set aside as provision against the loan and as a result, loans to lower rated companies are being avoided. According to a senior banker with a public sector bank, the capital adequacy situation is so precarious in some banks that if the risk weight increases a few basis points, the proposal gets cancelled. The banker did not wish to be named. One basis point is one hundredth of a percentage point. Bankers add that the Reserve Bank of India has also started strictly monitoring how banks are utilising their capital. Any big-ticket loan to lower rated companies is being questioned.

In this scenario, banks are looking for safe bets, even if it means that profitability is being compromised. “About 25% of our loans this quarter was given to Navratna companies, who pay at base rate. This resulted in contraction of our net interest margin (NIM),” said Bank of India chairperson V.R. Iyer, while discussing the bank’s first quarter results with the media. Bank of India’s NIM, or the difference between yields on advances and cost

of deposits, a key gauge of profitability, fell in the first quarter to 2.45% from 3.07% a year ago, as the bank focused on lending to highly rated customers.

Analysts, however, say the strategy being followed by banks is short-sighted. “A high rated client will take loans at base rate and will not give any fee income to a bank. A bank will never be profitable that way. Besides, there are only so many PSU companies to chase. All banks cannot be chasing them all at a time. Fact is, the banks are badly hit by NPA and are afraid to lend now to big projects. They need capital, true, but they have become risk-averse,” said a senior analyst with a local brokerage who did not wish to be named.

Various estimates suggest that Indian banks would require more than Rs. 2 trillion of additional capital to have this kind of capital adequacy ratio by 2019. The central government, which owns the majority share of these banks, has been cutting down on its commitment to recapitalize the banks. In 2013-14, the government infused Rs. 14,000 crore in its banks. However, in 2014-15, the government will infuse just Rs. 11,200 crore.

15. Which of the following statements is correct according to the passage?

(a) Last year banks had recorded a healthier loan growth in the first quarter over the preceding quarter, as compared to this year.

(b) Risk level of loans move in the same direction as the credit ratings of a company.

(c) Bank of Baroda shrank its loan book by less than 1% in the first quarter this year as compared to the preceding quarter.

(d) Punjab National Bank recorded a decline in its loan books by less than 1% in the first quarter this year as compared to the same quarter last year.

16. Which of the following cannot be concluded from the passage?

(a) Banks’ loan books have shown a weak rate of growth in the first quarter this year.

(b) According to Basel III norms total capital adequacy ratio should be 12%.

(c) SBI received many good fresh proposals in the first quarter this year.

(d) The shrinking credit is partly caused by economic slowdown.

17. Based on the information given in the passage, which of the following is a likely outcome of lending to highly rated customers?

(a) Narrowing gap between yields on advances and cost of deposit

(b) Lower risk for the bank

(c) Easier meeting of capital adequacy norms

(d) All of the above

IIFT 2015

Direction for questions 1 to 16: *Read the following passages carefully and answer the questions given at the end of each passage*

Passage 1

Because of the critical role played by steel in economic development, the steel industry is often considered, especially by the government, which traditionally owned it, to be an indicator of economic prowess. World production has grown exponentially, but there were big highs and equally big lows all through the 1900s and up to 2002. Recovery from the two World Wars and the Great Depression of the 1930s caused massive disruption and lay-offs. Over-capacity and low steel prices continued to play havoc through the 1970s and 1980s and politicians began to lose their belief that the wealth of a nation was directly coupled to its steel production.

This led to a wave of privatizations, as state-owned enterprises shed their financial liabilities to hungry capitalists. A whole new breed of steel-makers came into being using a new technology, the mini-mill. This used a smaller electric-arc furnace fed that just melts down ‘cold’ scrap. It was a cheaper process than the traditional ‘hot metal integrated mills’ with their mountains of ore and coal and monumental machinery, but it was used almost exclusively for lower-grade building and other ‘long’ products.

By the beginning of 2005, the world steel industry was on a high, after

decades of moving from apocalypse to break-even and then back to apocalypse. Since 2003, when a staggering 960 million tonnes were produced–compared to 21.9 million tonnes for aluminium – there had been unprecedented demand, mainly from China and India. China was both the biggest producer, the first country to exceed 200 million tonnes of crude steel in a year, and also its biggest consumer at 244 million tonnes. The global economy was also booming, but this was creating production bottlenecks for all steel-makers and by 2004 steel had for the first time hit an average of $650 per tonne shipped. Profit margins were better, but where was the growth to come from? In tandem, the costs of essential raw materials for steel-making – iron ore and coking coal – had gone through the roof, along with bulk shipping costs. The key to future growth was a secure plants in emerging markets where ore and coal were close to production sites, labour costs were much lower and where technology and investment could spur greater savings.

But the central issue was that globally the industry remained a very fragmented one. No single company was producing 100 million tonnes a year or 10 per cent of total world production. The name of the game was consolidation into fewer, bigger players. With this would come the chance for steel-makers to gain greater pricing power, increasing their profitability and the value of their shares.

Two groups had begun to move ahead of the pack. One was Mittal Steel with its operational headquarters in London’s prestigious Berkeley Square. Mittal Steel was the world’s biggest producer of ‘long’ products. It was young, suggestive, fast and a big risk-taker, fuelled by its founder Lakshmi Mittal’s visionary zeal to consolidate the industry. Its nearest rival, Arcelor – the world’s most profitable steel company, focusing on ‘flat’ products – was headed by the Frenchman Guy Dolle, and was a combination of three former state-owned European steel plants: Arbed of Luxembourg, Usinor from France and Spain’s Aceralia. These three were now merged, restructured and administered from the grandiose, chateau-like former Arbed headquarters in Luxembourg’s Avenue de la L:berte.

Both groups were passionate about steel. Mittal, already dubbed ‘the Carnegie from Calcutta’, had a clearer vision of the need to streamline steel, but Arcelor was determined to become the biggest as well as the best. Dominating the market would enable either firm to increase its pricing position with customer the car-makers, ship-builders and construction firms, as well as chasing growth in the new markets of Asia, South America and Eastern Europe.

Guy Dolle could hear the clump of Mittal’s feet marching ahead and it hurt. Arcelor was Europe’s reigning steel champion and was arrogantly proud of it. It has a commanding market share of the specialized high-strength steel supplied to European car-markers and a total overall production approaching 50 million tonnes a year, all with state-of-the-art technology. The group had repaired its consolidated balance sheet, ravished by decades of downturns and continual restructuring costs. It had invested heavily in the quest for best technology and had also acquired companies in Brazil. set up joint ventures in Russia, Japan and China and now was eagerly eyeing gateways to the North American car market. And to its long-suffering shareholders starved of decent dividends. Arcelor was at last moving in the right direction after the blood, sweat and tears of shifting from public to private sector. The Luxembourg group was clearly on a wake-up call, gunning to overtake Mittal Steel and keep it at bay.

By 2005, the battle for supremacy had begun to heat up. Two projected state sell-offs by public auction, in Turkey and Ukraine, were particularly attractive commercially. Both auctions were taking place in October, within three weeks of each other. The first, in Turkey, was for the 46.3 percent of government-owned shares in Erdemir, a steel-maker producing 3.5 million tonnes a year for car-makers and other industrial clients in a country of seventy million people shaping up to join the European Union. Mittal and Arcelor both already owned minority stakes in the Turkish company and were eager to get majority control.

1. Which of the following statement is true?

(a) In 2003, China consumed more steel than it produced
(b) Mittal Steel was the world's most profitable steel company in mid 2000s
(c) Arcelor was a bigger producer of steel than Mittal
(d) All of the above

2. Which among the following is the common objective both Mittal and Arcelor had for aspiring to become bigger steel-makers?

(a) To consolidate the rather fragmented steel industry
(b) To facilitate privatization initiatives of the government
(c) To have 10% of the industry share
(d) To increase pricing position with customers

3. From the above passage, it clearly emerges that:

(a) Arcelor had delivered good returns to its shareholders
(b) Mittal Steel was Arcelor's nearest competitor
(c) By 2005, steel industry was in recession
(d) A nation's steel production continues to be a good indicator of its wealth

4. What are the plausible reasons for privatization in steel industry?

(a) Slow growth in world production
(b) Lobbying by the capitalists
(c) Havoc played by over-capacity and falling steel prices
(d) Introduction of the 'mini-mill'

Passage 2

In the decades that Otlet's papers had sat gathering dust, his dream of a universal knowledge of network had found a new expression across the Atlantic, where a group of engineers and computer scientists laid the groundwork for what would eventually become the Internet. Beginning during the Cold War, the United States poured money into a series of advanced research projects that would eventually lead to the creation of the technologies underplanning the present-day Internet. In the 1990s, the World Wide Web appeared and quickly attracted a widespread audience, eventually

established itself as the foundation of a global knowledge-sharing network much like the one that Otlet envisioned.

Today, the emergence of the network has triggered a series of dramatic – perhaps even "axial" – transformations. In 2011, the world's population generated more than 1.8 zettabytes of data, including documents, images, phone calls, and radio and televison signals. More than a billion people now use Web browsers, and that number will almost certainly increase for years to come in an era when almost anyone with a mobile phone can press a few keys to search the contents of the world's libraries, when million of people negotiate their personal relationships via online social networks, and when institutions of all stripes find their operations disrupted by the sometimes wrenching effects of networks, it scarcely seems like hyperbole – and has even become cliché – to suggest that the advent of the Internet ranks as an event of epochal significance.

While Otlet did not by any stretch of imagination "invent" the Internet – working as he did in an age before digital computers, magnetic storage, or packet-switching networks – nonetheless his vision looks nothing short of prophetic, In Otlet's day, microfilm may have qualified as the most advanced information storage technology, and the closest thing anyone had ever seen to a database was a drawer full of index cards. Yet despite these analog limitations, he envisioned a global network of interconnected institutions that would alter the flow of information around the world, and in the process lead to profound social, cultural, and political transformations.

By today's standards, Otlet's proto-Web was a clumsy affair, relying on a patchwork system of index cards, file cabinets, telegraph machines and a small army of clerical workers. But in his writing he looked far ahead to a future in which networks circled the globe and data could travel freely. Moreover, he imagined a wide range of expression taking shape across the network: distributed encyclopaedias, virtual classrooms, three-dimensional information spaces, social networks, and other forms of knowledge that anticipated the hyperlinked structure of today's Web. He saw these developments as fundamentally connected to a larger utopian projects that

would bring the world closer to a state of permanent and lasting peace and toward a state of collective spiritual enlightemment.

The conventional history of the Internet traces its roots through an Anglo-American lincage of early computer scientists like Charles Babbage, Ada Lovelace, and Alan Turing: networking visionaries like Vinion G. Cerf and Robert E. Kahn; as well as hypertext seers like Vannervar Bush, J.C.R. Licklider, Douglas Engelbart, Ted Nelson, and of course Tim Barrers-Lee and Robert Cailliau, who in 1991 released their first version of the World Wide Web. The dominant influence of the modern computer industry has placed computer science at the centre of his story.

Nonetheless Orlet's work, grounded in an age before microchips and semiconductors, opened the door to an alternative stream of thought one undergirding our present-day information age even though it has little to do with the history of digital computing. Well before the first Web serves started sending data packets across the Internet, a number of other early twentieth-century figures were pondering the possibility of a new, networked society: H.G. Wells. the English science fiction writer and social activist, who demand of building a World Brain, Emanuel Goldberg, a Russian Jew who invented a fully functional mechanical search engine in 1930s Germany before fleeing the Nazis, Scotland's Patrick Geddes and Austria's Otto Neurath, who both explored new kinds of highly designed, propagandistic museum exhibits designed to foster social change, Germany's Wilhelm Ostwald, the Nobel Prize-winning chemist who aspired to build a vast new 'brain of humanity'; the sculptor Hendrik Andersen and the architect Le Corbusier, both of whom demand of designing a World City to house a new, one-world government with a networked information repository at its epicenter. Each shared a commitment to social transformation through the use of available technologies. They also each shared a direct connection to Paul Otlet, who seems to connect a series of major turning points in the history of the early twentieth-century information age, synthesizing and incorporating their ideas along with his own, and ultimately coming tantalizingly close to building a fully integrated global information network.

5. What is the remark that the author of this passage considers a defensible one, rather than a hyperbole?

(a) That the number of people who will use Internet will increase for the years to come

(b) That the advent of the Internet is an event of epochal significance

(c) That millions of people negotiate their personal relationships via online social networks

(d) That more than a billion people now use web browsers

6. In the above passage, Otlet is being credited with

(a) Inventing the Internet

(b) Co-developing the Internet

(c) Prophesising the Internet

(d) All of the above

7. What has been said as the common commitment shared by the early twentieth-century figures who imagined and worked for a networked society?

(a) Desiging a World City with a networked information repository at its epicenter

(b) Achieving social transformation through the use of available technologies

(c) Building a vast new “Brain of Humanity”

(d) Bringing world peace through online social networks

8. Otlet’s original idea of the network can be described as

(a) Futuristic

(b) Visionary

(c) Utopian

(d) All of the above

Passage 3

Every loan has lender and a borrower; both voluntarily engage in the

transaction. If the loan goes bad, there is at least a prima facie case that the lender is as guilty as the borrower. In fact, since lenders are supposed to be sophisticated in risk analysis and in making judgements about a reasonable debt burden, they should perhaps bear even more culpability.

Does it make a difference if we say there is over-lending rather than over-borrowing? The difference in where we see the problem affects where we seek the solution, Is the problem more on the side of the lenders, that they are not exercising due diligence in judging who is creditworthy? Or on the barrowers, being profligate and irresponsible? If we consider the problem to be over borrowing, then we naturally think of making it more difficult for borrowers to discharge their debts; on the contrary, if the problem is over lending, we focus on strengthening incentives for lenders to exercise due diligence.

The political economy of over-borrowing is easy to understand. The current borrowing government benefits and later governments have to deal with the consequences. But why have sophisticated, profit maximizing lenders so often over-lent? Lenders encourage indebtedness because it is profitable. Developing country governments are sometimes even pressured to over-borrow. There may be kickbacks in loans, or even more frequently in the projects that they finance. Even without corruption, it is easy to be influenced by Western businessmen and financiers. They wine and dine those responsible for borrowing as they sell their loan packages, and tell them why this is a good time to borrow, why their particular package is attractive, why this is the right time to restructure debt? Countries that are not sure that borrowing is worth the risk are told how important it is to establish a credit rating: borrow even if you really don’t need the money.

Excessive borrowing increases the chance of a crisis, and the costs of a crisis are borne not just by lenders but by all of society. In recent years, IMF programs may have resulted in significant further distortions in lenders’ incentives. When crisis occurred, the IMF lent money in what was called a ‘bail-out’ – but the money was not really a bail-out for the country; it was a bail out for Western banks. In both East Asia and Latin America, bail-outs

provided money to repay foreign creditors, thus absolving creditors from having to bear the costs of their mistaken lending. In some instances, governments even assumed private liabilities, effectively socializing private risk. The creditors were left off the hook, but the IMF's money wasn't a gift, just another loan and the developing country was left to pay the bill. In effect, the poor country's taxpayers paid for rich country's lending mistakes.

The bail-outs give rise to the famous 'moral hazard' problem. Moral hazard arises when a party does not bear all the risks associated with his action and as a result does not do everything he can to avoid risk. The term originates in the insurance literature; it was deemed immoral for an individual to take less care in preventing a fire simply because he had insurance coverage. It is, of course, simply a matter of incentives: those with insurance may not set their houses on fire deliberately, but their incentive to avoid a fire is still weakened. With loans, the risk is default, with all of its consequences; lender can reduce that risk simply by lending less. If they perceive a high likelihood of a bail-out, they lend more than they otherwise would.

Lending markets are also characterized by, in the famous words of former chairman of the U.S. Fedral Reserve Alan Greenspan, 'irrational exuberance', as well as irrational pessimism. Lenders rush into a market in a mood of optimism, and rush out when the mood changes. Markets move in fads and fashions, and it is hard to resist joining the latest fad. If only one firm were affected by a mood of irrational optimism, it would have to bear the cost of its mistake; but when large numbers share the same mood, in a fad, there are macro-economic consequences, potentially affecting everyone in the country

9. The author is trying to find the underlying cause of:

(a) Financial crisis in the economy

(b) Under development in the developing world

(c) Bargaining power asymmetry between lender and borrowers

(d) Inequalities in the world economy

10. The 'moral hazard' arises because:

(a) The insured takes less precaution to avoid a risk because the risk is

covered by insurance

(b) The insured takes less precaution to avoid a risk because he is unaware about the risk

(c) The insured takes less precaution to avoid risk because he tends to benefit from the risk

(d) The amount spent on insurance is seen as a waste because the risk is unlikely or minimum

11. According to the author the IMF bail-outs for the countries in crisis have been in effect:

(a) The bail-out for the governments of the borrowing countries

(b) The bail-out for the banks in the borrowing country

(c) The bail-out for the lending foreign banks

(d) The bail-out for the governments of the countries of the creditors

12. The author believes that the cost of the crisis is ultimately borne by:

(a) The lending banks

(b) The IMF

(c) The tax payers of the borrowing country

(d) The rich countries

Passage 4

The mass media have been recognized as politically significant since the advent of mass literacy and the popular press in the late nineteenth century. However, it is widely accepted that, through a combination of social and technological changes, the media have become increasingly more powerful political actors and, in some respects, more deeply enmeshed in the political process. Three developments are particularly noteworthy. First the impact of the so-called ‘primary’ agents of political socialization, such as the family and social class, has declined. Whereas once people acquired, in late childhood and adolescence in particular, a framework of political sympathies and leanings that adult experience tended to modify or deepen, but seldom

radically transformed, this has been weakened in modern society by greater social and geographical mobility and by the spread of individualist and consumerist values. Abiding political allegiances and habitual voting patterns have thus given way to a more instrumental approach to politics, in which people make political choices according to a calculation of personal self-interest based on the issues and policy positions on offer. This in turn widens the scope for the media's political influence, as they are the principal mechanism through which information about issues and policies, and therefore political choices, is presented to the public.

Second, the development of mass television audience from the 1950s onwards, and more recently the proliferation of channels and media output associated with the 'new' media has massively increased the mass media's penetration into people's everyday lives. This means that the public now relies on the mass media more heavily than ever before: for instance, television is a much more important source of news and current affairs information than political meetings; many more people watch televised sport than participate in it; and even shopping is increasingly being carried out through shopping channels and the internet.

Third, the media have become more powerful economic actors. Not only have major media corporations become more powerful global players, but also a series of mergers has tended to incorporate the formerly discrete domains of publishing, television, film, music, computers and telecommunications into a single massive 'infotainment' industry. Media business such as Microsoft, AOL-Time Warner, Disney and Rupert Murdoch's News Corporation have accumulated so much economic and market power that no government can afford to ignore them.

Few commentators doubt the media's ability to shape political attitudes and values or, at least, to structure political and electoral choice by influencing public perceptions about the nature and importance of issue and problems, thereby. However, there is considerable debate about the political significance of this influence. A series of rival theories offer contrasting views of media's political impact.

The *pluralist model* of the mass media portrays the media as an ideological marketplace in which wide range of political views are debated and discussed. While not rejecting the idea that the media can affect political views and sympathies, this nevertheless suggests that their impact is essentially neutral in that they reflect the balance of forces within the society at large. The pluralist view nevertheless portrays the media in strongly positive terms. In ensuring the '*informed citizenry*', the mass media both enhance the quality of democracy and guarantee that government power is checked. This 'watchdog' role was classically demonstrated in the 1974 *Washington Post* investigation into the Watergate scandal, which led to the resignation of Richard Nixon as US President. Some moreover argue that the advent of the new media and particularly the Internet, has strengthened pluralism and political competition by giving protest groups a relatively cheap and highly effective means of disseminating information and organizing campaigns.

The *dominant ideology model* portrays media as a politically conservative force that is aligned to the interest of economic and social cities, and serves to promote compliance or passivity amongst the masses. The ownership ultimately determines the political and other views that the mass media disseminate, and ownerships are increasingly concentrated in the hands of a small number of global media corporations.

The *elite-values model* shifts attention away from the ownership of media corporations to the mechanism through which media output is controlled. This view suggests that editors, journalists and broadcasters enjoy significant professional independence, and that even the most interventionist of media moguls is able only to set a broad political agenda but not the day-to-day editorial decision-making. The media's political bias therefore reflects the values of groups that are disproportionally represented amongst its senior professionals.

The *market model* of the mass media differs from the other models in that it dispenses with the idea of media bias: it holds that newspaper and television reflect, rather than shape, the views of general public. This occurs

because, regardless of the personal vies of media owners and senior professionals, private media outlets are first and foremost businesses concerned with profit maximization and thus with extending market share. The media therefore give people ‘what they want’, and cannot afford to alternate existing or potential viewers and readers by presenting political viewpoints with which they may disagree.

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

(a) Mass media and political communication

(b) Mass media and economic development

(c) Mass media and social development

(d) Mass media and cultural development

14. Who, according to the author, are the primary agents of political socialization?

(a) Media moguls

(b) Political parties

(c) The family and social class

(d) Journalists

15. According to the author the mass media is a powerful political actor because:

(a) The impact of primary agents of socialization has reduced

(b) The technology has increased the penetration of mass media in everyday life

(c) Infotainment industry has emerged as a big economic force

(d) All of the above reasons

16. Which of the following rival theories discussed in the passage portrays the media in a more positive light in terms of its role in the society?

(a) The Market Model

(b) The Elite Values Model

(c) The Pluralist Model

(d) The Dominant Ideology Model

IIFT 2016

Direction for questions 1 to 16: *Read the following passages carefully and answer the questions given at the end of each passage*

Passage 1

In a study of 150 emerging nations looking back fifty years, it was found that the single most powerful driver of economic booms was sustained growth in exports especially of manufactured products. Exporting simple manufactured goods not only increases income and consumption at home, it generates foreign revenues that allow the country to import the machinery and materials needed to improve its factories without running up huge foreign bills and debts. In short, in the case of manufacturing one good investment leads to another. Once an economy starts down the manufacturing path, its momentum can carry it in the right direction for some time. When the ratio of investment to GDP surpasses 30 percent, it tends to stick at the level for almost nine years (on an average). The reason being that many of these nations seemed to show a strong leadership commitment to investment, particularly to investment in manufacturing. Today various international authorities have estimated that the emerging world need many trillions of dollars in investment on these kinds of transport and communication networks. The modern outlier is India where investment as a share of the economy exceeded 30 percent GDP over the course of the 2000s, but little of that money went into factories. Indian manufacturing had been stagnant for decades at around 15 percent of GDP. The stagnation stems from the failures of the state to build functioning ports and power plants and to create an environment in which the rules governing labour, land and capital are designed and enforced in a way that encourages entrepreneurs to invest, particularly in factories. India has disappointed on both counts creating labour friendly rules and workable land acquisition norms. Between 1989 and 2010 India generated about ten million new jobs in manufacturing, but nearly all those jobs were created in enterprises that are small and informal and thus

better suited to dodge India's bureaucracy and its extremely restrictive rules regarding firing workers. It is commonly said in India that the labour laws are so onerous that it is practically impossible to comply with even half of them without violating the other half. Informal shops, many of them one man operations, now account for 39 percent of India's manufacturing workforce, up from 19 percent in 1989 and they are simply too small to compete in global markets. Harvard economist Dani Rodrik calls manufacturing the "automatic escalator" of development because once a country finds a niche in global manufacturing, productivity often seems to start rising automatically, during its boom years India was growing in large part on the strength of investment in technology service industries, not manufacturing. This was put forward as a development strategy. Instead of growing richer by exporting even more advanced manufactured products, India could grow rich by exporting the services demanded in this new information age. These arguments began to gain traction early in the 2010s. In new research on the "service escalator", a 2014 working paper from the World Bank made the case that the old growth escalator in manufacturing was already giving way to a new one in service industries. The report argued that while manufacturing is in retreat as a share of the global economy and is producing fewer jobs, services are still growing, contributing more growth in output and jobs for nations rich and poor. However, one basic problem with the idea of the service escalator is that in the emerging world most of the new service jobs are still in very traditional ventures. A decade on, India's tech sector is still providing relatively simple IT services mainly in the same back office operations it started with and the number of new jobs it is creating is relatively small. In India only about two million people work in IT services, or less than 1 percent of the workforce. So far the rise of these service industries has not been big enough to drive the mass modernisation of rural farm economies. People can move quickly from working in the field to working on an assembly line, because both rely for the most part on manual labour. The leap from the farm to the modern service sector is much tougher since those jobs often require advanced skills. Workers who have moved into

IT service jobs have generally come from a pool of relatively better educated members of the urban middle class, who speak English and have at least some facility with computers. Finding jobs for the underemployed middle class is important but there are limits to how deeply it can transform the economy, because it is a relatively small part of the population. For now, the rule is still factories first, not services first

1. According to the information in the above passage, manufacturing in India has been stagnant because there is

(a) Lack of availability of skilled and educated manpower particularly in rural areas

(b) Lack of investment in required infrastructure, labour friendly rules and land acquisition norms

(c) Lack of investment in primary and higher education and women empowerment

(d) Lack of investment in technology, telecommunication and IT, and service sector in general

2. In India, nearly all jobs created were primarily in the small and informal sector because:

(a) They are more innovative and can produce better products suited for export markets

(b) They are able to hire less number of workers and have to pay less taxes

(c) They are better suited to handle the bureaucratic procedures followed in India and the difficult labour laws with regard to dismissal of workers

(d) They do not require good infrastructure and are able to manage better in the Indian conditions

3. According to the opinion expressed in the above excerpt, growth in services is not as impactful on the economy as manufacturing because:

(a) Companies in services sector focus only on technology and not on overall infrastructure such as power and ports

(b) Services sector can create jobs only for a small percent of the population

who are English speaking and have access to better education

(c) Manufacturing leads to increase in export led income which benefits the whole economy

(d) Manufacturing leads to creation of better infrastructure, health facilities and educational institution

4. In the passage, sustained growth in exports of manufactured products has been identified as the most powerful driver of economic boom because:

(a) It leads to an increase in building of functioning ports and power plants and also improvement in mining and shipping sectors

(b) It leads to an increase in foreign investment, domestic income generation and consumption

(c) It leads to increase in transportation and communication network and also leads to increase in education

(d) It leads to modernization of rural farm economies and also improvement of the Agriculture sector

Passage 2

The company will tackle this problem much more readily if reverse innovation is part of its repertoire. And yet until recently PepsiCo took a glocalisation approach. The company developed products for the US and then sold and distributed substantially similar products throughout the world. As a result PepsiCo's growth particularly in emerging markets hit a wall. The company's brands bumped up against local needs, tastes and habits that could not be satisfied by lowest-common-denominator global products. Under the glocalisation scenario, what first appears to be promising momentum hits a wall—often sooner than later. The renown of even the most potent global brands wear thin when the offered product is neither designed expressly for local markets nor priced for local means. These days PepsiCo is finding ways to address sharp differences across borders by designing products with local tastes and consumer needs in mind and is capturing a greater share of the

opportunity in emerging economies. But that's not all. PepsiCo is finding that its innovation in emerging markets have the potential to have impact and deliver performance with purpose all over the world. For example, PepsiCo is finding that some long popular ingredients in emerging economies such as lentils in India have healthy profiles that suggest new dimensions for snacking across geographies. The company's approach to reverse innovation combines local product development efforts, strong support from global resources, plus efforts to ensure that the raw material of pepsiCo's innovations—ideas, flavours, ingredients, marketing expertise, packaging materials, manufacturing methods and so on can flow in any direction within the organisation. Concerns about childhood and adult obesity are on the rise. It's not news that snack foods are not commonly associated with health and wellness. Nonetheless, PepsiCo saw that there was enormous opportunity for impact in creating options for healthier snacking. "Consumers interact with our products on three levels; the neurological level, the gut level and the metabolic level." Traditionally food and beverage companies have focused only on the first. The neurological level is where brands, marketing and sensory payloads operate. Looking at the problems of emerging markets it is important to also understand what PepsiCo's products do to the person's gut? What do they do to their body chemistry? If those effects are ignored then it is indulgence without any balance. As PepsiCo geared up for its efforts to develop Aliva, it wondered whether there were any examples in which PepsiCo had already practised successful reverse innovation. There was one such example in India. It was a lentil and rice based snack called Kurkure. Introduced more than a decade ago, it had grown to be Frito Lay India's top selling product. PepsiCo had learnt a lot from the Kurkure experience. Once emerging nations aspired to have access to rich world products. But these days want rich world quality baked into products with local origins. It exemplified the idea that innovations shouldn't simply be handed down from on high.

5. According to the above excerpt, most MNCs face problems in emerging

countries because they interpret the concept of ‘glocalisation’ as

(a) Offering global products with minimal changes leading to a mismatch between the requirements of the local markets with regard to its usage as well as the pricing

(b) Offering global products with minimal changes that are useful for local markets but not priced appropriately

(c) Offering global products with minimal changes that are not useful for local markets but are priced appropriately

(d) Offering global products with changes leading to a match between the requirements of the local markets with regard to its utility as well as the pricing

6. According to the author, snack food companies traditionally focus on the

(a) Sensory level

(b) Gut level

(c) Neurological level

(d) Digestive level

7. The passage suggest that MNCs should replace glocalisation with:

(a) Market Research

(b) Reverse Engineering

(c) Globalisation

(d) Reverse Innovation

8. What is the learning for PepsiCo from Indian experience?

(a) Innovation should be governed from the top and use global quality

(b) Snack food is driven by indulgence only

(c) Snack food should use global quality and healthy local ingredients

(d) Snack food should be priced cheaply as per local affordability

Passage 3

Typically women participate in the labour force at a very high rate in poor rural countries. The participation rate then falls as countries industrialise and

move into the middle income class. Finally, if the country grows richer still, more families have the resources for higher education for women and from there they often enter the labour force in large numbers. Usually, economic growth goes hand in hand with emancipation of women. Among rich countries according to a 2015 study, female labour force participation ranges from nearly 80 percent in Switzerland to 70 percent in Germany and less than 60 percent in the United States and Japan. Only 68 percent of Canadian women participated in the workforce in 1990; two decades later that increased to 74 percent largely due to reforms including tax cuts for second earners and new childcare services. In Netherlands the female labour participation rate doubled since 1980 to 74 percent as a result of expanded parental leave policies and the spread of flexible, part time working arrangements. In a 2014 survey of 143 emerging countries, the World Bank found that 90 percent have at least one law that limits the economic opportunities available to women. These laws include bans or limitations on women owning property, opening a bank account, signing a contract, entering a courtroom, travelling alone, driving or controlling family finances. Such restrictions are particularly prevalent in the Middle East and South Asia with the world's lowest female labour force participation, 26 and 35 percent respectively. According to data available with the International Labour Organization (ILO), between 2004 and 2011, when the Indian economy grew at a healthy average of about 7 percent, there was a decline in female participation in the country's labour force from over 35 percent to 25 percent, India also posted the lowest rate of female participation in the workforce among BRIC countries. India's performance in female workforce participation stood at 27 percent, significantly behind China (64 percent), Brazil (59 percent), Russian Federation (57 percent), and South Africa (45 percent). The number of working women in India had climbed between 2000 and 2005, increasing from 34 percent to 37 percent, but since then the rate of women in the workforce has fallen to 27 percent as of 2014, said the report citing data from the World Bank. The gap between male and female workforce participation in urban areas in 2011 stood at 40 percent, compared

to rural areas where the gap was about 30 percent. However, in certain sectors like financial services, Indian women lead the charge. While only one in 10 Indian companies are led by women, more than half of them are in the financial sector. Today, women head both the top public and private banks in India. Another example is India's aviation sector, 11.7 percent of India's 5,100 pilots are women, versus 3 percent worldwide. But these successes only represent a small section of women in the country. India does poorly in comparison to its neighbours despite a more robust economic growth. In comparison to India, women in Bangladesh have increased their participation in the labour market, which is due to the growth of the ready-made garment sector and a push to rural female employment. In 2015, women comprised of 43 percent of the labour force in Bangladesh. The rate has also increased in Pakistan, albeit from a very low starting point, while participation has remained relatively stable in Sri Lanka. Myanmar with 79 percent and Malaysia with 49 percent are also way ahead of India. Lack of access to higher education, fewer job opportunities, the lack of flexibility in working conditions, as well as domestic duties are cited as factor behind the low rates. Marriage significantly reduced the probability of women working by about 8 percent in rural areas and more than twice as much in urban areas, said an Assocham report. ILO attributes this to three factors: increasing educational enrolment, improvement in earnings of male workers that discourages women's economic participation, and the lack of employment opportunities at certain levels of skills and qualifications discouraging women to seek work. The hurdles to working women often involve a combination of written laws and cultural norms. Cultures don't change overnight but laws can. The IMF says that even a small step such as countries granting women the right to open a bank account can lead to substantial increase in female labour force participation over the next seven years. According to the United Nations Economic and Social Commission for Asia and the Pacific (ESCAP), even a 10 percent increase in women participating in the workforce can boost gross

domestic product (GDP) by 0.3 percent. The OECD recently estimated that eliminating the gender gap would lead to an overall increase in GDP of 12 percent in its member nations between 2015 and 2030. The GDP gains would peak close to 20 percent in both Japan and South Korea and more than 20 percent in Italy. a similar analysis by Booz and Company showed that closing the gender gap in emerging countries could yield even larger gains in GDP by 2020, ranging from a 34 percent gain in Egypt to 27 percent in India and 9 percent in Brazil.

9. According to the above passage, though there are many reasons for low female labour force participation, the most important focus of the passage is on:

(a) Women do not like to work after marriage

(b) Laws and cultural norms limiting economic opportunities available to women

(c) Lack of access to higher education resulting in lack of skills and qualifications

(d) Preference for child rearing and household work amongst women

10. Identify the sentence that most accurately summarizes the message of the above except:

(a) Compared to other countries India has the lowest female labour force participation

(b) Richer the nation, higher the female labour force participation, therefore nations have to become rich to increase the female labour force participation

(c) Emerging countries are lagging behind developed countries with regard to the female labour force participation

(d) Increasing the female labour force participation can have a positive impact on not just the social indicators but also economic growth

11. According to the IMF what small step can lead to larger impact on increasing female labour force participation?

(a) Providing access to higher education

(b) Improving childcare services
(c) Allowing women to open bank accounts
(d) Providing a safe work environment

12. According to the information in the above passage between 2004 and 2011, when the Indian economy grew at a healthy average of about 7 percent:

(a) There was a steady increase in female participation in the country's labour force from over 25 percent to 35 percent
(b) There was no change in female participation in the country's labour force and remained at 35 percent
(c) There was a decline in female participation in the country's labour force from 35 percent to 25 percent
(d) There was a similar increase in female participation in the country's labour force from 7 percent to 15 percent

Passage 4

The Cyclopses according to mythology were a race of bad tempered and rather stupid one eyed giants. Not perhaps a great portend for a new generation of robots. But Andrew Davison, a computer scientist at Imperial College, London, thinks one eye is enough for a robot, provided its brain can think fast enough. For a robot to work autonomously it has to understand its environment. Stereoscopic vision, integrating the images from two eyes looking at the same thing from different angles is one approach to achieve this, but it involves a lot of complicated computer processing. The preferred method these days therefore is Simultaneous Localisation and Mappling (SLAM) which uses sensors such as laser based range finders that see by bouncing beams of light off their surroundings and timing the return. Dr Davison however wants to replace the range finders which are expensive and fiddly with a digital camera, which is small, cheap and well understood. With this in mind he is developing ways to use a single moving video camera to create continuously updated 3D maps that can guide even the most

hyperactive robots on its explorations. His technique involves collecting and integrating images taken from different angles as the camera goes on its travels. The trick is to manage to do this in real time, at frame rates of 100–1,000 per second. The shape of the world pops out easily from laser data because it represents a direct contour map of the surrounding area. A camera captures this geometry indirectly and so needs more (and smarter) computation if it is to generate something good enough for a self-directing robot. The answer is a form of triangulation, tracking features such as points and edges from one frame to the next. With enough measurements of the same set of features from different viewpoints, it is possible if you have a fast enough computer program to estimate their positions and thus by inference the location of the moving camera. However, developing such a program is no mean feat. In the milliseconds between successive frames, relevant information from each fresh image must be extracted and fused with the current map to produce an updated version. The higher the frame rate, the less time there is to do this work.

13. What is the main message of the above passage?

(a) To explain the technique of SLAM

(b) To discuss techniques for increasing efficiency of self-guided robots

(c) To advocate the use of digital cameras

(d) To highlight the work of the scientist in the area of robotics

14. What message is the author conveying by drawing attention to a mythical figure and a one eyed robot?

(a) A robot is uglier than the mythical figure and also less efficient

(b) Unlike the robot, the mythical figure is uglier but more efficient than the robot because it is one eyed

(c) Unlike the mythical figure, having one eye does not affect the performance of the robot

(d) Having both eyes will make the mythical figure less uglier and stupid than the robot

15. Laser based range finders are more effective than digital cameras

because (select the right option)?

i. Laser based range finders directly capture the contour map of the surroundings which enables faster processing

ii. Digital cameras are expensive

iii. Laser based range finders are easier to use

iv. Digital cameras are easy to use but require more computation

(a) i and ii

(b) ii and iii

(c) i and iv

(d) ii and iv

16. It is possible to improve the performance of digital camera

(a) by using images from laser range finders along with images from digital cameras

(b) by collecting images from different viewpoints and a computer program for faster processing

(c) by combining the methodology of SLAM along with images from digital camera

(d) by calculating the measurements of different contour points and measuring the distance

Answer Key

XAT 2012

1. (a)
2. (d)
3. (e)
4. (d)
5. (e)
6. (d)
7. (c)
8. (c)

9. (d)
10. (a)
11. (e)

XAT 2013

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

XAT 2014

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

7. (d)
8. (c)
9. (b)
10. (b)
11. (d)
12. (a)
13. (e)
14. (d)
15. (c)

XAT 2015

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

XAT 2016

1. (c)
2. (e)

3. (a)
4. (c)
5. (a)
6. (a)
7. (e)
8. (c)
9. (d)
10. (e)
11. (b)
12. (e)
13. (d)
14. (e)
15. (b)

IIFT 2012

Passage 1

1. (c)
2. (a)
3. (c)
4. (a)

Passage 2

5. (c)
6. (c)
7. (c)
8. (d)

Passage 3

9. (b)
10. (d)
11. (c)
12. (a)

Passage 4

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

IIFT 2013

Passage 1

1. (d)
2. (c)
3. (b)
4. (b)

Passage 2

5. (c)
6. (c)
7. (d)
8. (c)

Passage 3

9. (b)
10. (a)
11. (b)
12. (b)

Passage 4

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

IIFT 2014

Passage 1

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

Passage 2

6. (c)
7. (b)
8. (a)
9. (a)

Passage 3

10. (d)
11. (c)
12. (a)
13. (b)
14. (a)

Passage 4

15. (a)
16. (c)
17. (d)

IIFT 2015

Passage 1

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

Passage 2

5. (b)
6. (c)

7. (b)
8. (d)

Passage 3

9. (a)
10. (a)
11. (c)
12. (c)

Passage 4

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

IIFT 2016

Passage 1

1. (b)
2. (c)
3. (b)
4. (b)

Passage 2

5. (a)
6. (c)
7. (d)
8. (c)

Passage 3

9. (b)
10. (d)
11. (c)
12. (c)

Passage 4

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

Explanatory Notes

XAT 2012

1. Option 1 is not true as per the given passage as the given line in first paragraph of passage states that ‘We can see a person in terms of his or her ‘agency ‘, recognizing and respecting his or her ability to form goals, commitment, values etc., and we can also see this person in terms of his or her ‘well being’. Last few lines of paragraph also substantiate this choice which are ‘The fact that the two variables may be so interrelated that one can not change without the other’ and ‘or the value of one can be obtained from the other’.
2. Option (d) best summarizes the passages as it elucidates the essential and irreducible ‘duality’ in the normative conceptualization of an individual person.
3. Option (e) best represents the idea propounded in the passages it explains the interrelationship between person’s well being and value of agency which emphasizes upon goals, commitment and values. Politician’s agency aspect is evident in the fact resulted in galvanization of state government and enactment of new laws, besides the well being aspect is highlighted in the fact that enactment of new laws improved the image of the politician.
4. Idea (b) disqualifies as the passage in its opening lines only conceptualizes a person having both the aspects which are agency aspect and well being aspect. Option (d) qualifies as correct choice as

both ideas – idea (a) and idea (c) both have been highlighted in the beginning of paragraph two in the line ‘to recognize the distinction’ and in the middle section of paragraph 1 in the line’. Agency may be seen as important (not just instrumentally for the pursuit of well-being but also intrinsically)’ respectively.

5. Option (e) qualifies as correct option as ascetic is in pursuit of fulfilling only well-being aspect, while in other options subject is pursuing agency aspects like value, needs, goals, etc.
6. Option (d) qualifies as correct choice as few lines in last paragraph highlight the opposition the lines are ‘SEZs have apparently been thought of as a simple way out’,’ Every industry or economic activity worth its name is now seeking SEZ status’.
7. Option (c) is the correct choice as the argument given the last few lines of first paragraph of the passage ‘Governments at both centre and state cite the fiscal responsibility laws to plead their helplessness in making investment to improve infrastructure’ states that these laws as a reason for being unable to improve infrastructure, while Option C misinterprets it.
8. Option (c) qualifies as correct option as per Paragraph 1, lines 11 – ‘huge tax benefits are promised to lure investors’.
9. Option (d) qualifies as correct. The line 6 of paragraph 4 of the given passage states that ’Even after 3 years of the Electricity Act (2003)’ helps us find out the year the passage was most likely written.
10. Sentence (c) cannot be inferred from the given passage as the author is not trying formulate a theory of evolution, the author is merely posing a question evolution and its occurrence or non occurrence in the context of technological development. Sentence (d) cannot be inferred as well as it only cites a single meaning of evolution while the author holds two general meaning of evolution. Sentences (a) and (b) can be inferred as by putting forth the question about evolution in context of technology, the author is trying to develop a theory of evolution as

well as theory of technological innovation. Hence Option (a) qualifies as correct choice.

11. Sentences 1 and 2 are complete statements in themselves hence they cannot be put forth as a question. Sentences 4 and 5 raise pertinent questions about novel technologies and how two things descending from same thing using different principles are vastly different in respective sequence. Option (e) qualifies as correct choice as it contains the sentences 3, 4 and 5.

XAT 2013

1. (e); Option (e) qualifies as correct option as it refers to sentences 2 and 3, refer to lines ‘those very bodies or embodiments’ that indicates either one’s life form in current life or to a similar form or embodiment in a future life.
2. (c); Option (c) qualifies as correct choice. As per the first statement one has to reap the fruits of one’s action at some point in time after those actions have been committed. However, this does not necessarily mean that such consequences will hold any importance. Hence conclusion may or may not follow hence correct choice is Option (c).
3. (c); Option (c) qualifies as a correct choice as per line 8 of the first paragraph of the given passage i.e. ‘lowers expectation often lead to greater satisfaction’.
4. (b); Second premise states that ‘individuals with a long term orientation are likely to be less inclined to lower expectations in the hope of temporarily feeling better’, the lines ‘In India, belief in Karma with its emphasis on a long term orientation’ and ‘The empirical results support our logic; those who believe in Karma are less influenced by disconfirmation sensitivity (i.e. temporary feelings) and therefore have higher expectation’ the lines in the given passage suggest that those with belief in Karma are not easily affected by temporary feelings, thus statement 1 and statement 2 can be directly

inferred from the second premise. Hence Option (b) qualifies as correct choice.

5. (b); The concept of 'Disconfirmation sensitivity' is described as one's tendency to be more satisfied when products performs better than expected or more dissatisfied when products perform worse than expected. It is also mentioned that consumers prone to be disconfirmation sensitive have lower expectations. Thus, on the basis of the premises mentioned in the passage, it can be inferred that disconfirmation sensitive consumers are likely to have more extreme reactions to products. Thus, in the given case the manager can said to be definitely disconfirmation sensitive. Thus, option (b) is the answer.
6. (a). Option (a) qualifies as the correct choice. It is similar to that of bomb blast which Fermi conducted through confetti as one can find the correlation between, distance travelled by the exploded parts and magnitude of the force that caused the explosion.
7. Option (d) qualifies as correct choice as it is clear that Fermi was able to know the ranges of various values through estimation and this corresponds to our option.
8. Refer to the ending sentences of last paragraph where it is mentioned that 'Fermi was trying to teach his students how to solve the problem where ability to confirm to results would not be easy. He wanted them to figure out that they knew something about quantity in question'. Statements 2 and 3 can be referred from these lines; hence Option (c) qualifies as correct option.
9. It is not given that if there is any correlation of making the Atomic bomb and Fermi getting the noble prize. It is not given in the passage that what his students use to consider him. There are other methods or units to measure the impact of atomic bomb explosion thus Option (e) qualifies as the correct choice.
10. Option (d) qualifies as per the last few lines of first paragraph which are 'We can sometimes deduce that a universal scientific belief is false but

we can never induce that a universal scientific belief is true'.

11. The sentence starting from line 20 of second paragraph states that 'Falsification, that is to say, is no more capable of yielding conclusive rejection of scientific belief than verification is of yielding conclusive acceptances of scientific beliefs'. It helps us conclude that Option (e) is the correct choice.
12. Option (d) qualifies as correct choice as the line 11 of third paragraph states that 'Falsifying claims sometimes gives us a good reason for rejecting a scientific belief'.
13. Option (a) qualifies as correct choice as the line 11 of third paragraph states that 'Falsifying claims sometimes gives us a good reason for rejecting a scientific belief'.
14. Option (b) qualifies as correct choice as the first line of third paragraph states that 'Soros' distrusts capitalism in particular, because of the alleged inadequacy of neoclassical economics'.
15. Option (d) qualifies as correct choice as the last few lines of fifth paragraph state that 'it would foolish to construe religion or romance or even scientific enquiry as solely explicable by reference to laws of economics'.
16. Option (c) qualifies as correct choice as it is mentioned in the initial lines of third paragraph that state can manipulate many aspects of human life, including, of course, the economic behaviour of individual and firms.
17. Option (e) qualifies as correct choice as none of the statements has been mentioned in regards to critical rationalism.
18. Option (d) qualifies as correct choice as many economists do not believe in deterministic lawfulness of economic science.

XAT 2014

1. (d); Third line of the first paragraph of the given passage 'no doubt, the fact that....' and usage of word 'could be' in the given line helps us

conclude Option (d) as the most logical choice.

2. (b); Some lines like the line 5 of second paragraph ‘Departures that Rutherford..... at the level of gases.’ and line 6 form the same paragraph ‘Ignorance and error, about the quality of beer is....consumer’s beer market’ help us understand presence of different systems and their distinct behaviour and we should refrain from comparing them. Hence, we can conclude Option (b) is correct choice.
3. (e); The passage doesn’t define any psychophysical goods. It only takes example of beer as psychophysically identical goods. Concrete, cars and mobile phones are not mentioned in the given passage. Therefore Options (a), (b), (c) and (d) are eliminated. Hence, Option (e) is the correct choice.
4. (d); Option (e) is disqualified as it talks about probability only not about experience. Option (d) appears as the right choice as Options (a) and (b) are very direct statements and are strongly worded while (c) lacks clarification. Hence, (d) is the correct choice.
5. (e); The lines ‘Yet this very stumbling block will become a touchstone upon which to test my theory in order to find out what it is worth’ and ‘The second task is to elucidate the relation between probability and experience. This means solving what I call the problem of decidability of probability statements’ in the given passage list the two tasks the author talks about and only option (e) emphasizes upon importance of both the tasks to test the theory. Hence, Option (e) is the right answer.
6. (c); ‘Only’ in Options (a), (b) and (e) and ‘highly’ in (d) render these options incorrect. As there isn’t a consistent definition of probability, Option (d) is disqualified as the passage no where talks about importance of mathematics. Hence, (c) is the right choice.
7. (d); The opening lines of the passage ‘the ways by which.....truly idle or worse’ suggest that the means adopted to earn money is equally important (d). Option (d) is the only option where an inappropriate way is being resorted to in order to earn money. Hence, Option (d) is

the right choice.

8. (c); Option (c) is the right title and it can be based on lines like ‘The aim of the laborer should be, not to get his living, to get “a good job,” but to perform well a certain work’ and ‘Do not hire a man who does your work for money, but one who does it for love of it’ in the given passage.
9. (b); The author emphasizes on ‘end’ and realization of self only carries similar meaning which is end goal for all of us. Hence, Option (b) is the right choice.
10. (b); As per the line ‘The objections which have been brought against a standing army, and they are many and weighty, and deserve to prevail’ in the given passage the Option (a) (required), (c) (must) and (e) (not required) are eliminated. Option (e) can not be the right choice as it is extreme in perspective while Options (a) and (c) cannot be chosen because the given line raises objection against need of an army. The line 7 of the first paragraph ‘The standing army.....people can act through it’ explains that army is arm of the government and role of government, and it also contains the phrase ‘is equally liable to be abused’, this phrase helps us conclude that Option (b) is the right choice.
11. (d); As per the line in the given passage ‘It is truly enough said that a corporation has no conscience; but a corporation of conscientious (wishing to do one’s work or duty well and thoroughly) men is a corporation with a conscience’ the author suggest that only a conscientious government can be good minority, therefore, Option (d) emerges as the most logical choice.
12. (a); The lines in the given passage ‘Must the citizen ever for a moment, or in the least degree, resign his conscience to the legislator? Why has every man a conscience then? I think that we should be men first, and subjects afterward. It is not desirable to cultivate a respect for the law, so much as for the right, The only obligation which I have a right to

assume is to do at any time what I think right.' highlight the importance of individual and conscience, hence Option (a) is the correct choice.

13. (e); The given statement talks about transition in terms of role while Options (b) and (c) represent stagnancy, therefore they can be eliminated. The passage also highlights the implications (negative connotation) of failure arising out of inability to move from one role to the other. Option (e) is the most logical choice as do-it-yourself kits help us transcend the roles from one of a consumer to creator thus saving us from implications.
14. (d); The given statement highlights the exhibition of traits of pre-modern man by modern man, Line 6 of first paragraph 'Desires are nurtured ...' highlights the factors impacting desires. To satisfy this desire of masculinity the modern man superficially (plasticity) constructs self-embellished identity of pre-modern man. Option (d) only concurs with the idea presented in main paragraph and above statement . Hence, Option (d) is the correct choice.
15. (c); Option (a) is eliminated as it only talks about females while the given statement talks about consumers as a whole. Option (d) is disqualified as per the lines given in the passage' The mimetic (imitation) aspect of desire creates difficulties for using individual attitude or intention measures to predict adoption of new products whose use will be visible. Options (b) and (e) is disqualified as per the line' The social nature of desire implies that preferences of consumers are far from being independent' in the given passage hence Option (c) is the right choice as it completely concurs with the idea presented in the statement, expressed by the line 'often express resistance to....at large'.

XAT 2015

1. (e); The line 'Since none but the dead pass freely from this dungeon, let

me take the place of the dead' from third paragraph of the passage suggests that Option (e) is the correct choice.

2. (b); As per the first paragraph of passage he decided to end his life and was in search for ways to end his life but somehow at the time of final decision he decided not to. This can be understood, as per by the phrase 'sarcasm of destiny that if it is not there in destiny, then it will not happen in the given passage. So if it is not in the destiny of a person to commit suicide to end sufferings then it will not happen and instead he will live and fight against the sufferings of life. Hence the destiny ultimately asserts itself. Option (b) is the right choice.
3. (c); In the first paragraph the protagonist is thinking about suicide but in the subsequent paragraph he decides not to play in the hands of destiny and plans and finally daringly executes his way out of the prison and escapes from his miserable life. That's why answer is from depression to daring. Thus Option (c) is the correct choice.
4. (a); Counterpane means a bedspread, Dungeon means Cell, Guillotine means a machine with a heavy blade sliding vertically in grooves, used for beheading people and Shroud means a cloth used to wrap a body for burial. Option (a) is the correct choice as it contains the correct meaning for respective words.
5. (a); Option (a) is the correct choice as per the first line 'In the early...' of last paragraph.
6. (b); Statement 1 is wrong because there is no mention that the two hemispheres learn autonomously. Instead it is suggested in the line 4 that it is not clear how the two sides learn things.

   Statement 2 is right as per line 4 'The evidence....ones' of the second paragraph which suggests that the neurons keep forming connections among themselves forming simple and complex circuits simultaneously.

   Statement 3 is right as per line 2 'regions of the brain....' of third paragraph.

   Statement 4 is not mentioned in the paragraph. Statement 5 is opposite to

the idea mentioned in the paragraph that learning is the result of the neuron connection. Hence, (b) is the correct answer.

7. (e); The passage highlights the fact that learning is based on the connections between the neurons and formation of circuits between different parts of the brain. The ‘many a mickle makes a muckle’ means a lot of small amounts, put together, become a large amount. Hence, Option (e) is the correct choice.
8. (b); As per the line ‘With more experience, practice and exposure, the picture becomes clearer and detailed’ given in the third paragraph of the passage. Option (b) is the right choice as it represents something similar.
9. (d); The lines staring from ‘and even when they lead in.... ’ to the last line of paragraph show that they can possibly thrive in anaesthetised conditions. The critical element is the meaning of the word ‘anaesthetised’, which has an implied meaning of controlled in the given sense. We can infer from the passage that orchids survive in a controlled environment. Hence, Option (d) is the correct choice.
10. (d); As per the second line ‘The new...’ of third paragraph we can conclude Option (d) is the correct choice.
11. (a); Option (a) is the correct choice as diathesis means a constitutional predisposition toward a particular state or condition and especially one that is abnormal or diseased.
12. (e); It is not possible to conclude about ‘children typology’ about the situation given as there could be changes in the behavioral pattern, while growing up, due to environmental surroundings. Hence, Option (e) is the answer.
13. (c); Air is not a private commodity so markets will not be efficient in this case. Remember, the paragraph states that public goods are ones for which no individual can be excluded. Air is the only example for which an individual cannot be excluded. It is required by all.
14. (a); In the passage it is mentioned that public intervention is needed

when market fails. But it cannot be concluded that ‘public intervention ‘is remedy for all ills related to market failure. As there is no fact to support this conclusion. Hence, Option (a) is the right choice.

15. (c); Statement 1 is a clear market problem and statement 2 provides a possible solution for it. By introducing such a measure, the government is effectively pushing industries not to dump their waste. Option (c) is the answer.
16. (e); The first thing that we need to identify here is that the two paragraphs do not contradict each other and they are talking of the same subject. Thus, the first three options are ruled out. In the first paragraph, the author talks about the technique of brainstorming and in the second paragraph he explains its benefits. Hence, Option (e) is the correct answer.
17. (d); The main argument present in the second paragraph is that we are unable to solve the problem because we stereotype them which restricts our ability to see it from multiple perspectives. The last line of the passage ‘involvement of the people with different perspectives enriches the idea generation emphasizes on importance of considering multiple perspectives which is best illustrated in option (d) where all the departments of the organization contribute in idea generation.

XAT 2016

1. (c); When we look at the options closely we find that Option (a) captures the essence of only the first part of the poem while (b) is too narrow in terms of interpreting the poem as it only talks about path to be taken, it does not talk about destination, Option (c) captures the essence of poem very well as it talks about inner search and futility of external search. Options (d) and (e) digress in completely different direction.
2. (e); Interchangeable has been used for listeners, something can be interchanged if it is comparable. Hence, the correct answer is (e).
3. (a); According to the passage the minimum necessary condition for

successful communication is the overlap of images between the interlocutors ‘Communication between us begins when there is some overlap between two images’. Therefore Option (a) is the correct answer. Simultaneous exchange is a result of threshold overlap of shared images. Simultaneous exchange (Option (b)) may not imply communication if there is no overlap of images and without overlap the necessary condition is not met. The same argument applies to Options (c), (d) and (e).

4. (c); Option (a) is disqualified as it only lists out positives. Option (b) is disqualified as its second part is not correct. Option (d) is disqualified as its second part as well is not correct as ping-pong is interactive while in statement (e) both parts are unrelated, therefore Option (c) is the correct choice.
5. (a); Option (a) is correct choice as it contains all three.
6. (a) As per the last line of first paragraph ‘Today, most academic economists agree that markets, by themselves, do not lead to efficiency; the question is whether government can improve matters. Hence, Option (a) is the correct choice.
7. (e); Option (a) can be interpreted as it is clearly mentioned in the last line of the passage.

   Option (b) can be interpreted from the first paragraph of the passage.

   Option (c) can be interpreted from the middle portion of the second paragraph of the passage.

   Option (d) can be interpreted from the first paragraph of the passage (second last line of the first paragraph).

   Option (e) cannot be interpreted since there is no mention in the passage that state intervention and imperfect information can never go hand in hand. Therefore Option (e) is the correct answer.
8. (c); First paragraph explains why markets fail. Paragraph 2 discusses a natural experiment.

   Wherein market driven economic theories fail to explain success of Asian

economies.

Hence, Option (c) is the correct choice.

9. (d); Option (a) is wrong as perception helps to capture existence and all existence may not be perceived. (b) is wrong since there are entities that exists which may not be perceived. (c) is wrong because all that exist can have consciousness. (d) is the right answer ("consciousness being the faculty of perceiving that which exists"). (e) is wrong since "something to be known" and "someone to know" are two presuppositions of knowledge and not of existence
10. (e); As per the third paragraph, last line of the given passage 'The law of causality states that a thing's actions are determined not by chance but by its nature' hence, (e) is the right answer.
11. (b); Option B is correct as perception of Twitter is the process by which one identifies that Twitter exists. All others are indirect ways of identification with the identity given in the first part of the options.
12. (e); The fourth line of the last paragraph 'There is no mental process that can change the laws of nature or erase facts. The function of consciousness is not to create reality, but to apprehend it' states that change can take place only after understanding nature. Hence, Option (e) is the correct choice.
13. (d); Options (a), (b), (c) and (e) can be known with some errors. i.e., in each of the four options there is an approximation. In option (d) there is no way somebody can know what he/she doesn't know. This is an impossible situation. Hence, Option (d) is the correct answer.
14. (e); Option (a) can be concluded as TRUE. In Option (b), Statement I can be concluded as FALSE. In Option (c), Statement II can be concluded as FALSE. Option (d) can be concluded TRUE because we all can be philosophically wrong and experimental physicists are amongst 'us'. Option (e) cannot be concluded as nowhere it is mentioned that theoretical physicist can pinpoint shortcoming of experimental physicists. In other words, this conclusion on Statement II cannot be definitely arrived at. Hence, Option (e) is the correct

answer.

15. (b); Experimental physicists could not have experimented Big Bang as they were not have been present at the time of the event. It could have only been first imagined or deduced. Then only there is a possibility of direct experiments. Hence, MOST LIKELY, big bang theory was proposed by theoretical physicist for the first time. Option D is an irrelevant option as passage never talks about 'philosophers'. Option E cannot be right answer if we refer to the following in the first Para: 'Each piece, or part, of the whole of nature is always merely an approximation to the complete truth, or the complete truth so far as we know it.' Hence, Option (b) is the correct answer.

IIFT 2012

Passage 1

1. 3rd paragraph of passage mentions 'Profit is not the explanation, cause or rationale… but rather the test of their validity". Other options are either not explicitly mentioned or are not of the purpose of profits and profitability. Thus, option (c) is the answer.
2. Refer to 6th paragraph. Lines 'It (theory of profit maximization and profit motive) is largely responsible for the worst mistakes of public policy'. This is explicitly mentioned in option (a). Other options are not the primary motives of the theory mentioned.
3. Refer to 7th paragraph, lines 'There is only one valid definition of business purpose: to create a customer'. Thus it is clear that the primary purpose of business is to create a customer, it is NOT to make profits (which later comes eventually) or increase wants or manage demand (which is done by creating and acquiring customers only). Option (c) is the answer.
4. Refer to the last paragraph, lines 'it remained a potential want until the action of business people converted it into effective demand. Only

then is there a customer and a market'. Thus, it is always first – The want of the customer. Other factors – Demand, Market, Customer come later. Option (a) is the answer.

Passage 2

5. Vapid means 'Offering nothing that is stimulating or challenging'. Lackluster has the same meaning. Other options – Lively, Original and Spicy don't have the similar meaning. Thus correct answer is (c).
6. First initial paragraphs talk about 'Teacher', 4th paragraph mentions 'Mother' in detail, 5th paragraph mentions 'grandmother' only once, refer to lines- '…silver sugar bowls from my grandmother's…' and last paragraph means 'classmates'. Answer is Option (c).
7. Option (a) can be concluded from the passage, that author was a good student overall but sometimes felt bored in class. Option (b) is true because author got along well with his classmates. Option (d) is true as there are instances in passage that show that author was imaginative. Option (c) however cannot be concluded from passage because 3rd paragraph mentions that author's father was not an authority figure and that his mother was hardly an alien or distant tyrant. Thus, Option (c) is the answer.
8. Refer to the last paragraph, lines ' …there was rumored to be a dentist… to send naughty children there'. Therefore, children were threatened to be sent to dentist. Option (d) is the answer.

Passage 3

9. 1st paragraph states, lines '…time for KBC had come and gone' – supports statement 1. It also mentions – 'It had no backbiting intrigue… nothing ever needed to be beeped out on it…' which supports statement 2. Other 2 statements are not supported in the passage. Thus, Option (b) is the answer.
10. Refer to 2nd paragraph, lines 'but as an idea that connects with something

deep and real in our lives…', implies that the deep connection that the show created with people was the major reason behind its success. Other reasons as mentioned in the question are not valid. Option (d) is the answer.

11. Refer to 3rd paragraph, lines – … not as a jackpot but as a vardan, a gift from divinity that comes for one's persistent effort, a prize for the penance called ordinary life' clearly implies that prize money is not presented as a Jackpot or means for indulgence or for changing the real person but as a reward for relentless effort. Option (c) is the answer.
12. Refer to last paragraph, lines 'As the winners no doubt find out, one can never have enough money…' clearly shows that the phrase was used to the fact that no one can have enough money. Option (a) is the answer.

Passage 4

13. Refer to 1st paragraph, lines 'the warm rains had been falling…no promise for relief'. Paragraph ends with '…soggy ground and overflowing water channels only depressed him', therefore it was not the rulers (as in Option (a)) or failing to beat Humayun in Chess (as in Option (b)) or Option (d) but the weather of warm rains and heaviness of monsoon air that depressed him. Option (c) is the answer.
14. Refer to 2nd paragraph, Options (a) and (d) are clearly stated and implied. 3rd paragraph refers to Option (c). in detail, however Option (b) in 1st paragraph is not clearly hinted at. It states that even the garden could not pull out Babur from his depression, it does not mention any efforts by Babur to go to garden. Option (b) is the answer.
15. Refer to last paragraph, lines 'But he had never thought that Humayun – so healthy and strong – might succumb to sickness'. Thus, Option (a) (fall beneath the feet of Elephants) or Option (b) (could be felled by the sword) or Option (c) (not being treated properly) are not mentioned of, but Option (d) is the answer.

16. Refer to 3rd paragraph, lines ‘shrewd and subtle minded’ as adjectives for Humayun. Last paragraph also states – ‘healthy and strong’ and ‘beloved’. The passage does mention ‘neatly turbaned head’ but in context of Abdul Malik. Thus Option (c) is the answer.

IIFT 2013

Passage 1

1. Passage speculates the reason behind the sons and wife not fleeing the country but does not conclude in certain.

   Option (a) is ruled out because we can infer that the family could have fled between the time of arrest of Madoff and his arrest.

   Option (b) is ruled out, refer to lines ‘his two sons if they were guilty…’ and Option (c) is ruled out, refer to lines ‘they could turn him in and deflect…’.

   Option (d) is the answer.
2. Refer to 1st paragraph, lines ‘All that fierce, smug….’. Other options are not mentioned in passage. Option (c) is the answer.
3. Option (a) is incorrect because though the use of hypermedia is stated, Madoff’s arrest is not attributed to it.

   Option (b) can concluded from 4th paragraph, lines ‘The treatment over the years….’

   Option (c) is incorrect because media’s treatment is mentioned in passage but is not enough to conclude that media runs parallel trials.

   Option (d) is incorrect because the passage states that the family has not been proven guilty.

   Option (b) is the answer.
4. Option (a) is incorrect, refer to 1st paragraph, lines ‘his wife and sons were guilty too’.

   Option (b) is correct, refer to 5th paragraph, lines ‘the public outcry against

Ruth Madoff…'

Option (c) is correct, refer to 4th paragraph, opening lines 'Despite the widespread fascination…'

Option (d) is correct, refer to 2nd paragraph, lines 'attacks on the Madoff family…'

Passage 2

5. Refer to 1st paragraph, lines 'Then one day.. discovered something remarkable...only about one' clearly states the reason why the author termed Grey Pouponas 'magic'. Other options do not provide proper reasons. Option (c) is the answer.
6. Refer to 1st paragraph, lines 'in early seventies…' and 3rd paragraph, lines 'by late 80's'. It can be concluded that it took around 20 years. Option (c) is the answer.
7. Refer to 2nd paragraph, lines 'ran tasteful ads…' TV ads showcased owners of Rolls Royce. It is clear that the target audience was 'rich and sophisticated'. Option (d) is the answer.
8. Option (a) is incorrect. Refer to 5th paragraph, lines '… sells it for three times the price of Heinz'.

   Option (b) is incorrect. Refer to 5th paragraph, closing lines 'you're doomed to eat Heinz…'

   Option (c) is correct. Can be inferred from 6th paragraph, lines 'Ratio of tomato solids…'

   Option (d) is incorrect because passage mentioned people were perplexed as walking away and not picking up the jar.

Passage 3

9. Option (a) is incorrect. 'Ahimsa' as mentioned is on contrary to the idea of passage.

   Option (b) is correct. Refer to 1st paragraph, opening lines – clear

implication that self-interest doesn't lead to selfish behavior.

Option (c) is incorrect. Option mentions 'pro-market' instead of 'pro-capitalism'.

10. Conundrum means 'confusion or enigma'. Option (a) states the enigma/confusion of human existence. Other options mention assertiveness or wrong or right about human existence. 1st option talks about the confusion about human existence. Thus, Option (a) is the correct answer.
11. Option (a) and Option (c) talk about contrary ideas as stated in passage. Option (b) is the answer. Refer to 7th paragraph, concluding statements '…but once there is enough, India might again return to its old character….'. Option (b) is the answer.
12. If government's policies are pro-market, it means reducing or removing 'Crony Capitalism', as contrary to Option (b) Other options are stated in affirmation in passage.

Option (b) is the answer.

Passage 4

13. Refer to 8th paragraph, last sentence – 'Fearful of foreign shocks, Brazil is still...'. Option (a) is affirmed.

Refer to last paragraph, Option (b) is affirmed.

Refer to 4th paragraph, last sentence. Option (c) is affirmed.

Option (d) is the answer.

14. Refer to 6th paragraph, clearly states that Brazil's quest for stability has originated from experience from financial crisis and hyper inflation.

Option (a) is the answer.

15. Refer to 7th paragraph, doesn't states an idea contrary to the one stated in option (d) Thus, Option (d) is the answer.
16. Options (a) and (d) are mentioned in 8th paragraph. Also refer to 1st paragraph, Option (b) is clearly stated. Thus, Croissants and bike were

never talked about being exported. Thus, Option (c) is the answer.

IIFT 2014

Passage 1

1. Refer to fifth paragraph, sentence – "From 2006-2011….." Option (a) is incorrect

   Refer to second paragraph, sentence – "It might not be the case that the team with the highest wage bill finishes top each and every time" – Option (c) is incorrect.

   Option (d) is incorrect as passage mentions Opta Sports and not ESPN sports.

   Refer to seventh paragraph, sentence – "'With wage bills four,…", thus Option (b) is the correct answer.
2. Refer to 13th paragraph, it is clearly mentioned that average shooting distance was twenty six yards. Option (c) is the correct answer.
3. From the passage, Hugo Rodallega is a player of Wigan Athletic, Ramzi Ben Said is a student at Cornell University, Roberto Martinez is Manager of Wigan Athletic and Albert Larcada is an analyst at ESPN. Option (d) is the correct answer.
4. From the passage, it is concluded that Guerilla football involved the style of counter-attack. Refer to last paragraph, "he had his team… punish them on counter attack". Option (c) clearly mentions the characteristics of Guerilla football and mentions counter attack as the strategy. Other options don't talk about this tactic. Option (c) is the correct answer.
5. Option (a) is incorrect. Refer to sixth paragraph, "…twenty years…". It's 20 years and not a decade as mentioned.

   Option (b) is correct as it is stated in fourth paragraph – "…pounds 50.5 million".

   Option (c) is correct as it is stated in fourth paragraph – "Wegan's average attendance is 17,000…"

Option (d) is correct as it is mentioned in 11th paragraph- “they scored almost four times…”

Option (a) is the answer as it is not stated in the passage.

Passage 2

6. Option (a) is correct. Refer to the extract of 5:30pm, it is clearly implied that the judge goes for shoot game on quail and partridge.

   Option (b) is correct. Refer to extract of 2:00pm, lines “…command of Hindi and Urdu was tenuous” – He was not a Brahmin.

   Option (d) is correct. Refer to extract of 8:30pm, it is clearly implied that the judge owed money.

   Option (c) is the answer as it is not stated in the passage.

7. Refer to extract of 5:30pm.

   Option (a) is incorrect as it is clearly stated that countryside was full of games and emitted sounds with movement.

   Options (c) and (d) are not mentioned in passage.

   Sentence- “One thing was always missing… returned with Nothing!” clearly states that Judge wouldn’t hit a single bird ever. Option (b) is the correct answer.

8. Refer to extract of 8:30am, lines “Farms were growing less…was in debt to the Bania” clearly states that the yield was not good, thus Option (a) is the correct answer.

   Other options are either logically inconsistent or are not talked about in passage.

9. Lariat is like a lasso, a long noosed rope used to catch animals. Brood means a breed, species. Flock means a large group. Flight is also a group of flying birds.

   All options except (a) are collective nouns.

   Option (a) is the answer.

Passage 3

10. Option (a) is incorrect. Refer to 3rd paragraph, lines "king appeared to dislike him (Garibaldi)…". Option says on contrary.

    Option (b) is incorrect. Refer to 12th paragraph, lines "Austrian flotilla…". It's not Spanish flotilla.

    Option (c) is incorrect. Refer to 11th paragraph, 17,000 Austrians an Tuscans + 30,000 Neapolitans and Spanish, 40,000 French. Total 87,000 soldiers, as opposed to 80,000 mentioned in option.

    Option (d) is correct. Refer to 12th paragraph.

    Option (d) is the answer.

11. Option (a). is incorrect. Refer to 5th paragraph, states that King of Naples was named "King Bamba" after the bombing of Messina.

    Option (b) is incorrect. Refer to 7th paragraph, states that defence was from French troops and not Austrian troops.

    Option (c) is correct. Refer to last paragraph, it is mentioned as is.

    Option (d) is incorrect. Refer to 1st paragraph, Giuseppe Mazzini was leader of Republicans and not Moderates.

    Option (c) is the answer.

12. Charles Albert was King of Piedmont. Ferdinand II was King of Naples. Louis Phillippe was King of France. Grand Duke belonged to Tuscany. Thus, Option (a) is the correct answer.

13. Refer to 13th paragraph, last sentence – "…faithful companion. Leggero escaped…towards Ravenna". Option (b) is the correct answer.

14. Option (a) is incorrect. Refer to 5th paragraph, states that Pope had taken refuge with King Bamba i.e. King of Naples and not Piedmont.

    Option (b) is correct. Refer to 3rd paragraph, states that Mazzini and Republicans suspected that Garibaldi had a deal with Monarchy.

    Option (c) is correct. Refer to 9th paragraph, lines "Garibaldi boldly wanted….", paragraph preceding chronicles the fighting at Castelli Romani.

Option (d) is correct because it is clearly states in passage that Roman had just been declared Republic.

Option (a) is the answer.

Passage 4

15. Option (a) is correct. Refer to 3rd and 4th paragraphs. There has been a healthier growth this year than last years.

Option (b) is incorrect. Refer to 9th paragraph, states that Risk level goes up as credit ratings go down.

Option (c) is incorrect. Refer to 3rd paragraph, states that BoB shrank its loan book by 1.97% and not less than 1 as the options states.

Option (d) is incorrect. Refer to 4th paragraph, PNB bank grew and did not decline as options states.

Option (a) is the answer.

16. Option (a) is clearly stated in opening lines of 1st paragraph, lines "in the first quarter, loan demand is not quite robust".

Option (b) is stated as is in 9th paragraph.

Option (c) is contradicted by the statement made by SBI Chief, Bhattacharya. Refer to 5th paragraph, lines "…we actually did not get good fresh proposals in the quarter".

Option (d) is stated as is in 6th paragraph.

Option (c) is the answer.

17. Refer to 9th, 10th and 11th paragraphs, all the stated options are mentioned as in these paragraphs. Hence, all are correct.

Option (d) is the correct answer.

IIFT 2015

Passage 1

1. Option (a) is mentioned in 2nd paragraph, lines- "China was both the biggest….."

Refer to fifth paragraph, it says Mittal is the world's biggest steel producer of long products and that Arcelor is the world's most profitable steel company. Thus, Options (b), (c) & (d) are incorrect.

Option (a) is the correct answer.

2. Option (d) is mentioned in 4th paragraph, lines- "With this would come….".

   Option (b) is NOT mentioned in the passage.

   Options (a) & (c) are indirectly useful for achieving better pricing position with customer.

   Option (d) is the correct answer.

3. Option (a) is incorrect. Refer to 7th paragraph, lines – "And to its long suffering shareholders.…" states that shareholders were suffering and not receiving good returns.

   Option (b) is correct. Refer to 5th paragraph, lines- "It's nearest rival, Arcelor…."

   Option (c) is incorrect. Refer to opening statement of 3rd paragraph. Steel industry was on a high instead and not in recession.

   Option (d) is incorrect. Refer to the closing statement of 2nd paragraph, lines – "Politicians began to lose faith…."

   Option (b) is the correct answer.

4. Only Option (c) is mentioned in the passage, in 2nd paragraph where privatization is being discussed. Other possibilities are not talked about.

   Option (c) is the correct answer.

Passage 2

5. Refer to the closing sentence of second paragraph – '… it scarcely seems like hyperbole…' clearly states that advent of Internet is an event of Epochal significance. Other options are not talked about as hyperboles in the passage.

Option (b) is the correct answer.

6. Otlet in the above passage is not being credited with inventing or co-inventing the internet, in fact he has nothing to do with such invention, however he is definitely prophesizing the internet and its usage, significance and applications. Option (c) is the correct answer.
7. Refer to the second last sentence in sixth paragraph – 'Each shared a commitment….', directly states option (b).

Other options are not mentioned anywhere in the passage.

8. Referring to terms used in reference to Otlet's idea in the passage, like 'envisioned', 'looking far head to a future', 'larger utopian project', 'permanent & lasting peace' etc. makes us believe that the idea is all Utopian, Futuristic and Visionary.

Option (d) i.e. All of the above, is correct.

Passage 3

9. The underlying idea of the passage is that there is a moral hazard which incentivizes lenders to lend without much due diligence as the risk is insured, this leads to financial crisis. Also other incidents are mentioned in passage to support the argument on financial crisis. Other topics are either not talked about or are partly talked about in the passage.

Option (a) is the correct answer.

10. Refer to fifth paragraph opening statement, moral hazard arises when insured party takes less precaution because he/she knows that risk is covered by the insurance issued to them. Option (a) is the correct answer.

Other options are incorrect.

11. Refer to fourth paragraph, sentence- '… it was a bail out for Western banks' clearly indicates that bail out is done for foreign banks. Option (c) is the correct answer.

Other options (Borrowing countries, Lending countries, local banks bailing out) are not mentioned in passage.

12. Refer to opening statement of fourth paragraph – 'Excessive borrowing…'. It is clearly mentioned that costs of a crisis are borne not just by lenders by whole society where society refers to tax payers in the country. Option (c) is the correct answer.

Lending banks are just one of the bearers of the costs. IMF and rich countries bearing such costs is not mentioned in passage.

Passage 4

13. Passage talks about Mass media and Political communication as a gist.

Other factors like Social, Economic & Cultural are mentioned in the passage but do not form the whole idea of it. They are mentioned to give instances whereas political communication is more prominent in the included paragraphs.

Option (a) is correct.

14. Refer to first paragraph, sentence – 'First, the impact of….'. It is clearly mentioned that primary agents of political socialization are – Family and Social class.

Other options are not mentioned in passage.

Option (c) is the correct answer.

15. Options (a), (b) and (c) are mentioned in Paragraphs 1, 2 and 3 respectively.

Option (d) All of the above is correct.

16. The Pluralist model is mentioned in Paragraph 5. Other models are not talked about in passage.

Option (c) is the answer.

IIFT 2016

Passage 1

1. Line 16 – “The stagnation stems from failures of state to build functioning ports & power plants…..” refers to the government’s lack in investment on infrastructure, its vague land acquisition laws and unfriendly & not well defined labor laws.

Options (a), (c) & (d) either address these problems incompletely or digress from it.

Option (b) addresses all pain points.

2. Refer to line 20 – “Between 1989 and 2010…..”. Jobs created were in small & informal sector that are suited to better handle Bureaucracy and attrition of workers.

Options, (a), (b) & (d) don’t direct to this particular fact.

Option (c) covers the reasoning better.

3. Refer to last paragraph, line “In India only about…..” suggests that service sector in country could only employ a small percentage of population. And line “Workers who have…..” suggests that small population can speak English and has access to better education over majority.

Options (a), (c) & (d) don’t cover these points.

Option (b) has covered all these, thus is the correct answer.

4. Refer to line “Instead of growing richer by exporting…..”. The answer is not direct but implies the fact that if services were exported, India could grow richer. How? Exports leads to an increase in foreign investment, domestic income generation & consumption. This is covered in Option (b).

Options (a), (c) & (d) don’t cover the consequences of exports.

Passage 2

5. Line 7 – “The renown of even the most….” suggests that concept of **glocalization** fails when both usage and price of global products are not set as per the local markets. This idea is explicit only in Option (a).

Option (b) states that the usage is set appropriately, which is not True.

Option (c) states that the price is set appropriately, which is not True.

Option (d) states on contrary to the original idea.

6. Refer to line 23 – “Consumers interact with us on 3 levels….Traditionally food & beverage companies have focused on only first”. First level is Neurological level.

Option (c) is the correct answer.

7. Refer to the opening statement of the passage. Reverse Innovation should replace the concept of glocalization. Option (d) is the correct answer.

8. Line “For example, PepsiCo is finding some long popular ingredients…..” suggests that PepsiCo has learned that snack food should use global quality and healthy local ingredients to meet today’s more aware consumers that care about healthy products.

Option (c) is the correct answer.

Passage 3

9. Refer to line – “Lack of access to higher education…..”. It’s clear that the reason behind low female labor is the lack of access to higher education that in turn results in lack of skills & qualifications.

Option (b) captures the whole idea clearly.

Options (a) & (d) are not mentioned.

Option (c) is partially True but is not the main focus of the passage.

10. Passage can be summarized as – Increased female labor participation positively impacts the social and economic growth of countries. This can be backed by the statement “OECD recently estimated……” that clearly states that increasing female labor can lead to an increase in GDP, 12 percent.

Option (a) captures a part not the idea of passage

Option (b) Richer the nation, higher the female labor participation- This is not implied in the passage

Option (c) Emerging countries lagging behind developed countries is not the gist of the passage

Option (d) captures the gist of the passage perfectly.

11. Line – "The IMF says that even a……" clearly states that even a small step like granting women rights to open a bank account can lead to substantial increase in women labor force.

Option (c) is the correct answer.

12. Refer to line – When growth in India was 7 percent, there was a decline in female participation from 35 percent to 25 percent.

Option (c) is the correct answer.

Passage 4

13. The whole idea of the passage is to discuss new techniques for improved navigation and efficiency of self guided robots. One such technique that has been used so far is SLAM technique, but author is focusing more on what the next such big technique could be that can capture real time data quickly and use it more efficiently.

Option (a) SLAM is mentioned in the passage but is not the main message that author wants to state

Option (b) states the whole idea of the passage perfectly

Option (c) Author is not advocating the use of digital cameras but is stating one such utilization of it

Option (d) No such great work is talked about in the passage. It's a normal discussion not any kind of extol.

14. Analogy is made by comparing the performance of one eyed mythical creature vs that of a robot that doesn't need 2 eyes itself to perform efficiently. Idea is that one eye is enough to perform well for a robot, in fact putting 2 eyes on a robot just increases the complexity.

Option (a) Ugliness is not being compared here

Option (b) One-eyed mythical figure being more efficient is not stated in

passage

Option (c) One-eyed mythical figures are called stupid. Robots with one-eye aren't, in fact their performance won't hinder without the other eye.

Option (d) No mention of implication of 2 eyes on a monster is stated in passage.

15. Laser based finders are more effective than digital cameras because:

They capture the contour map of surroundings which enables fast processing and

They are easy to use.

There is no mention of Digital cameras being expensive, in fact they are considered to be cheaper. Nor does the passage state that laser based finders are easy to use, in fact they are fiddly in usage.

Option (c) is the correct answer.

16. Last 6 lines clearly state that the performance of a digital camera can be improved by collecting images from different viewpoints, along with a computer program for faster processing.

Option (b) is the correct answer

Options (a), (c) & (d) are not stated in the passage.

PART TWO

Verbal Ability

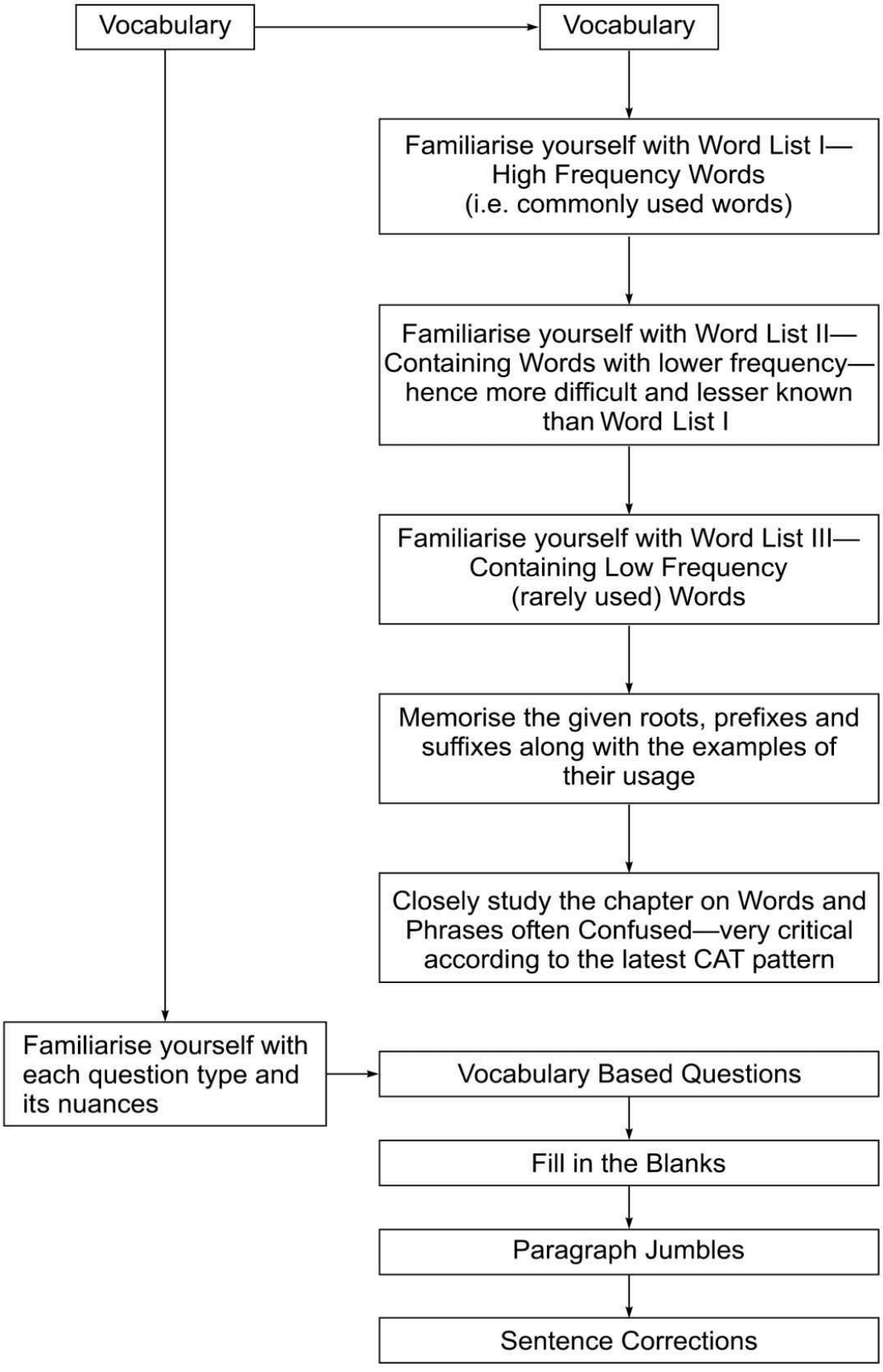
The chapters in this part will help you to hone your language skills in the following ways:

- Helping you to identify and use words of varying frequency levels as have been seen in CAT and other MBA entrance exams as well as in normal usage in English.
- Making you understand important roots, prefixes and suffixes and foreign words used in the English language.
- Helping you understand words that are often confused with each other. (*Note:* This is very crucial in CAT and all other exams over the past few years.)

Key Components of this Part:

- Words of different difficulty levels
- Bit-by-bit explanation of words in English language
- Theoretical inputs and level of Difficulty based exercises from the areas of
  - Fill in the Blanks
  - Paragraph Jumbles
  - Sentence Corrections
  - Phrasal Verbs
  - Paragraph Completion/Last Sentence of the Paragraph
  - Irrelevant Statement

Section 1
Vocabulary
Section 2
Vocabulary-based Questions
Section 3
Fill in the Blanks
Section 4
Paragraph-Jumbles
Section 5
Sentence Corrections
Section 6
New Verbal Question Types in CAT


Vocabulary
Vocabulary
Familiarise yourself with Word List I—High Frequency Words (i.e. commonly used words)
Familiarise yourself with Word List II—Containing Words with lower frequency—hence more difficult and lesser known than Word List I
Familiarise yourself with Word List III—Containing Low Frequency (rarely used) Words
Memorise the given roots, prefixes and suffixes along with the examples of their usage
Closely study the chapter on Words and Phrases often Confused—very critical according to the latest CAT pattern
Familiarise yourself with each question type and its nuances
Vocabulary Based Questions
Fill in the Blanks
Paragraph Jumbles
Sentence Corrections

SECTION

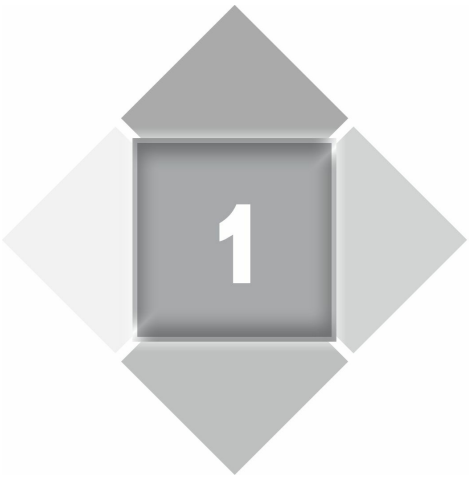
1

Vocabulary

This section is divided into following five chapters.

- Chapter 1 (High Frequency Words) gives you a list of words which you can expect to see in your day to day newspaper reading.
- Chapter 2 (Medium Frequency Words) and Chapter 3 (Low Frequency Words) gives you a list of progressively difficult words that you can expect in more complicated reading.
- Chapter 4 gives you a comprehensive listing of roots, prefixes, suffixes and words of foreign origin.
- Chapter 5 gives you a unique list of words and phrases which are often confused.

1. Word List I—High Frequency Words
2. Word List II—Medium Frequency Words
3. Word List III—Low Frequency Words
4. Roots, Prefixes, Suffixes and Foreign Words
5. Words and Phrases Often Confused



Word List I—High Frequency Words

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

No.	*Word*	*Definition*
		A
1.	**abandon**	*to give up* *S: Desert, Forsake, Leave* *A: Retain unrestrained activity, Exuberance*
2.	**abase**	*to humiliate* *S: Scorn, Belittle, Degrade* *A: Exalt, Cherish*
3.	**abate**	*to lessen; to subside*
4.	**abbreviate**	*to shorten* *S: Abridge, Condense* *A: Expand, Prolong*
5.	**abdicate**	*to give up formally* *S: Resign, Renounce*

		A: Retain, Uphold
6.	**abdication**	*giving up control, authority*
7.	**aberration**	*straying away from what is normal*
8.	**abet**	*to assist (normally a crime)*
		S: Conspire, Connive
		A: Dissuade, Deter
9.	**abhor**	*to hate; to detest*
10.	**abide**	*be faithful; to endure*
11.	**abjure**	*promise or swear to give up*
12.	**ablution**	*washing*
13.	**abridgement**	*a short summary*
		S: Outline, Abbreviation, Summary, Abstract
		A: Enlargement, Expansion
14.	**abscond**	*to go away suddenly (to avoid arrest)*
15.	**abstruse**	*difficult to comprehend; obscure*
16.	**abysmal**	*extremely bad*
17.	**abyss**	*a bottomless pit, anything too deep to measure*
		S: Chasm.
		A: Summit, Elevation
18.	**accede**	*agree to*
		S: Assent, Concur
		A: Refuse, Dissent

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

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S: Chasm.

A: Summit, Elevation

18. **accede** *agree to*

S: Assent, Concur

A: Refuse, Dissent

19. **acclaimed** *welcomed with shouts and approval*

20. **accolade** *praise; approval*

21. **accost** *to approach and speak to*

S: Greet

A: Shun, Avoid

22. **accredit** *to approve, certify*

23. **acomplice** *a partner in crime*

24. **acquaint** *to inform, to make familiar*

25. **acquit** *to clear (a person) of a charge*

26. **acrid** *sharp (as in speech)*

27. **acrimony** *bitterness or harshness of speech or manner*

28. **acronym** *word formed from the initial letters of a group of words.*

29. **acumen** *Keenness of mind, Insight*

30. **adage** *An old saying, Proverb*

31. **adamant** *inflexible*

32. **addle** *to become rotten; to become confused*

33. **adduce** *to offer as example, reason or proof*

34. **adjudicate** *to settle judicially*

35. **adjure** *to beg; appeal*

36. **admonish** *to warn, reprove mildly*

S: Censure, Rebuke

A: Applaud, Praise, Compliment

37. **admonitory** *containing warning*

38. **ado** *fuss, trouble*

S: Bustle, Commotion

39. **adorn** *add beauty; decorate*

40. **adroit** *skilful and clever*

S: Proficient, Dextrous

A: Awkward, Dull

41. **adulteration** *making impure, poorer in quality*

42. **advent** *an arrival, coming*

43. **adventitious** *coming from another source and not innate*

44. **adversary** *enemy, opponent*

45. **adversity** *misfortune, troubled state*

S: Distress, Ill luck

A: Fortune

46. **advert** *to call attention to, refer to*

47. **aeon** *eternity, immeasurable period*

48. **affable** *polite and friendly*

49. **affinity** *close connection, relationship*

50. **affirm** *to declare positively, to confirm*

S: Assert, Declare, Assure

51. **agape** *the mouth open wide with surprise*

52. **aggravate** *make worse; irritate*

agile

53.		*active; quick-moving*
54.	**agog**	*eager; excited*
55.	**ail**	*trouble; be ill*
56.	**alacrity**	*eager and cheerful readiness*
57.	**alcove**	*recess; partially enclosed place*
58.	**alienate**	*cause to make unfriendly, to distance oneself.* *S: Estrange* *A: Familiarise*
59.	**allay**	*to calm, quieten* *S: Soothe, Pacify* *A: Agitate, Kindle*
60.	**allegiance**	*duty; support; loyalty*
61.	**alleviate**	*make (pain) easier to bear*
62.	**allocate**	*to set apart for a specific purpose.*
63.	**alloy**	*mixture of two or more metals*
64.	**allure**	*to tempt with something desirable* *S: Lure, Inveigle* *A: Repel, Deter, Discourage*
65.	**aloof**	*reserved; indifferent*
66.	**amalgamate**	*mix, combine, unite*
67.	**ambient**	*Surround on all sides*
68.	**ambiguous**	*doubtful; uncertain*
69.	**amble**	*leisurely walk*
70.	**amiable**	*good natured* *S: Gentle, Pleasing, Charming* *A: Sullen, Churlish, quarrelsome*
71.	**amicable**	*friendly, peaceful*

		A: Warlike, Argumentative
72.	**amnesia**	*partial or total loss of memory*
73.	**amorphous**	*without definite form*
		S: Undefinable
		A: Crystalline, definite
74.	**analogy**	*similarity in some way*
75.	**anarchy**	*absence of government, political disorder*
		A: Order, Discipline
76.	**ancillary**	*helping, subordinate*
77.	**anguish**	*severe suffering*
78.	**animosity**	*feeling of strong dislike*
		S: Enmity, Hostility, Rancour, Animus
		A: Amiability, Friendliness
79.	**annihilate**	*to destroy completely*
80.	**annuity**	*a fixed sum paid every year*
81.	**annul**	*to do away with*
		A: Enforce
82.	**anoint**	*to put oil on as part of a ceremony*
83.	**anomaly**	*departure from the usual*
		S: Abnormality
		A: Normality
84.	**anon**	*soon*
		A: Normality
85.	**antidote**	*medicine used against a poison or a disease*
86.	**apiary**	*a place where bees are kept*
87.	**appease**	*make quiet or calm*
88.	**appraise**	*to assess the value, evaluate*

		S: Assess
89.	**apprehensive**	*unhappy feeling about future; anxious*
90.	**apprise**	*give notice; to inform*
91.	**arcade**	*a covered passage (especially lined with shops)*
92.	**arcane**	*secret, mysterious*
93.	**archaic**	*ancient, old-fashioned*
94.	**archives**	*collection of the historical records or documents of a government or organisation*
95.	**arid**	*dry and barren, dull* *S: Parched, Dry, Bare* *A: Lush, Fertile*
96.	**arrogance**	*proud superior manner of behaviour*
97.	**articulate**	*to express oneself in words clearly*
98.	**articulate**	*speak distinctly; connect by joints*
99.	**artefact**	*a hand-made object*
100.	**ascend**	*go or come up*
101.	**ascendancy**	*dominance*
102.	**ascertain**	*get to know*
103.	**ashen**	*deadly pale*
104.	**asterisk**	*the star-shaped symbol (*)*
105.	**astringent**	*substance that shrinks*
106.	**atheism**	*the belief that there is no god*
107.	**atonement**	*repayment, death of Jesus, make amends*
108.	**attune**	*bring into harmony*
109.	**audacious**	*daring; foolishly bold; impudent*
110.	**august**	*majestic; venerable*

111. **auspicious** *favorable; successful; prosperous*

112. **austere** *severely moral and strict; simple and plain*

113. **auxiliary** *helping; supporting*

114. **aver** *affirm; assert; prove; justify*

115. **aversion** *strong dislike*

116. **avid** *eager; greedy*

117. **avow** *admit; declare openly*

B

118. **babble** *to talk foolishly or like a small child.*

S: Prattle, Chatter, Palaver

A: Wisdom, Wit, Prudence

119. **bacchanalia** *orgy, wild-drunken party*

120. **backlog** *an accumulation or reserve*

121. **badger** *to nag, annoy, an animal*

122. **bait** *to persecute; piece of food put in a trap to attract*

123. **baleful** *harmful; ominous; causing evil*

124. **balk** *obstacle; purposely to get on the way of*

125. **banal** *trite, commonplace*

S: Inane, Vapid

A: Fresh, Original, New

126. **barbaric** *Primitive, Uncivilised, Cruel*

S: Savage, Inhuman, Tyrannical

A: Civilised, Humane, Cultured

127. **barrage** *heavy attack*

128. **barrage** *artificial obstacle built across a river*

129.	**barren**	*not good enough; unable to have young ones, without value*
130.	**bashful**	*easily embarrassed* *S: Shy, Diffident* *A: Bold, Adventurous, Arrogant*
131.	**bask**	*enjoy warmth and light*
132.	**beacon**	*a light used for warning or guiding*
133.	**benediction**	*something that promotes goodness or well-being*
134.	**benefactor**	*person who has given help*
135.	**benevolence**	*wish or activity in doing good*
136.	**benign**	*kind and gentle; mild (climate)*
137.	**berate**	*scold sharply*
138.	**bereave**	*to leave in a sad or lonely state, as by death*
139.	**bereft**	*rob or dispossess of something (material)*
140.	**berserk**	*in or into a violent rage or frenzy* *S: Wild, Frenzied* *A: Calm, Tranquil*
141.	**besiege**	*to overwhelm, surround*
142.	**besotted**	*made silly or stupid by love*
143.	**bestial**	*like a beast* *S: Brutish, Savage, Barbaric* *A: Civilised, Cultured, Learned*
144.	**bewilder**	*puzzle; confuse*
145.	**bigot**	*stubborn; narrow-minded person*
146.	**bizarre**	*odd, grotesque* *S: Eccentric, Unexpected* *A: Plain, Commonplace*

147. **bland** *uninteresting*

148. **blast** *explosion; gust of wind*

149. **blatant** *boldly conspicuous or obtrusive*

A: Obscure, Subtle, Hidden

150. **blatant** *noisy and rough*

151. **blemish** *to mar or spoil, a defect*

S: Flaw, Imperfection

A: Embellishment

152. **bogus** *sham; counterfeit; not genuine*

153. **boisterous** *loud; noisy; rough; lacking restraint*

154. **bolster** *give greatly needed support*

155. **boorish** *crude; offensive; rude*

156. **brainchild** *a person's own idea*

157. **brash** *hasty; rush; cheeky; saucy*

158. **brass** *an alloy of copper and zinc*

159. **bravado** *pretended courage or feigned confidence*

A: Cowardice

160. **bravura** *boldness, dashing style*

161. **brazen** *shameless, bold*

S: Daring

A: Submissive, Humble

162. **breach** *a violation, gap; opening; broken place; breaking*

163. **brittle** *easily broken*

164. **broach** *bring up; announce; begin to talk about*

C

165. **cacophony** *harsh sound*

166. **cajole** *use flattery or deceit; to persuade*

167. **callous** *hardened, unyielding*

S: Obdurate, Insensible

A: Compassionate, Sympathetic

168. **camaraderie** *friendship*

169. **camouflage** *A disguise in order to conceal*

170. **candid** *frank; straightforward*

171. **canon** *a basic law or principle by which something is judged.*

172. **cant** *insincere talk; tilt; overturn*

173. **canvass** *discuss thoroughly; sort of touting; try to get votes or support*

174. **cardinal** *principal, chief, most important*

S: Fundamental, Vital

A: Insignificant, Negligible, Minor

175. **caricature** *an exaggerated imitation of a person*

S: Exaggeration, Parody, and Mimicry

A: Reality

176. **catalyst** *substance that causes speeding up*

177. **cataract** *a large waterfall; en eye disease*

178. **catholic** *comprehensive; universal*

179. **caustic** *biting; sarcastic*

180. **cede/cession** *to surrender possession of, especially by treaty*

181. **celerity** *rapidity of motion or action*

182. **celestial** *of the heavens and sky*

S: Heavenly, Divine

A: Mortal, Earthly, Terrestrial

183. **celibacy** *complete sexual abstinence, the state of being unmarried*

A: Matrimony

184. **censure** *expression of blame or disapproval; a rebuke*

185. **chaff** *to tease good-naturedly; grain husk*

186. **charismatic** *possessing spiritual grace, inspiring*

A: Uninspiring

187. **chisel** *steel tool for shaping materials*

188. **chromatic** *of colour*

189. **circumscribe** *to draw line around; to limit*

190. **clamor** *shout; complain with a lot of noise*

191. **clerical** *of the clergy or clerk*

192. **clientele** *customers*

193. **clinch** *settle conclusively*

194. **cling** *to resist separation; hold tightly*

195. **clot** *half-solid lump formed from liquid*

196. **coax** *get somebody to do something by kindness*

197. **coerce** *compel or force to make obedient*

198. **cognizant** *being fully aware of*

199. **collusion** *secret agreement for a deceitful purpose*

200. **comatose** *of, like or in a coma, lethargic*

S: Unconscious

A: Alert

201. **combustion** *process of burning*

202. **comely** *attractive*

203. **commuter** *person who travels regularly*

204.	**compatible**	*getting along or going together* *A: Opposite, Intolerant*
205.	**conceal**	*hide; keep secret*
206.	**concede**	*to admit as true, accept* *S: Surrender, Admit, Own* *A: Deny, Refuse, Disagree*
207.	**conceited**	*having an excessively high opinion of oneself*
208.	**concise**	*brief and to the point* *S: Compact, Short, Terse* *A: Diffuse, Repetitive, Wordy*
209.	**concord**	*agreement or harmony*
210.	**concur**	*agree in opinion; happen to-gether*
211.	**condense**	*increase in density, strength; make short*
212.	**condone**	*forgive*
213.	**conduct**	*manage, to lead* *S: To direct, To transmit or convey, Guide* *A: Desert, Abandon, Forego*
214.	**congenial**	*kindred, compatible*
215.	**conjure**	*to summon as if by magic*
216.	**connive**	*to pretend not to look (at crime, etc.), Assist.*
217.	**conspicuous**	*easily seen; remarkable*
218.	**constrain**	*compel*
219.	**constrict**	*make tight or smaller*
220.	**construe**	*to interpret, to analyse* *S: Translate, Explain*
221.	**consume**	*get to the end of; eat*
	conviction	

222. *firm belief*

223. **cordial** *warm and sincere*

224. **correlate** *have a mutual relation*

225. **corroboration** *additional strengthening evidence*

226. **countenance** *to favor or approve of*

227. **counterfeit** *forgery*

228. **covetous** *eagerly desirous*

229. **cower** *crouch; shrink back*

230. **coy** *shy, modest (esp of a girl)*

231. **crass** *stupid*

232. **crease** *line made by crushing white line on the ground in cricket; crush*

233. **cringe** *to behave in an excessively servile way; flinch*

234. **cryptic** *secret; with a hidden meaning*

235. **cumbersome** *burdensome; heavy and awkward to carry*

236. **cupidity** *greed; lust*

237. **curriculum** *course of study*

238. **cursory** *quick, hurried*

239. **curtail** *make shorter than was planned*

D

240. **dabble** *to play in water as with hands*

241. **daft** *silly, inane*

S: Idiotic, Foolish

A: Profound, Wise, Intelligent

242. **dainty** *pretty, delicate (food); difficult to please*

243. **dally** *to deal carelessly (with), trifle*

244.	**dearth**	*shortage*
245.	**debacle**	*a breakup; overthrow; sudden disaster*
246.	**debutante**	*a girl making her social debut*
247.	**deciduous**	*ephemeral; of a tree shedding its leaves annually*
248.	**decisive**	*that settles a dispute* *A: Indecisive*
249.	**declaim/** **declamation**	*to speak pompously or bombas-* *tically; protest laudly*
250.	**decorum**	*propriety; properness*
251.	**decree**	*order given by authority*
252.	**decry**	*disapprove of*
253.	**defer**	*to postpone; to yield due to respect* *S: Delay, Adjourn* *A: Expedite, Hasten, Quicken*
254.	**defiance**	*open disobedience or resistance*
255.	**defile**	*to pollute, to corrupt* *A: Glorify*
256.	**definitive**	*conclusive, final* *S: Precise* *A: Vague, Confused*
257.	**deft**	*skilful* *S: Adept, Dexterous, Agile* *A: Awkward, Clumsy, Inept*
258.	**demean**	*to degrade* *S: Humble* *A: Honour, Revere*
259.	**demur**	*to hesitate; raise objections*

260. **demure** *decorous, modest*

S: Coy, Shy

A: Brazen, Impudent, Shameless

261. **denizen** *an inhabitant or frequenter of a particular place*

S: Citizen

A: Alien, Foreigner

262. **denounce** *condemn publicly*

263. **deplete** *use until none remains*

264. **depreciate** *to lessen in value*

S: Undervalue, Lower, Decry

A: Boost, Raise, Praise

265. **derivative** *unoriginal; obtained from another source*

266. **derogatory** *insulting; tending to damage*

267. **desiccant** *substance used to absorb moisture*

268. **despicable** *deserving scorn*

S: Low, Mean, Cowardly

A: High, Noble, Exalted

269. **despot** *An absolute ruler*

S: Tyrant

A: Democrat

270. **deter** *discourage; hinder*

271. **detraction** *slandering; verbal attack; aspersion*

272. **detriment** *damage*

S: Harm, Hurt, Injury

A: Advantage, Gain, Interest

273. **deviance** *being different in moral standards (from normal)*

274. **devious** *not direct, roundabout, Not honest*

		S: cunning, Underhand
		A: Straightforward, Honest
275.	**dexterity**	*skill (esp. in handling)*
276.	**diffidence**	*shyness*
277.	**dilapidated**	*falling to pieces (due to a severe earthquake)*
278.	**dilate**	*speak comprehensively; become wider, large*
279.	**dilatory**	*intended to delay*
280.	**disabuse**	*to free from error*
281.	**disallow**	*refuse to allow or accept as correct*
282.	**discern**	*see with an effort but clearly*
283.	**discomfit**	*confuse; embarrass*
284.	**discompose**	*to destroy the composure of*
285.	**discord**	*disagreement, quarrel, lack of harmony between musical notes*
286.	**discourse**	*speech; lecture*
287.	**discredit**	*refuse to believe*
288.	**discreet**	*careful, prudent*
289.	**discrete**	*individually distinct*
290.	**discretion**	*the freedom to make decisions*
291.	**disdain**	*look on with contempt*
292.	**disinter**	*dig up from the earth; reveal*
293.	**dislodge**	*remove from the place occupied*
294.	**dismal**	*sad; gloomy; miserable*
295.	**disparate**	*essentially different*
296.	**disproof**	*proof to the contrary*
297.	**dissemble**	*speak or behave so as to hide something (in mind)*
298.	**dissent**	*have a different opinion; refuse to assent*

299. **dissipate** *waste or squander*

300. **dissolute** *marked by indulgence in vices*

301. **dissolution** *disintegration; looseness in morals*

302. **distraught** *distracted violently; upset in mind*

303. **divergence** *getting farther apart from a point*

304. **divulge** *make known something secret*

305. **dogmatic** *positive; certain; arbitrary; without room for discussion*

306. **dolt** *stupid fellow*

307. **dormant** *in a state of inactivity but awaiting development*

308. **dote** *show much fondness; center one's attention*

309. **drawl** *slow way of speaking*

310. **drone** *male bee; person who isn't self-employed*

311. **drowsiness** *feeling sleepy; half asleep*

312. **drudge** *to do hard, menial or monotonous work*

313. **dubious** *feeling doubt or causing doubt*

314. **dud** *useless person; something that fails*

315. **dupe** *cheat; make a fool of*

316. **duplicity** *deliberate deception*

317. **dwarf** *person or somebody much below the usual size*

318. **dynamo** *a generator; something that produces electric current*

E

319. **earthenware** *dishes made of baked clay*

320. **earthy** *coarse, unrefined behaviour, of the earch*

		A: Cultured, Refined
321.	**eddy**	*circular or spiral movement (e.g., of wind), a current*
322.	**edible**	*fit to be eaten; not poisonous*
323.	**efficacy**	*production of a desired result*
324.	**egoism**	*selfishness*
		A: Asceticism
325.	**egotism**	*excessive reference to oneself in speaking or writing*
		S: Egoism, Conceit
		A: Humility
326.	**egress**	*way out; exit*
327.	**elaborate**	*worked out with much care, in great detail*
328.	**elan**	*spirited self-assurance*
		S: Vivacity, Enthusiasm, Exuberance
		A: Sobriety, Depression
329.	**elegiac**	*Sad, Mournful*
		A: Happy
330.	**elegy**	*a lament; a melancholy composition*
331.	**elicit**	*draw out*
332.	**eloquence**	*fluent speaking; skillful use of language*
333.	**emaciate**	*make thin and weak*
334.	**emanate**	*to come forth, Issue, as from a source*
		S: Emerge, Originate
		A: Stop
335.	**embark**	*Begin a journey or endeavor*
336.	**embellish**	*make beautiful*
337.	**embezzle**	*use in a wrong way for one's own benefit*
338.	**emend**	*To make scholarly corrections in a text*

		S: Correct, Revise, Rectify
		A: Corrupt, Debase, Spoil
339.	**emote**	*stir up; excite*
340.	**emulate**	*to try to equal or surpass; copy*
341.	**encapsulate**	*enclose in capsule*
342.	**encumbrance**	*burden, things that get in the way of*
343.	**endearing**	*making dear or liked*
344.	**endorse**	*write one's name on the back of*
345.	**enduring**	*lasting*
346.	**engrave**	*impress deeply, carve*
347.	**engrossing**	*taken up all the time or attention; writing in large or formal way*
348.	**engulf**	*swallow up*
349.	**enmity**	*hatred; being an enemy*
350.	**ennui**	*boredom*
351.	**enormity**	*of great size, number, etc. huge; a serious crime*
		S: Vast, Immense
		A: Smallness, Insignificance
352.	**ensign**	*flag; badge*
353.	**entangle**	*put into difficulties; involve as in a tangle*
354.	**enthrall**	*please greatly; enslave (fig.)*
355.	**entice**	*tempt or persuade*
356.	**entreat**	*ask earnestly*
357.	**enunciate**	*pronounce (words); express a theory*
358.	**enzyme**	*catalyst*
359.	**eon**	*an extremely long, indefinite period of time*

360.	**epitome**	*representative example; a typical model*
361.	**equable**	*steady; regular*
362.	**equilibrium**	*state of being balanced*
363.	**eradicate**	*get rid of; pull up by the roots*
364.	**erratic**	*irregular in behaviour or opinion*
365.	**erudite**	*learned; scholarly*
366.	**espouse**	*marry; give one's support to*
367.	**etiquette**	*the forms, manners, etc. conventionally acceptable or required in society, profession, etc.*
368.	**eulogy**	*formal praise; panegyric*
369.	**euphoria**	*elation; state of pleasant excitement*
370.	**euthanasia**	*easy and painless death*
371.	**evasive**	*tending to evade*
372.	**evoke**	*call up; bring out*
373.	**exasperate**	*to irritate* *S: Exacerbate, Provoke* *A: Mollify, Placate, Conciliate*
374.	**excerpt**	*a passage or extract from a book, film or piece of music*
375.	**exhaustive**	*complete; thorough*
376.	**exigency**	*emergency; an urgent situation*
377.	**exorbitant**	*much too high or great*
378.	**expedient**	*likely to be useful for a purpose*
379.	**exploit**	*brilliant achievement; develop, use selfishly*
380.	**extempore**	*without previous thought or preparation*
381.	**extinct**	*no longer active*

382. **extinguish** *end the existence of; wipe or put out*

383. **extol** *praise highly*

384. **extort** *obtain by threats, violence*

385. **extrovert** *cheerful person*

F

386. **fallacious** *based on error*

387. **falter** *waver; move in an uncertain manner*

388. **fanciful** *imaginary*

389. **fawn** *young deer; try to win some-body's favor*

390. **feign** *to pretend*

S: sham, dissemble, simulate, counterfeit

391. **felon** *person guilty of murder*

392. **femur** *thighbone, longlegs bone extending from the pelvis to the knee*

393. **ferment** *undergo fermentation; become excited, commotion*

394. **ferocity** *savage cruelty*

395. **fervor** *warmth of feelings; earnestness*

396. **feud** *bitter quarrel over a long period of time*

397. **fidelity** *loyalty; accuracy*

398. **fidget** *move restlessly; make nervous*

399. **figurehead** *carved image on the brow of a ship; nominal leader*

400. **finesse** *delicate way of dealing with a situation*

401. **finical** *too fussy about food, clothing, etc.*

402. **finicky** *finical*

403. **fission** *splitting or division (esp. of cells)*

404. **fixate** *stare at*

405. **flak** *criticism; anti-aircraft guns*

406. **flamboyant** *brightly colored; florid*

407. **flaunting** *show off complacently*

408. **flax** *pale; yellow (hair); a plant*

409. **fleet** *number of ships; quick-moving*

410. **flop** *fail; move; fall clumsily*

411. **florid** *very much ornamented; naturally red (e.g., of face)*

412. **flout** *reject, mock; to go against (as in going against tradition)*

413. **fluke** *lucky stroke*

414. **fluster** *make nervous or confused*

415. **foil** *prevent from carrying out; contrast*

416. **foment** *put something warm (to lessen the pain)*

417. **foolproof** *incapable of failure or error*

418. **forbear** *refrain from; be patient; ancestor*

419. **forbearance** *patience; willingness to wait*

420. **forensic** *belonging to courts of judicature*

421. **forerunner** *a sign that tells or warns of something to follow*

S: Herald, Harbinger, Predecessor

A: Successor, Offspring

422. **forfeit** *suffer the loss of something*

423. **forge** *workshop for the shaping of metal; to shape metal lead*

424. **forgery** *counterfeit*

425. **forte** *that which one does particularly well*

426. **forthright** *direct and frank*

S: Outspoken, Straightforward

A: Obscure, Veiled

427. **foster** *nurture; care for*

428. **fragile** *easily injured, broken or destroyed*

429. **frantic** *wildly excited with joy; anxiety*

430. **fraternal** *brotherly*

431. **fraudulent** *based on or using fraud*

S: Cheating, Deceitful

A: Honest

432. **fray** *to wear out by use, cloth etc.*

S: frazzle, tatter

433. **frenzied** *wildly, insanely, excited*

S: wild, frantic, hysterical

434. **fret** *worry; irritation; wear away*

435. **fringe** *edge; ornamental border; part of hair over the forehead*

436. **frolicsome** *light-hearted, gay*

S: playful, pranks

437. **frugal** *careful; economical*

438. **futile** *useless*

S: Trifling, Trivial, Vain

A: Effective, Satisfactory, Fruitful

G

439. **gala** *a festivity, celebration, commemoration*

440. **gale** *cyclone, hurricane, storm, tempest*

441. **gallant** *brave, noble, attentive to ladies, amorous*

442.	**gallivant**	*(derogatory) to go about from one place to another in search of pleasure*
443.	**galvanise**	*to stimulate*
444.	**gambol**	*frolic, play*
445.	**gamut**	*the entire range or extent* *S: Range, Scope, Purview*
446.	**gape**	*to stare with open mouth, to be wide open* *S: Gawk, ogle, peer*
447.	**garish**	*gaudy* *S: Ostentatious* *A: Sober, Modest*
448.	**garment**	*article of clothing*
449.	**garnish**	*to decorate* *S: Embellish, Adorn, Beautify* *A: Spoil, Disfigure, Impair*
450.	**gasket**	*a layer of packing material like a sheet of asbestos, etc. used for making gas-tight joints*
451.	**gasp**	*to gape for breath*
452.	**gawk**	*to stare stupidly*
453.	**gawky**	*clumsy* *S: Awkward, Ungainly* *A: Elegant*
454.	**generic**	*of a whole class, kind or group* *S: Typical, Characteristic, Common* *A: Individual, Particular*
455.	**genteel**	*polite or well bred* *S: Polished, Refined, Cultured* *A: Rough, Coarse, Ill-bred*

456. **gentry** *people of the upper class*

457. **gesticulate** *to make lively gestures*

S: Signal, Pantomime

458. **gibe** *An insulting remark*

S: Scoff, Sneer, Mock

A: Praise, Exalt, Applaud

459. **gild** *to cover with gold or gold-like substance; gift*

460. **girth** *circumferential measure of thickness*

461. **gist** *the point; general sense*

462. **gleam** *to glow or shine, to flash*

463. **glib** *ready and smooth but not sincere*

464. **glimmer** *weak, unsteady light, twinkle*

465. **gloss** *brightness, polish, radiance, luster, shine*

466. **gnarled** *contorted, twisted, weather-beaten, knotty*

467. **gnaw** *waste away; bite steadily*

468. **goad** *something urging a person to action*

469. **gorge** *eat greedily; narrow opening with a stream*

470. **gouge** *tool for cutting grooves in wood; scoopout*

471. **grave** *serious; requiring consideration*

472. **gravel** *an assemblage of stones*

473. **graze** *touch or scrape lightly in passing, feed on grass*

474. **grievous** *causing grief or pain; serious*

475. **grimace** *make a distorted face*

476. **grit** *persistence, stamina, pluck, determination*

477. **grovel** *crawl; humble oneself*

478. **grueling** *exhausting*

479. **grumpy** *peevish*

S: Morose, Irritable, Surly

A: Amicable, Gentle

480. **guild** *an association for mutual aid/ help*

481. **guise** *external appearance, manner, behaviour, dress*

482. **gullible** *easily tricked*

483. **gush** *burst out suddenly; talk ardently*

484. **gust** *outburst of feeling; sudden rain, wind, fire, etc.*

485. **gyrate** *To move in a circular or spiral path*

S: Spin, Whirl, Rotate

H

486. **hack** *cut roughly; hired horse*

487. **hardihood** *resolute; courage and fortitude*

488. **harmonious** *having parts arranged in an orderly, pleasing way*

S: Agreeable, Concordant, Congruous

A: Dissonant, Opposed, Incompatible

489. **haughty** *arrogant; conceited*

490. **heady** *intoxicating*

491. **heed** *attention; give notice to*

492. **heinous** *odious (of crime)*

493. **hematology** *the study of blood and its diseases*

494. **hereditary** *of, or passed down by inheritance from an ancestor*

S: Inherited, Congenital

495.	**heresy**	*belief contrary to what is generally accepted*
496.	**hermaphrodite**	*a person, animal or plant with sexual organs of both male and female*
497.	**heterogeneous**	*made up of different kinds*
498.	**heyday**	*the time of greater vigor, prosperity etc.*
499.	**hibernate**	*to spend the winter in a dormant state (of animals), to be inactive*
500.	**highbrow**	*(person) with superior tastes*
501.	**hinder**	*to keep back, stop* *S: Impede, Obstruct, Prevent* *A: Help, Assist, Further*
502.	**hinterland**	*The land away from a river*
503.	**hirsute**	*hairy; shaggy*
504.	**hoax**	*mischievous trick played on somebody for a joke*
505.	**hobnob**	*To be on close terms (with the government)* *A: Alienate, Estrange*
506.	**homicide**	*the killing of one person by another*
507.	**hone**	*stone used for sharpening tools, sharpen*
508.	**hoodwink**	*trick; mislead*
509.	**hospitable**	*to give hospitality, welcoming to guests*
510.	**hush**	*make or become silent*
511.	**husk**	*worthless outside part of anything (seed, fruit, etc.)*
512.	**hypocrisy**	*falsely making oneself appear to be good*

I

513.	**icon**	*an image, figure, statue*

514. **idealism** *behaviour or thought based on a conception of things as one thinks they should be*

515. **ignoramus** *an ignorant person*

S: Dunce, Dolt, Dope

A: Genius, Prodigy, Scholar

516. **illegible** *hard or impossible to read because badly written or printed*

S: Unreadable, Indecipherable

A: Legible, Readable, Decipherable

517. **illicit** *unlawful; forbidden*

518. **illusion** *an unreal or misleading appearance or image*

S: Fantasy, Image

A: Reality, Fact

519. **immaculate** *pure; faultless*

520. **imminent** *likely to come or happen soon*

521. **immune** *exempt from or protected against something harmful*

S: Exculpate, Reprieve

A: Condemn, Convict, Blame

522. **impair** *worsen; diminish in value*

523. **impassioned** *filled with passion or zeal*

524. **impassive** *unmoved feeling; no sign of passion*

525. **impeach** *to accuse; to charge with a crime*

526. **impede** *hinder; get in the way of*

527. **impending** *imminent; being about to happen; expected*

528. **imperative** *urgent; essential*

529. **impermeable** *that cannot be permeated*

530. **impertinent** *given to insolent rudeness*

531. **imperturbable** *calm; not capable of being excited*

532. **impervious** *not allowing to pass through (of materials)*

533. **implacable** *incapable of being placated; unpleasable*

534. **implicit** *implied though not plainly expressed*

535. **improvise** *to compose and perform without preparation*

S: Extemporise, Invent, Compose

536. **impudent** *rash; indiscreet*

537. **inane** *silly; senseless*

538. **inasmuch** *since; because*

539. **incandescent** *white, glowing or luminous with intense heat*

540. **incarcerate** *to put in prison; to confine*

541. **incense** *make angry*

542. **inception** *Act of beginning, Start*

S: inauguration, Beginning, Origin

A: Termination, End, Finish

543. **incessant** *often repeated; continual*

544. **incise** *engrave; make a cut in*

545. **incite** *stir up; rouse*

546. **incoherent** *Not logically connected, Disjointed*

S: Confused

A: Clear, Vivid

547. **incongruous** *out of place; not in harmony or agreement*

548. **incredible** *seeming too unusual to be possible*

549. **inculcate** *fix firmly by repetition*

550. **indeterminate** *indefinite*

A: Definite, Clear

551. **indignant** *feeling or expressing anger especially at unjust or mean action*

S: Anger, Wrath, Scorn

A: Calm Cool, Patient

552. **indiscreet** *to open in what one says or does*

S: Brash, Rash, Reckless

A: Wise

553. **indistinct** *not easily heard, seen*

554. **indolence** *laziness*

555. **indomitable** *not easily discouraged or subdued*

556. **induct** *to place formally in an office, a society, etc.*

S: Install, Initiate

557. **indulge** *gratify; give way to; satisfy; allow oneself*

558. **indulgent** *inclined to indulge*

559. **inebriated** *intoxicated*

S: Drunk, Tipsy

A: Sober, Teetotal

560. **inept** *unskillful; said or done at the wrong time*

561. **ineptitude** *quality of being unskillful*

562. **infirm** *Weak from age*

S: Weak, Languid, Feeble

A: Strong, Powerful, Tough

563. **inflammatory** *rousing excitement, anger, etc.*

S: Incendiary, Infuriating

A: Reconciling. Mitigating

564. **inflict** *to cause (wounds, pain etc.) suffering*

565. **infringe** *To break (a law or pact)*

S: Transgress, Violate, Trespass

566. **infuriate** *fill with fury or rage*

567. **infuse** *put; pour; fill*

568. **ingenious** *clever, resourceful*

S: Skillful, Inventive

A: Unskilled, Awkward, Dull

569. **ingest** *take in by swallowing*

570. **ingress** *the act of entering; entrance*

571. **inhibition** *restraint, reserve*

S: Repression, Ban, Opposition

A: Approval, Permission, Accordance

572. **inimitable** *defying imitation; unmatchable*

573. **insane** *mentally ill or deranged, Not sane*

S: Mad, Delirious, Frenzied

A: Sound, Sane, Normal

574. **insensible** *unconscious; unresponsive; unaffected*

575. **insignia** *distinguishing marks as emblems of rank*

S: Sign

576. **insipid** *without taste or flavor*

577. **insolent** *boldly disrespectful, rude*

S: Impudent, Impertinent, Offensive

578. **insolvent** *unable to pay debts; impoverished*

579. **interim** *as an installment, provisional*

580. **intimate** *to announce; to suggest or hint, close to (as in relations)*

581. **intractable** *not easily managed or controlled; unruly*

582. **inundate** *flood; cover by overflowing*

583. **irate** *angry*

584. **ire** *anger*

585. **irksome** *tiresome*

586. **irresolute** *hesitating; undecided*

J

587. **jab** *sneer, taunt, belittle*

588. **jabber** *To talk quickly and incoherently*

589. **jabber** *talk excitedly; utter rapidly*

590. **jacuzzi** *a special type of bath mechanism where water is agitated to give extra invigoration*

591. **jaded** *bored, satiated, dulled*

S: inferior, wearied, listless, exhausted

A: refreshed, strengthened

592. **jagged** *uneven, rough edged, notched*

593. **jeer** *to make fun of, deride; scoff; mock*

594. **jerk** *a spasmodic muscle movement;*

595. **jester** *clown; buffoon*

596. **jibe** *gibe; make fun of*

597. **jittery** *jumpy; nervous; shaky; anxious*

598. **jockey** *to manoeuvre, to position of advantage; horse rider*

599. **jocular** *meant as a joke*

600. **jolt** *to shake with a sudden jerk; startle*

601. **jostle** *to hustle; to elbow*

602. **jovial** *joyous; full of geniality*

603. **jubilant** *shouting with joy; rejoicing*

604. **jubilation** *celebration; elation; euphoria; exultation*

605. **judicious** *sound in judgment; wise*

606. **junk** *rubbish; garbage; trivia; trash*

607. **junta** *a group of men united for some secret intrigue*

608. **jurisdiction** *legal authority; extent of power*

609. **juvenile** *young; childish; youthful; immature*

K

610. **keen** *intense, sharp, vivid, acute*

611. **keep-sake** *gift, usually small and often not very costly, that is kept in memory of the giver*

612. **kennel** *house for dogs, a pack of hounds*

613. **keynote** *(i) The basic idea or Ruling principle*

S: Theme, Nub (ii) Musical Note

614. **killjoy** *One who destroys or lessens other people's enjoyment*

615. **kiln** *a furnace or oven for drying, burning or baking bricks, pottery, etc.*

616. **kimono** *a traditional dress of Japan*

617. **kin** *relative, family related as by blood*

618. **kindergarten** *school for infants*

619. **kindle** *to set fire to*

S: light, inflame, ignite

A: extinguish, discourage, snuff-out

620. **kingpin** *chief, don, boss*

621. **kiosk** *a small stall for the sale of newspapers, etc.*

622. **kit** *apparatus, gear, outfit*

623. **kith** — *kith and kin; friends and relations*

624. **kitty** — *pool of money to be played for*

625. **knack** — *dexterity, talent, proficiency, ability*

626. **knit** — *draw together; unite firmly*

627. **kudos** — *credit for achievement, glory, fame*

L

628. **lacklustre** — *(of eyes) dull*

629. **lag** — *(i) To fall behind, Not keep pace, Move slowly (ii) Imprison, Arrest (iii) A piece of non-conductive cover of a boiler to prevent heat transfer*

630. **lament** — *show, feel great sorrow*

631. **languish** — *To become weak, Droop, Be unhappy*

632. **languid** — *without vigour or vitality*

S: Pensive, Drooping, Lethargic

A: Brisk, Lively, Vivacious

633. **languor** — *Lack of vigour or vitality*

634. **latent** — *present but not visible or active; the latent force of an atomic bomb*

S: dormant, potential

635. **lavish** — *giving or producing freely, liberally or generously*

636. **legacy** — *something handed down from ancestors*

637. **lethal** — *causing death*

S: Deadly, Fatal

A: Harmless

638. **lewd** — *pertaining to lust, indecent*

S: Obscene, Lustful, Licentious

A: Pure, Chaste

639. **liberality** *free giving; generosity*

640. **limp** *lacking strength; walking unevenly*

641. **limpid** *transparent; absolutely serene and untroubled*

642. **lingo** *a dialect, jargon etc., that one is not familiar with*

643. **listless** *characterised by lack of interest, energy or spirit*

644. **lithe** *bending, twisting*

645. **litigate** *to contest in a lawsuit*

646. **livid** *(i) Discoloured by a bruise, Black and blue (ii) Furiously angry*

S: Discoloured, Angry

647. **loathe** *To feel intense dislike or disgust for*

S: Detest, Abhor, Abominate

648. **loll** *rest; to sit or stand in a lazy way; hang (dog's tongue)*

649. **lucid** *clear, readily understood*

S: Clear, Intelligible

A: incomprehensible, irrational, Illegible

650. **lull** *become quiet or less active*

651. **lumber** *move in a clumsy, noisy way*

652. **luminary** *star; light-giving body*

653. **lurk** *be out of view, ready to attack*

654. **lustrous** *being bright, polished*

M

655. **machination** *plot; scheme (esp. evil)*

656. **maestro** *a master in an art, especially a great conductor or*

		composer of music
657.	**magnanimous**	*generous*
		A: Selfish, Mean, Miserly
658.	**magnate**	*important person in any field*
659.	**malady**	*disease, Illness*
		S: Illness, Disorder, Ailment
660.	**malice**	*active ill will, desire to harm another*
		S: Spite, Grudge, Hatred
		A: Benevolence, Goodwill
661.	**malign**	*injurious; speak ill of somebody; tell lie*
662.	**malinger**	*to fake illness or injury in order to shirk a duty*
663.	**malleable**	*yielding easily; can be moulded; adapting*
664.	**malodorous**	*producing a bad odour, stinking*
		S: foul, Noxious
		A: fragrant
665.	**mandatory**	*authoritatively commanded*
		S: Compulsory
666.	**massacre**	*cruel killing of a large number of people*
667.	**matriculation**	*be admitted, enter a university as a student*
668.	**maul**	*hurt by rough handling*
669.	**mediocre**	*ordinary, Average*
670.	**melancholy**	*very sad and depressed state*
		S: Dispirited, Sorrowful
		A: Happy, Merry
671.	**mendacity**	*dishonesty*
672.	**mendicant**	*a beggar*

673. **mercurial** *quick, changeable in character; fleeting*

674. **mesmerise** *hypnotise*

675. **metamorphosis** *transformation*

S: Conversion, Change

676. **meticulous** *giving great attention to details*

677. **mettle** *quality of endurance or courage*

678. **mettlesome** *courageous; high-spirited*

679. **mince** *pronounce or speak affectedly; euphemise; pound to a pulp*

680. **mischievous** *harmful; causing mischief*

681. **miscreant** *heretical; villainous*

682. **miser** *person who loves wealth and spends little; frugal*

683. **missive** *letter*

684. **moderation** *quality of being limited; not extreme*

685. **mollify** *make calmer or quieter*

686. **molt** *moult; lose hair, feathers before new growing*

687. **morbid** *diseased; unhealthy (e.g., about ideas)*

688. **mordant** *biting and caustic; incisive*

689. **morose** *ill-tempered, unsocial*

690. **muffler** *cloth worn round the neck; silencer*

691. **multifarious** *varied; motley; greatly diversified*

692. **mundane** *worldly as opposed to spiritual; commonplace; everyday*

693. **myriad** *very great number*

N

694. **nadir** *lowest, weakest point*

695. **nag** *to find fault with*

696. **naive** *Unaffectedly simple*

S: Artless, Innocent, Unsophisticated,

A: Cunning, Shrewd, Sly

697. **narcotic** *a drug such as morphine, used to relieve pain and induce sleep*

S: Dope, Opiate, Drug

A: Stimulant

698. **nascent** *coming into existence; emerging*

699. **natal** *of or relating to one's birth*

A: Mortal

700. **nautical** *of sailors, ships or navigation*

701. **negligent** *taking too little care*

702. **nervy** *bold or brash; nervous*

703. **neurotic** *having neurosis (a functional derangement caused by disorder of the nervous system)*

A: Sane, Poised, Rational

704. **nexus** *a connection, tie or link*

705. **nibble** *take little bites*

706. **nocturnal** *of or in the night*

707. **nomenclature** *the system of naming used in a science, etc.*

S: Terminology

708. **nonentity** *a person or thing of little or no importance*

709. **notorious** *widely known especially unfavourably*

S: ill-famed, Infamous, Dis-honourable

A: Good, Virtuous, Honest

710. **noxious** *harmful*

711. **nuptial** *of marriage or wedding*

O

712. **obese** *corpulent, fat*

713. **oblivious** *unaware; having no memory*

714. **obnoxious** *odiously or disgustingly objectionable*

715. **obstinate** *determined to have one's own way, Stubborn*

S: Head-Strong

A: Obliging, Yielding, Flexible

716. **obtain** *to be established; accepted or customary*

717. **obtrusive** *projecting; prominent; undesirably noticeable*

718. **obtuse** *blunt; stupid*

719. **occluded** *blocked up*

720. **octogenarian** *a person between the ages of eighty and ninety*

721. **odious** *repulsive; hateful*

722. **odium** *contempt; dislike; aversion*

723. **odor** *smell; favor; reputation*

724. **offal** *waste or by-product of a process; rubbish*

725. **ogle** *to keep looking at flirtatiously*

726. **ominous** *threatening*

727. **onus** *a burden, unpleasant duty etc.*

728. **opaqueness** *dullness; not allowing light to pass through*

729. **opinionated** *holding obstinately to one's opinions*

S: Obstinate, Dogmatic

A: Open-minded

730. **opportune** *suitable, said of time*

S: Appropriate

A: Untimely, Unsuitable, Inappropriate

731. **opulent** *Having much wealth. rich*

S: Affluence, Wealth

A: Poverty, Penury, Frugality

732. **outlandish** *very odd or strange*

S: Strange, Odd, Peculiar

A: Normal, Well mannered

733. **overhaul** *examine thoroughly; to learn about the condition*

P

734. **palate** *roof of the mouth; sense of taste*

735. **palatial** *magnificent*

736. **palliate** *lessen the severity of*

737. **palpability** *can be felt, touched, understood*

738. **paradigm** *a model; example or pattern*

739. **paraphrase** *express meaning in different words*

740. **parasol** *umbrella used as a sunshade, especially by women*

741. **pariah** *an outcast; a rejected and despised person*

742. **partisan** *one-sided; committed to a party; biased or prejudiced*

743. **pathos** *emotion of sympathetic pity*

744. **patron** *regular customer; person who gives support*

745. **paucity** *scarcity; a lacking of*

746. **pedestrian** *commonplace; trite; unremarkable, person who walks*

747. **peevish** *bad-tempered; irritable*

748. **penchant** *strong inclination; a liking*

749. **penitent** *feeling or showing regret*

750. **penurious** *poor; stingy*

751. **penury** *extreme poverty*

752. **perilous** *dangerous*

753. **perish** *be destroyed; decay*

754. **perky** *cheerful and lively*

755. **permeate** *spread into every part of*

756. **pernicious** *harmful; injurious*

757. **perpetrate** *be guilty; commit (a crime)*

758. **perquisite** *gratuity or tip*

759. **personable** *pleasing in appearance; attractive*

760. **pertain** *belong as a part; have reference*

761. **pervade** *diffuse*

762. **pest** *destructive thing or a person who is a nuisance*

763. **petrified** *power (to think, feel, act) taken away, scared*

764. **petrify** *to make hard, rocklike; frighten*

765. **phoney** *not genuine*

766. **piety** *the quality of being religious*

767. **pinch** *be too tight; take between the thumb and finger*

768. **pine** *waste away through sorrow or illness*

769. **pious** *dutiful to parents; devoted to religion*

770. **pitfall** *covered hole as a trap; unsuspected danger*

771. **pith** *essential part; soft liquid substance; inner core of stems in plants.*

772.	**pivotal**	*of great importance (others depend on it)*
773.	**placate**	*soothe; pacify; calm*
774.	**placid**	*serenely free of interruption or disturbance*
775.	**plaintive**	*mournful melancholy; sorrowful*
776.	**plaque**	*flat metal on a wall as a memorial*
777.	**plea**	*request*
778.	**plead**	*address a court of law as an advocate*
779.	**plethora**	*excess*
780.	**pliant**	*pliable; easily bent, shaped or twisted*
781.	**plod**	*continue doing something without resting*
782.	**pluck**	*pull the feathers off; pick (e.g., flowers)*
783.	**plunge**	*move quickly, suddenly and with force*
784.	**poncho**	*large piece of cloth*
785.	**portent**	*omen; marvellous; threatening*
786.	**postulate**	*to claim; to assume as true, existent or necessary*
787.	**prattle**	*chatter; to utter or make meaningless sounds*
788.	**precarious**	*uncertain; risky; dangerous*
789.	**precipitous**	*steep*
790.	**précis**	*concise summary*
791.	**precursory**	*preliminary; anticipating*
792.	**predominate**	*have more power than others*
793.	**preen**	*tidy; show self-satisfaction*
794.	**premature**	*doing or happening of something before the right time*
795.	**preponderance**	*greatness in number, strength, weight*
796.	**prevalent**	*common*

797. **prim** *neat; formal*

798. **pristine** *primitive; unspoiled; pure as in earlier times*

799. **procrastination** *to keep putting off*

800. **prodigal** *wasteful; reckless with money*

801. **prodigy** *a person with a special talent*

802. **profuse** *abundant; lavish*

803. **progeny/ progenitor** *descendants; children*

804. **prone** *prostrate; inclined to (undesirable things)*

805. **propagation** *increasing the number; spreading; extending*

806. **provident** *frugal; looking to the future*

807. **provisional** *of the present time only*

808. **provoke** *make angry*

809. **prudence** *careful; forethought*

810. **prudish** *easily shocked; excessively modest*

811. **prune** *dried plum; silly person, shorten*

812. **pry** *inquire too curiously*

813. **pseudonym** *a false name*

814. **pummel** *to pound or beat*

815. **pungency** *sharpness; stinging quality*

816. **pungent** *marked by a sharp incisive quality; caustic*

817. **punitive** *inflicting, involving or aiming at punishment*

818. **pyre** *large pile of wood for burning*

Q

819. **quack** *person dishonestly claiming*

820. **quaff** *drink deeply*

821. **qualm** *feeling of doubt; temporary feeling of sickness*

822. **quash** *to annul, cancel, smother*

823. **queer** *odd, strange, bizarre, erratic*

824. **quell** *suppress; subdue*

825. **quench** *satisfy, satiate, allay*

826. **quilt** *banquet cover, warmer*

827. **quip** *A witty or sarcastic remark*

S: Sally, Retort, Jest

828. **quirk** *habit or action peculiar to somebody or something*

829. **quorum** *minimum number of people who have to be present to make the vote valid*

R

830. **rabble** *mob; crowd; the lower classes of populace*

831. **racket** *a noisy confusion*

S: Noise, Clamour, Commotion

A: Peace, Quietude, Harmony

832. **racy** *full of zest or vigor; piquant*

833. **rake** *dissolute person; libertine*

834. **rally** *(i) To come together to support (ii) Give new strength (iii) Gathering or assembly (iv) A contest of motor vehicle endurance*

835. **ramble** *to move aimlessly from place to place*

836. **rampant** *widespread, raging*

837. **rancid** *having the bad smell or taste of stale fats or oils, Spoiled*

S: Stinking, Offensive, Decaying

		A: Sweet, Fresh, Fragrant
838.	**ransack**	*to plunder, Pillage*
		S: Rummage
		A: Restore, Compensate, Redress
839.	**rant**	*use extravagant language*
840.	**rapport**	*sympathetic relationship, Harmony*
		S: Accord
		A: Hatred, Enmity, Animosity
841.	**rarefy**	*to make thin, less dense; to purify or refine*
842.	**ratify**	*to approve and sanction formally*
843.	**rave**	*act with excessive enthusiasm*
844.	**reactionary**	*opposing progress*
845.	**rebuff**	*snub*
846.	**recast**	*cast or fashion anew*
847.	**reciprocity**	*granting of privileges in return for similar*
848.	**recitals**	*a number or performance of music*
849.	**recluse**	*person who lives alone and avoids people*
850.	**reconcile**	*settle a quarrel; restore peace*
851.	**recourse**	*turning to someone or something for help*
852.	**redeem**	*get back by payment; compensate*
853.	**refine**	*make or become pure, cultured*
854.	**regale**	*to delight or entertain; to feast*
855.	**rehabilitate**	*to put back to useful life*
		S: Restore, Cure
		A: Ruin, Destroy
856.	**rejoinder**	*An answer especially to a reply,*

S: Answer, Retort, Reply

857. **rejuvenation** *becoming young in nature or appearance*

858. **relapse** *fall back again*

859. **reluctant** *unwilling, disinclined*

S: Unenthusiastic, Opposed

A: Willing, Eager, Ready

860. **render** *deliver; provide; represent*

861. **renovate** *restore something to better condition*

862. **renowned** *celebrated; famous*

863. **repast** *meal*

864. **repel** *refuse to accept; cause dislike*

865. **reproach** *scold; upbraid*

866. **repulsive** *causing a feeling of disgust*

867. **resigned** *unresisting; submissive*

868. **resort** *to frequently visit*

869. **retard** *check; hinder*

870. **revere** *have deep respect for*

871. **reverent** *feeling or showing deep respect*

872. **riddle** *puzzling person or thing*

873. **rift** *split; crack; dissension*

874. **roll** *call; calling of names*

875. **ruffian** *violent, cruel man*

S

876. **sadism** *Seeking pleasure from hurting others*

877. **salient** *Conspicuous, Prominent*

S: Outstanding

		A: Hidden
878.	**sallow**	*of a grayish greenish yellow color*
879.	**salutary**	*remedial; causing improvement*
880.	**sanction**	*approval (by authority); penalty*
881.	**sanctuary**	*a holy place or a place of refuge or protection*
882.	**sanity**	*health of mind; soundness of judgement*
883.	**sardonic**	*disdainfully or skeptically humorous; sarcastic*
884.	**sash**	*long strip worn round the waist*
885.	**satiate**	*satisfy fully*
886.	**saucy**	*rude, impudent*
		S: Insolent
		A: Modest, Humble
887.	**savor**	*taste, flavor something*
888.	**sawdust**	*tiny bits of wood*
889.	**scent**	*smell (esp. pleasant)*
890.	**scorch**	*become discolored; dry up; go at high speed; to burn*
891.	**scribble**	*write hastily*
892.	**scurvy**	*disease due to deficiency of vitamic C*
893.	**secede/**	*to withdraw from an*
	secession	*organisation*
894.	**secular**	*material (not spiritual); living outside monasteries; worldly*
895.	**sedate**	*sober, serious and unemotional; calm and composed*
		S: Serene
		A: Mercurial, Frivolous

896. **sedentary** *marked by much sitting*

A: Peripatetic

897. **sediment** *matter that settles to the bottom of liquid*

898. **seduce** *to tempt into wrong-doing*

S: Allure, Inveigle, Entice

A: Protect, Guide, Discourage

899. **self-contained** *complete within itself*

900. **semblance** *outward appearance*

S: Likeness, Form

901. **sequence** *succession; connected line of*

902. **sermon** *reproving a person for his faults*

903. **serrated** *having a toothed edge*

904. **servile** *like a slave; lacking independence*

905. **sever** *break off*

906. **severance** *severing*

907. **shallow** *little depth; not earnest*

908. **shambles** *a scene of great destruction or disorder*

S: Mess, Muddle

A: Order

909. **sheath** *cover for the blade of a weapon or a tool*

910. **shrewd** *astute; showing sound judgement*

911. **shrill** *sharp; piercing*

912. **shun** *keep away from; avoid*

913. **shunt** *send from one track to another; lay aside*

914. **sidestep** *step to one side, dodge*

915. **silt** *a fine-grained sandy sediment carried or deposited*

		by water
916.	**skeptic**	*one who habitually questions matters generally accepted*
917.	**sketchy**	*Rough or rapid*
918.	**skit**	*short piece of humorous writing*
919.	**slack**	*sluggish; dull; not tight*
920.	**slate**	*kind of blue-grey stone; propose; criticize*
921.	**slither**	*to sleep, slide or glide along*
922.	**sluggard**	*lazy, slow-moving person*
923.	**slur**	*join sounds, words (indistinct)*
924.	**smirk**	*to smile in a conceited and complacent way*
925.	**smoulder**	*burn slowly without flame*
926.	**smug**	*annoyingly self-satisfied or complacent,*
		S: Self-satisfied
927.	**snare**	*trap*
928.	**snide**	*slyly malicious or derisive*
		S: Sneer, Slyness
		A: Praising, Eulogising
929.	**snub**	*treat with contempt*
930.	**soar**	*rise; fly high*
931.	**sober**	*self-controlled*
932.	**sobriety**	*quality or condition of being sober*
933.	**soggy**	*heavy with water*
934.	**solitude**	*being solitary or alone, seclusion*
		S: Loneliness
		A: Society
935.	**solvent**	*of the power of forming a solution*

936. **somatlc** *of the body, physical*

937. **soot** *black powder in smoke*

938. **sophisticated** *complex; subtle; refined*

939. **spartan** *hardy, warlike, disciplined*

940. **spleen** *feelings of anger or ill will; often suppressed*

941. **sponge** *porous rubber for washing; live at other's expense*

942. **sporadic** *happening or appearing in isolated instances*

S: Infrequent

A: Constant, Prevalent, Continue

943. **spruce** *neat and in a smart way*

S: Neat

A: Untidy, Slovenly

944. **spurious** *counterfeit*

945. **spurn** *have nothing to do; reject or refuse*

946. **squabble** *to quarrel noisily over a small matter*

S: Wrangle, Dispute, Quarrel

947. **squander** *spend wastefully*

948. **squat** *crouch; settle without permission*

949. **staid** *sober, sedate*

S: Serious

A: Excited

950. **standing** *status or reputation (figurative)*

951. **stationary** *still, motionless*

952. **stationery** *writing material*

953. **steeply** *rising or falling sharply*

954. **stigma** *mark of shame or disgrace*

955.	**stigmatise**	*describe somebody scornfully*
956.	**stilted**	*artificially formal or dignified* *S: Stiff, Unnatural* *A: Casual, Informal*
957.	**sting**	*something sharp*
958.	**stingy**	*spending, using unwillingly*
959.	**stint**	*to be thrifty; to set limits*
960.	**stray**	*wander; lose one's way*
961.	**streak**	*long; thin; move very fast*
962.	**stride**	*walk with long steps*
963.	**strut**	*a supporting bar; swagger*
964.	**subdue**	*overcome; bring under control*
965.	**subjugate**	*to conquer; to subdue*
966.	**sublime**	*extreme; astounding*
967.	**submerge**	*put under water, liquid; sink out of sight*
968.	**suffice**	*be enough*
969.	**suffocate**	*cause or have difficulty in breathing*
970.	**suffrage**	*short prayer usually in a series; right of voting*
971.	**sullied**	*to be stained or discredited*
972.	**summarily**	*briefly; without delay*
973.	**summary**	*done without delay or formality*
974.	**sundry**	*various; miscellaneous; separate*
975.	**superannuate**	*to become retired; to become obsolete*
976.	**supercilious**	*disdainful; characterised by haughty scorn*
977.	**superfluous**	*more than is needed or wanted*
978.	**superimpose**	*put something on the top*
979.	**supersede**	*take the place of*

980. **suppress** *prevent from being known; put an end to*

981. **surcharge** *additional load; charge*

982. **surveillance** *watch kept over a person, especially a suspect*

S: Supervision, Invigilation

983. **sustenance** *nourishment, support*

984. **swagger** *To walk with a bold, arrogant stride*

985. **swerve** *change direction suddenly*

986. **symbiosis** *the living together of two kinds of organisms to their mutual advantage*

987. **syndrome** *a set of symptoms characterising a disease or condition*

988. **synopsis** *summary or outline*

T

989. **taboo** *any social restriction*

S: Forbidden

A: Permit, Allow, license

990. **tacit** *unspoken, silently understood*

A: Explicit, Verbal

991. **tactile** *perceptible by touch*

992. **tadpole** *form of a frog when it leaves the egg*

993. **talisman** *a ring, stone, etc. bearing engraved figures supposed to bring good luck, avert evil, etc.*

994. **tamper** *interfere with*

995. **tangential** *suddenly changeable*

996. **tantrum** *a violent outburst of rage etc.*

997. **tarnished** *lost brightness*

998. **tassel** *bunch of threads*

999. **taunt** *contemptuous reproach; hurtful remark*

1000. **taut** *tightly stretched*

1001. **tawdry** *cheap; gaudy; showy; tacky*

1002. **tawny** *brownish-yellow, tan*

1003. **tedious** *Long and dull*

S: Slow, Wearisome, Fatiguing

A: Light, Hearty, Cheerful

1004. **teem** *to be prolific, abound, swarm*

1005. **teetotal** *opposed to alcohol*

1006. **temperate** *showing self-control*

1007. **tentative** *done as a test, not final*

A: Established, Certain

1008. **tepid** *lukewarm*

1009. **theatrical** *designed for effect, Show, Unnatural*

S: Dramatic

1010. **therapeutic** *serving to cure or heal or to preserve health*

1011. **thesaurus** *a book of synonyms and antonyms*

1012. **thespian** *(i) Having to do with drama (ii) An actor*

1013. **thickset** *Thick in body, stocky*

1014. **threshold** *the beginning point*

S: Beginning, Start

A: End

1015. **thrift** *care; economy; thriving; prosperous*

1016. **thwart** *obstruct; frustrate*

1017. **timid** *shy; easily frightened*

1018. **titanic** *of great size, strength or power*

S: Gigantic, lmmense

		A: Tiny, Small
1019.	**tonic**	*something giving strength or energy*
1020.	**topple**	*be unsteady and overturn*
1021.	**torment**	*severe pain or suffering*
1022.	**tortuous**	*devious; not straightforward*
1023.	**totalitarian**	*designating or of a government in which one political group maintains complete control, especially under a dictator*
1024.	**tout**	*person who worries others to buy something, to use his service*
1025.	**traumatic**	*an emotional shock having a lasting psychic effect*
		S: Unpleasant, Agonising
		A: Titillating
1026.	**tremor**	*trembling*
		S: Shaking, Fearful
		A: Brave
1027.	**trickle**	*flow in drops*
1028.	**trifling**	*unimportant*
1029.	**troupe**	*a group especially of actors, singers etc.*
1030.	**truant**	*one who shirks his duties*
		S: Vagrant, idler, Shirker
1031.	**trustworthy**	*Worthy of trust, Reliable*
		S: Dependable, Honest
		A: Vacillating, Undependable
1032.	**turbulence**	*being uncontrolled; violent*
1033.	**turgid**	*excessively ornate; swollen or bloated*
1034.	**turmoil**	*state of extreme confusion, agitation or commotion*
1035.	**turmoil**	*trouble; disturbance*
1036.	**turquoise**	*greenish-blue precious stone*

U

1037. **ulterior** *situated beyond*

1038. **ultimatum** *a final offer or demand as in negotiations*

1039. **uncanny** *mysterious, astonishing, strange, bizarre*

1040. **uncouth** *rough; awkward*

1041. **underbid** *make a lower bid than somebody else*

1042. **undermine** *weaken gradually at the base*

1043. **undertone** *quiet voice, murmur, whisper*

1044. **undo** *loosen, open, unfasten*

1045. **unearth** *discover and bring to light*

1046. **unexceptionable** *not open to objection or criticism*

1047. **unexceptional** *dull, commonplace, typical, ordinary*

A: Exceptional

1048. **unfeigned** *not pretended; sincere*

1049. **unilateral** *of occurring on, or affecting one side only*

1050. **unison** *agreement, Harmony*

S: Accord

A: Discord, Enmity

1051. **unprecedented** *never having happened, not known before*

1052. **unrivalled** *With no equal, unmatched*

1053. **unruffled** *Calm, not anxious*

1054. **unruly** *wild, with no discipline, defiant, indomitable*

1055. **unscathed** *unharmed; unhurt*

1056. **unseemly** *inappropriate; indecorous*

1057. **untoward** *unfortunate; inconvenient*

1058. **upheaval** *A sudden, violent change*

1059.	**uphill**	*(i) Up a slope (ii) Laborious, Tiring* *S: Arduous, Difficult* *A: Easy*
1060.	**uprising**	*a revolt against the rulers,* *S: Insurrection* *A: Submission*
1061.	**uproar**	*Violent* *S: Confusing, Chaos* *A: Peace, Calm, Tranquility*
1062.	**upsurge**	*an increase, rise*
1063.	**urbane**	*elegant; refined in manners*
1064.	**urchin**	*a mischievous child*
1065.	**usurp**	*to take possession by force*
1066.	**utopia**	*an imaginary ideal place*

V

1067.	**vacillation**	*being uncertain; hesitating*
1068.	**vain**	*without use, result; conceited*
1069.	**valiant**	*brave*
1070.	**vamp**	*Flirtatious woman, coquette, seductress, temptress*
1071.	**vandal**	*person who destroys property for the pleasure of destruction*
1072.	**vanity**	*pride, disdain, narcissism*
1073.	**varnish**	*Adornment, decoration, polish, display*
1074.	**vat**	*a large vessel*
1075.	**veer**	*change direction*
1076.	**vendetta**	*private quarrel between families*
1077.	**venom**	*poison, toxin, bane, acrimony, ill will, malice*

1078. **veracity** *truth*

1079. **verdant** *fresh and green*

1080. **verdict** *judgement, decision, ruling*

1081. **verve** *spirit; vigor; enthusiasm*

1082. **vestige** *trace or sign*

1083. **veterinary** *Referring to treatment of sick animals*

1084. **vex** *annoy; distress; trouble*

1085. **vice** *evil, iniquity, sin, wickedness, depravity*

S: foible, dishonesty

1086. **vicious** *evil, wild, violent, fierce*

1087. **vigilance** *watchfulness; self-appointed group that maintains order*

1088. **vigilant** *member of a vigilance committee, alert, watchful*

1089. **vigorous** *strong; energetic*

1090. **vile** *extremely unpleasant, wicked, wretched*

1091. **vilify** *slander; say evil things*

1092. **vindicate** *to free from allegation or blame; to justify*

1093. **vindictive** *having a desire to revenge*

1094. **vintage** *old, ancient, antique, Collecting of grapes to make wine*

1095. **virile** *manly, masculine, stalwart*

1096. **visceral** *of the internal organs of the body*

1097. **viscous** *sticky; semi-fluid*

1098. **vitiate** *lower the quality; weaken the strength*

1099. **vivacious** *lively; high-spirited*

1100. **volatile** *changeable; inconstant*

1101. **volition** *power of choosing or determining*

1102. **voluptuous** *full of pleasure to the senses*

W

1103. **wag** *merry person*

1104. **warmonger** *person who stirs up war*

1105. **warrant** *authority; written order; guarantee*

1106. **wean** *to turn away (from a habit)*

1107. **whimsical** *full of odd and fanciful ideas*

1108. **wince** *show bodily or mental pain*

1109. **woo** *try to win*

1110. **wrangle** *to dispute angrily or peevishly*

1111. **writ** *written order*

Y

1112. **Yarn** *tale, story, fibers for knitting*

Z

1113. **zeal** *intense enthusiasm, ardour, fervour*

S: Easements

A: Apathy, Indifference

1114. **zenith** *the highest point*

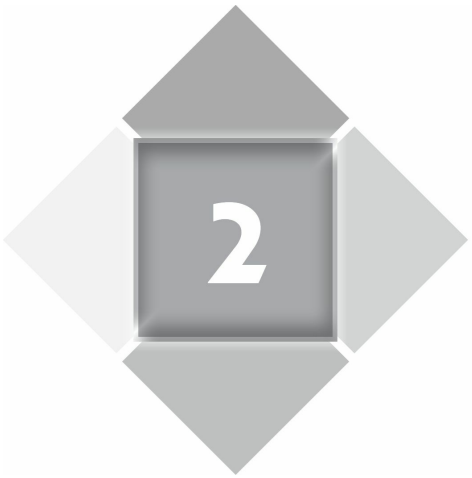
S: Pinnacle, Summit

A: Base, Nadir

1115. **zest** *(i) keen enjoyment (ii) stimulating quality*

S: Gusto

A: Depression, Despondency



Word List II—Medium Frequency Words

In this chapter, words that have a medium frequency (to be clear, words that are regularly appearing in CAT examinations, but not as frequent as those in Chapter 1) are being discussed. Here even, the treatment has been done in such a manner, that the meaning is given first, followed by the synonym (denoted by the letter *S*), and antonym (denoted by the letter *A*).

No.	*Word*	*Definition*
	A	
1.	**abashed**	*embarrassed*
2.	**abeyance**	*suspended action, not being used*
3.	**abject**	*miserable*
		S: Pitiful, Despicable
		A: Noble, Lofty
4.	**abnegation**	*self-denial*
5.	**abominate**	*to detest, to dislike strongly*
6.	**abrogate**	*repeal or annul by authority*
7.	**absolve**	*to free from guilt or duty*
		S: Pardon, Exonerate
		A: Accuse, Inculpate
8.	**abstemious**	*restraint, especially of food and alcohol*
9.	**abstinence**	*keeping away from all food, liquor, etc.*
		S: Moderation, Temperance
		A: Excess, Wantonness
10.	**abut**	*border on, next to*
11.	**acarpous**	*effete; no longer fertile; worn out*
12.	**accentuate**	*emphasise*
		S: Stress, Highlight, Underline
		A: De-emphasise, Hide
13.	**acclimate**	*to adapt, get used to*
14.	**accretion**	*growing of different things into one*
15.	**acoustics**	*branch of physics dealing with sound*
16.	**acrophobia**	*an abnormal fear of being in high places*
17.	**ad infinitum**	*forever, endlessly*
18.	**addendum**	*something added as a supplement*
19.	**ad hoc**	*for a specific purpose, Specially arranged for a purpose*
20.	**adjunct**	*something added; assistant*
21.	**ad-lib**	*(i) Improvise*
		S: Spontaneous, Extemporised
		A: Rehearsed, Deliberate
		(ii) Do as one pleases
22.	**adumbrate**	*to suggest or hint; overshadow*
23.	**ad-valorem**	*in proportion to the estimated value of goods*
24.	**aegis**	*Shield, Protection*
25.	**aestival**	*appearing in summer*
26.	**affectation**	*artificial, behaviour*
		S: Pretence, Artificiality, Unnaturalness
		A: Simplicity, Naivete
27.	**afforest**	*convert into forest*
		A: Deforest, Denude
28.	**affray**	*fight in a public place, battle*
		S: Conflict, fight
		A: Tranquillity, Peace
29.	**affront**	*insult openly*
		S: Provoke, Humiliate
		A: Placate, Please

B

93. **babel** — *a scene of confusion of noises, sounds, etc.*

S: Confusion

A: Distinctness

94. **badinage** — *Playful talk*

S: Banter

A: Discourse

95. **bagatelle** — *thing of little value, trifle, game*

96. **bauble** — *a trinket, worthless thing*

97. **balderdash** — *odd mixture, nonsense*

S: Drivel, Gibberish

A: Wisdom, Logic

98. **baneful** — *causing harm or ruin; pernicious; destructive*

99. **banter** — *playful teasing*

100. **baritone** — *the range of a male voice between tenor and bass*

101. **bastion** — *any strong defence*

102. **bathos** — *anticlimax*

A: Decent

103. **baulk** — *stumbling block (N), To hinder (V)*

S: Hindrance

A: Gratify, Fulfil

bawdy

104.		*indecent, obscene*
		A: Decent
105.	**beatify**	*to bless; make happy or ascribe a virtue to*
106.	**beatitude**	*perfect blessedness or happiness*
		A: Curse, Condemnation
107.	**bedlam**	*any place or situation with noise and confusion*
108.	**bedraggle**	*to make wet, limp or dirty*
		S: Wet, Dirty
		A: Clean, spotless
109.	**befuddle**	*to confuse, Perplex*
110.	**begrudge**	*to resent another's success*
111.	**beguile**	*to mislead or deprive of; to delight*
112.	**behest**	*a command or earnest request*
113.	**belabor**	*beat hard*
114.	**beleaguer**	*to besiege by encircling, to harass*
115.	**bellicose**	*belligerent; pugnacious; warlike*
116.	**belligerent**	*(person, nation) waging war*
117.	**benison**	*blessing*
		A: Curse
118.	**bequeath**	*to leave to another by one's will*
119.	**bequest**	*arrangement to give something at death*
120.	**besmirch**	*to soil, to damage the reputation*
		S: Defile, Sully
	bibliography	

121.		*a list of writings on a given subject*
122.	**bibliophile**	*one who loves or collects books*
123.	**bilious**	*bad-tempered*
		S: Peevish, Pessimistic
		A: Optimistic, Lively
124.	**bilk**	*to cheat*
125.	**blasphemy**	*profane, abuse of god or sacred things*
126.	**bleary**	*Dim or blurred*
127.	**blithe**	*cheerful; casual; carefree*
128.	**bluster**	*to talk or act with noisy swaggering threats*
129.	**bounteous**	*generous, abundant*
		S: Benevolent, Liberal, Generous
		A: Miserly
130.	**bourgeois**	*middle class*
131.	**bovine**	*Of an ox or cow, Slow and stupid*
		A: Sharp, Intelligent, Sprightly
132.	**braggart**	*An offensively boastful person*
133.	**brevity**	*Brief*
		S: Brief, Short, Terse, Concise
		A: Lengthy, Elaborate
134.	**broach**	*To start a discussion of*
135.	**brook**	*not allow; a small stream*
136.	**browbeat**	*to intimidate*
		S: Force

A: Coax, Cajole

137. **brusque** *rough and abrupt in manner of speech*

S: Curt, Blunt

A: Rambling

138. **bucolic** *rural, rustic*

A: Urban

139. **bulbous** *swollen, shaped like a bulb*

140. **bulwark** *a defence*

141. **buoyant** *able to float; light-hearted*

142. **burnish** *to polish, rub to a shine*

143. **buttress** *a strong Support*

S: Bolster, Prop-up

C

144. **cabal** *a scheme or plot; a group of plotters*

145. **cadaverous** *of or like a cadaver (Corpse)*

S: Pale, Ghastly

A: Cheerful, Youthful

146. **cadence** *rhythmic modulation of sound*

147. **cadge** *to beg or get by begging*

148. **calligraphy** *art of producing beautiful handwriting*

149. **callow** *immature, inexperienced*

S: Raw, Unfledged, Inexperienced

A: Mature, Wise, Sagacious

150. **calumny** *slander; aspersion*

151.	**canard**	*a false especially malicious report* *S: Hide/Hoax* *A: Expose*
152.	**canker**	*a spreading sore*
153.	**canonise**	*to glorify, to declare (a dead person) a saint*
154.	**canorous**	*melodious, Resonant* *S: Melodious* *A: Harsh, Discordant*
155.	**capacious**	*Roomy* *S: Spacious* *A: Narrow, Limited, Confined*
156.	**capitulate**	*surrender*
157.	**capricious**	*subject to caprices (Eccentricities), erratic* *S: Fanciful, Odd, Whimsical* *A: Staid, Steadfast*
158.	**captious**	*Critical*
159.	**carmine**	*a red or purplish red colour*
160.	**carnage**	*extensive slaughter, Massacre* *S: Butchery, Destruction*
161.	**carnal**	*of the flesh* *S: Sensual, Lustful, Concupiscent* *A: Spiritual, Ethereal*
162.	**carp**	*to find fault or complain querulously*

163. **carrion** *decaying flesh of a dead body*

164. **cartel** *an association of business firms etc. establishing a national or international monopoly*

165. **catastrophe** *any sudden, great disaster*

S: Calamity, Cataclysm

A: Blessing

166. **catatonic** *immobile*

167. **catechise** *to question searchingly*

168. **caucus** *a meeting of a party or faction (Usually derogatory)*

169. **cavalcade** *A procession, Sequence of events*

170. **cavil** *to raise trivial and frivolous objection*

171. **centurion** *leader of a unit of 100 soldiers*

172. **cerebrate** *to think*

173. **charlatan** *quack or fraud*

174. **chary** *cautious; wary*

175. **chastisement** *punishment*

176. **chauvinist** *a blindly devoted patriot*

177. **chequered** *Marked by vicissitudes*

178. **chivy** *to tease or annoy with persistent petty attacks*

179. **choleric** *irritable; bad-tempered*

180. **churl** *bad-tempered person*

181. **closure** *closing device (in Parliament) to end a debate by voting*

coagulation

182.		*change to a thick and solid state*
183.	**coalescing**	*coming together and uniting into one substance*
184.	**coddle**	*treat with care and tenderness*
185.	**coeval**	*of the same period; coexisting*
186.	**cogent**	*strong; convincing*
187.	**cognomen**	*surname, last name*
188.	**coherent**	*sticking together, logically connected* *S: Unity,* *A: Separation*
189.	**collateral**	*a) Parallel or corresponding* *S: Secondary, Parallel, Concurrent* *b) Security towards a loan*
190.	**comity**	*courtesy* *S: Friendly* *A: Hostility*
191.	**commemorate**	*keep the memory of*
192.	**commodious**	*having plenty of space for what is needed*
193.	**complaisance**	*tending to comply; obliging willingness to please*
194.	**complement**	*the amount needed to fill or complete*
195.	**compliment**	*a formal act of courtesy, praise* *S: Flatter, Felicitate* *A: Disparage, Censure, Blame*
196.	**conciliatory**	*reconciling; soothing; comforting;*

		mollifying
197.	**concomitant**	*accompanying*
198.	**condescend**	*to deal with others patronisingly, do something below one's dignity; comedown*
199.	**congeal**	*make or become stiff and solid*
200.	**congenital**	*existing from birth; inherent*
201.	**conjecture**	*inferring or predicting from incomplete evidence* *S: Guesswork* *A: Affirmation*
202.	**connoisseur**	*a person with good judgement (e.g., in art)*
203.	**connotation**	*suggestion in addition to*
204.	**connubial**	*Of marriage, Conjugal* *S: Matrimonial*
205.	**conscientious**	*governed by one's conscience* *S: Scrupulous, Painstaking*
206.	**console**	*give comfort or sympathy to*
207.	**conspectus**	*a general view* *S: Summary*
208.	**consternation**	*surprise and fear; dismay*
209.	**consummate**	*perfect; make perfect, complete*
210.	**condemn**	*to scorn or despise*
211.	**contemptible**	*deserving contempt, scorn* *S: Despicable, Mean, Cowardly*

A: Good, Worthy, Brave

212. **contemptuous** *full of contempt, scornful*

213. **contentious** *argumentative; pugnacious; combative; quarrelsome*

214. **contiguous** *touching; neighboring*

215. **contingent** *a) a group of people sharing particular characteristics b) dependent c) troops part of a larger force*

216. **convivial** *fond of feasting, drinking and good company*

217. **convoluted** *complicated; coiled; twisted*

218. **cordon** *line (of police acting as a guard)*

219. **corporeal** *physical of or for the body*

220. **corpulent** *having a large bulky body*

221. **countervail** *counterbalance*

222. **covert** *disguised*

223. **cozen** *to cheat*

224. **cravat** *piece of linen worn as a necktie*

225. **craven** *cowardly*

226. **credulous** *ready to believe things*

227. **crotchet** *highly individual and usually eccentric opinion*

D

228. **dank** *disagreeably damp*

S: Moist, Soggy, Wet

229. **dapper** *small and active*

S: trim, Neat

A: Awkward, Untidy

230. **dastard** *coward*

231. **daunt** *intimidate; make fearful*

232. **dawdler** *person who is slow; waste of time*

233. **debauch** *to corrupt*

S: Corrupt, Debase, Defile

234. **debilitate** *to make weak*

S: Enervate

A: Strengthen, Invigorate

235. **debonair** *dashing, Courteous*

236. **decadence** *A process, condition or period of decline as in morals, art, etc.*

237. **decant** *Pour off*

238. **decimate** *To destroy or kill a large part of*

239. **defalcate** *to steal or misuse funds entrusted to one*

S: Embezzle

240. **deferential** *showing respect*

241. **defray** *to pay*

S: Settle, Adjust

A: Decamp, Repudiate, Disown

242. **defunct** *no longer existing*

S: Extinct, Dead

A: Alive, Fashionable

243.	**deify**	*to look upon as a God*
244.	**deign**	*to condescend; to give*
245.	**delineate**	*to portray, depict, sketch out*
246.	**deluge**	*great flood; heavy rush of water*
247.	**delusion**	*a false belief, the act of deluding* *S: Hallucination, Illusion, Error* *A: Certainty, Reality, Fact*
248.	**demeanour**	*outward Behaviour* *S: Behaviour, Manner, Conduct*
249.	**denigrate**	*blacken; belittle; defame*
250.	**deposition**	*dethronement; depositing*
251.	**deprave**	*make morally bad, corrupt*
252.	**deprecate**	*protest against; express disapproval of*
253.	**depredation**	*damage caused by an attack or an accident*
254.	**deride**	*to ridicule* *S: Taunt, Mock, Scorn* *A: Encourage, Cheer, Incite*
255.	**derision**	*ridicule; mockery; deriding*
256.	**descry**	*catch sight of; see something in the distance*
257.	**desecrate**	*to violate the sacredness of* *S: Profane, Misuse, Pollute* *A: Sanctify, Purify, cleanse*
258.	**desperado**	*dangerous criminal*

259. **despondency** *dejection*

S: Melancholy, Depression

A: Buoyancy, Elation

260. **desultory** *aimless; haphazard; digressing at random*

261. **detention** *detaining*

262. **devolve** *to pass on to another, said of duties, responsibilities etc.*

263. **diacritic** *distinguishing*

264. **diaphanous** *transparent; gauzy*

265. **diatribe** *bitter and violent attack in words*

266. **dichotomy** *division into two parts*

267. **diligent** *hardworking*

S: Perseverance, Earnest

A: Lazy, Careless, Lethargic

268. **dirge** *A song, poem, etc., of grief or mourning*

269. **disconcert** *upset the self-possession of*

270. **disconsolate** *cheerless; dejected*

271. **discursive** *wandering from one topic to another*

272. **disenchanted** *disillusioned; Having lost one's good opinion of something*

273. **disencumber** *free from encumbrance*

274. **disgorge** *to pour or let out people or things in a mass*

275. **disheveled** *untidy*

276. **disingenuous** *sophisticated; artful; trying to deceive; cunning*

277. **disparage** — *to Discredit*

A: Praise, Eulogise

278. **disport** — *to play*

279. **disquiet** — *to take away the peace or tranquility*

280. **disquisition** — *a long or elaborate spoken or written report*

281. **disseminate** — *distribute (esp. ideas)*

282. **distend** — *to swell, to expand*

283. **divestiture** — *taking off; getting rid of; giving up*

284. **doggerel** — *trivial, poorly constructed verse*

285. **dolorous** — *marked by misery or grief*

286. **droll** — *jesting*

287. **dulcet** — *melodious; harmonious*

288. **duress** — *threats to compel somebody*

E

289. **ebullience** — *exuberance; outburst of feeling*

290. **ebullient** — *overflowing with enthusiasm; showing excitement*

291. **eclat** — *brilliant success*

292. **efface** — *to make indistinct*

293. **effeminate** — *show qualities attributed to a woman such as delicacy, weakness, etc.*

S: Womanly, Feminine, Unmanly

A: Manly, Masculine, Virile

294. **effervesce** *to be lively*

S: Buoyant, Gleeful

A: Staid, Sober, Sedate

295. **effete** *infertile; worn out; weak*

296. **effrontery** *boldness; impudence; arrogance*

297. **effusion** *unrestrained expression in speaking or writing; Heavy flow*

A: Reticence

298. **egalitarian** *advocating full political and social equality for all people*

A: Fanatic

299. **egregious** *flagrant*

300. **elision** *leaving out a sound or part of a word in pronunciation as in Don't, Let's*

301. **elucidate** *to make something clear*

S: Explain, Illustrate, Clarify

A: Obscure, Confuse, Disorder

302. **emancipate** *to set free (a slave etc.)*

S: Liberate, Release

A: Suppress, Hold, Restrain

303. **emasculate** *to weaken*

304. **embargo** *any legal restriction of commerce*

305. **emollient** *soothing to the skin; mollifying*

306. **empathy** *intellectual or emotional identification with another*

S: Understanding, Sensitivity

A: Insensitivity

307. **empirical** *relying on experiment*

308. **encomium** *warm or glowing praise; eulogy; panegyric*

309. **endemic** *prevalent in or restricted to a particular locality*

A: Pandemic

310. **enervate** *to deprive of strength, vigour etc.*

S: Weaken, Enfeeble, Devitalise

A: Strengthen, Energise

311. **enfeeble** *weaken; deprive of strength; attenuate*

312. **enigma** *something that is puzzling*

313. **ensconce** *to place or settle snugly or securely*

A: Estrange, Alienate

314. **entourage** *A group of personal attendants*

315. **epicurean** *devoted to pleasure (sensuous enjoyment)*

316. **epigram** *terse or witty and often paradoxical saying*

317. **epistle** *letter*

318. **equanimity** *calmness of temperament*

319. **equestrian** *of horses or horsemanship*

320. **equipoise** *equal distribution of weight; equilibrium*

321. **equitable** *Fair*

S: Impartial, Fair, Just

A: Prejudiced, Partial

322. **equivocal** *having a double or doubtful*

		meaning; suspicious
323.	**equivocate**	*try to deceive by equivocal language*
324.	**erroneous**	*containing an error* *S: False, Inaccurate, Erring* *A: Accurate, Genuine, Factual*
325.	**escapade**	*Reckless adventure*
326.	**eschew**	*avoid*
327.	**esoteric**	*abstruse; intended only for a small circle of people*
328.	**estrange**	*to turn from an affectionate attitude to an indifferent or unfriendly one* *S: Alienate, Withdraw, Disagree* *A: Unite, Conjoin, Harmonise*
329.	**ethos**	*the characteristic attitude, habits etc. of an individual or group*
330.	**euphemism**	*the use of a less direct word or phrase instead of an unpleasant one*
331.	**evince**	*to show clearly; to indicate*
332.	**exacerbate**	*to make more violent, bitter or severe*
333.	**exacting**	*making severe demands, Strict*
334.	**exactitude**	*The quality of being exact*
335.	**exalt**	*to praise, glorify, to raise in rank* *A: Degrade, Condemn, Despise*
336.	**excision**	*pruning*

337. **excruciating** *intensely painful*

S: Agonising, Intense, Severe

A: Soothing

338. **exegesis** *interpretation of a word, passage, etc. in the Bible*

339. **exemplary** *serving as a model or example*

S: Model, Pattern

340. **exhort** *to urge earnestly*

S: Urge, Advise

A: Deter, Prevent, Oppose

341. **exiguous** *scanty*

S: Meagre, Small

A: Huge, Enormous

342. **exoneration** *set somebody clear, free (e.g., from blame)*

343. **exorcise** *to expel (an evil spirit) by incantations, etc.*

A: Bedevil

344. **expansive** *effusive, open*

S: Unreserved, Broad, Demonstrative

A: Laconic, Cantankerous

345. **expatiate** *to roam; wander freely*

346. **expiation** *ending; expiring*

347. **expostulate** *argue earnestly; to dissuade, correct or protest*

348. **expurgate** *to remove obscenity, purify, censor*

349. **extant** *still in existence*

350. **extenuate** *reduce the strength; lessen seriousness; partially excuse*

351. **extirpate** *to destroy; exterminate*

352. **extralegal** *outside the law*

353. **extraneous** *extrinsic; not forming an essential part*

354. **extricable** *that can be freed*

355. **exuberance** *state of growing vigorously; being full of life*

F

356. **facetious** *humorous; funny; jocular*

357. **facile** *easily done*

358. **fait accompli** *foreign phrase, thing done beyond recall, accomplished fact*

359. **fallow** *left without seeding after being ploughed to make fertile*

360. **fatuous** *without sense; foolish self-satisfaction*

361. **feckless** *lacking purpose or vitality; ineffective*

362. **fecund** *fertile*

363. **feint** *pretend*

364. **ferret** *discover by searching; search*

365. **fervid** *showing earnest feeling*

366. **fervour** *enthusiasm*

S: zeal, ardour, passion, fervent

		A: coolness, indifference, impassiveness
367.	**fetid**	*stinking*
368.	***fetter***	to shackle; put in chains
369.	**filch**	*steal slyly in small amounts* *S: Snitch, swipe, pilfer, purloin*
370.	**filial**	*befitting a son or daughter*
371.	**firmament**	*sky*
372.	**flay**	*to skin; to excoriate*
373.	**fledged**	*able to fly; trained, experienced*
374.	**flinch**	*draw; move back; wince*
375.	**flippancy**	*lack of seriousness* *S: levity, pertness, impudence*
376.	**flounder**	*to struggle to move; to proceed clumsily*
377.	**foible**	*defect of character (a person is wrongly proud)*
378.	**foppish**	*like a man who pays too much attention to his clothes*
379.	**forage**	*food for horses and cattle*
380.	**ford**	*shallow place in a river (to cross)*
381.	**forebode**	*to foretell or predict*
382.	**forestall**	*prevent by taking action in advance, preempt*
383.	**foretoken**	*premonitory sign*
384.	**forswear**	*renounce; disallow; repudiate*
385.	**fortitude**	*courage*

S: Heroism, Spirited

A: Cowardice, Shyness

386. **fortuitous** *happening by chance*

S: Incidental, Adventitious, Accidental

A: Deliberate, planned

387. **fragrant** *sweet-smelling*

388. **frenetic** *frantic, frenzied*

389. **fresco** *art of painting on a plaster surface especially when the surface is moist*

390. **fritter** *to waste (money, time, etc.)*

391. **frivolous** *of little value, Trivial, Silly*

S: Petty, Worthless, Futile

A: Serious, Important

392. **fulsome** *disgusting; offensive due to excessiveness, insincere praise*

393. **furore** *a widespread commotion or uproar*

394. **furtive** *done secretly*

S: stealthy, clandestine

A: open, apparent

395. **fusillade** *simultaneous discharge of many firearms*

S: volley, salvo, broadside

396. **fusty** *musty; rigidly old-fashioned or reactionary*

G

397.	**gabble**	*to talk or utter rapidly, or incoherently* *S: Chatter, Babble, Jabber*
398.	**gaff**	*a large hook on a pole for landing fish*
399.	**gaffe**	*a blunder*
400.	**gainsay**	*to deny; to oppose*
401.	**galore**	*in abundance, plentiful* *S: ample, bounteous, prodigal* *A: Scarce, deficient*
402.	**gambit**	*an action intended to gain an advantage*
403.	**garner**	*to gather and save to store up*
404.	**garrulity**	*talkativeness*
405.	**garrulous**	*too talkative*
406.	**gastronomy**	*the art of cooking and eating good food*
407.	**gazebo**	*An open structure with an enjoyable view*
408.	**genealogy**	*recorded history of one's ancestry*
409.	**genesis**	*origin*
410.	**genitor**	*a father/parent*
411.	**genuflect**	*to bend the knee as in worship*
412.	**gibber**	*to speak rapidly and incoherently* *A: Enunciate*
413.	**gizmo**	*a gadget, device, mechanism*
414.	**glean**	*gather facts in small quantities*
415.	**glitch**	*a small hurdle or problem*
416.	**gloat**	*look at with selfish delight*

417.	**glut**	*supply too much; fill to excess*
418.	**glutino**	*sticky* *S: Viscous* *A: Dry*
419.	**gnome**	*A dwarf (like an old man) living in a cave*
420.	**gnomic**	*characterised by aphorism*
421.	**graffiti**	*a crude inscription or drawing on a wall or other public surface*
422.	**grandiose**	*impressive, Showy*
423.	**grapple**	*to seize, to hold tightly*
424.	**gravid**	*pregnant*
425.	**gregarious**	*living in societies; liking the company*
426.	**grisly**	*terrifying* *S: Horrible, Terrible, Ghastly* *A: Attractive, Charming, Dainty*
427.	**grizzle**	*of a grey colour*
428.	**grouch**	*to grumble, grouse*
429.	**guffaw**	*to laugh loudly*
430.	**guile**	*deceit, wile, cunning, jugglery*
431.	**gumption**	*initiative and courage* *S: Commonsense, Sagacity, Acumen* *A: Apathy, Indifference*
432.	**gustatory**	*of the sense of taste*
433.	**gusto**	*zest, enjoyment*

S: Relish, Pleasure, Enthusiasm

A: Apathy

434. **guttural** *pertaining to the throat, formed in the throat*

H

435. **habitué** *one who frequents a certain place*

436. **hackneyed** *made trite by overuse*

S: stereotyped Commonplace,

437. **haggard** *having a wild, wasted, worn look,*

S: Gaunt, Tired, weary

A: strong, Robust, Exuberant

438. **hallow** *to make holy; consecrate*

439. **hapless** *unfortunate*

S: Luckless, Unlucky

A: Fortunate, Successful, Happy

440. **harangue** *a long passionate speech*

441. **harbinger** *something or somebody that foretells the coming of*

442. **harrow** *to distress; create stress or torment*

443. **harrowing** *upsetting*

444. **heckle** *to harass, (a speaker) with questions or taunts*

445. **heckle** *to harass with questions, challenges or gibes*

446. **hedonism** *the doctrine that pleasure is the principal good*

		S: Epicureanism, Sensualism, debauchery
		A: Slavery, Servility
447.	**herculean**	*calling for great strength, size and courage*
		S: Rugged, Enduring, Steadfast
448.	**hermetic**	*sealed by fusion, a closed group*
449.	**heterodox**	*opposed to the usual beliefs especially in religion*
		S: Unorthodox
		A: Orthodox
450.	**hew**	*make by hard work cut (by striking)*
451.	**hiatus**	*a gap or break as where a part is missing*
452.	**histrionic**	*of acting*
453.	**hoary**	*Very old and well known; Grey or white (of hair) with age*
454.	**hobgoblin**	*Something that causes fear, A frightening apparition*
455.	**hogwash**	*insincere talk, writing, etc.*
456.	**holster**	*leather case for a pistol*
457.	**homonym**	*a word with the same pronunciation and spelling as another but with a different meaning, origin*
458.	**honorific**	*conferring or conveying honor*
459.	**horology**	*the science of measuring time or making time pieces*
	horrendous	

460. *horrible*

S: Frightful, Horrifying, Fearful

A: Appealing, Pleasant, Charming

461. **hubbub** *noise; confusion*

462. **hyperbole** *extravagant exaggeration*

I

463. **iconoclast** *person who attacks popular beliefs*

464. **ides** *in ancient Roman calendar, 15th day of May, March, July or October or 13th of the other months*

465. **idiosyncrasy** *personal mannerism*

466. **idolatry** *excessive admiration of*

467. **idyll** *a carefree episode or experience*

468. **igneous** *of fire, fiery, type of rock*

469. **ignoble** *dishonorable; common; undignified*

470. **imbecile** *a person with abnormally low intelligence*

S: Weak-minded, Deranged, Childish

A: Strong-minded, Intellectual, Genius

471. **imbroglio** *complicated and embarrassing situation*

472. **imbue** *to permeate with ideas, feelings etc.*

S: Pervade, Suffuse, Inspire

A: Discourage, Condemn

473. **immanent** *operating within, Inherent*

		S: Indwelling
		A: Transcendent
474.	**immutable**	*that cannot be changed*
475.	**impale**	*to pierce with a sharp stake through the body*
476.	**impalpable**	*not perceptible to touch*
		S: Intangible, Vague
		A: Material, Solid, Definite
477.	**impeccable**	*Flawless*
		S: Immaculate, Faultless, Perfect
		A: Defective, Rowdy
478.	**imperil**	*To put in danger*
		S: Endanger, Hazard, Jeopardise
		A: Safeguard, Protect, Preserve
479.	**imperious**	*commanding; haughty; arrogant*
480.	**imperviousness**	*not permeable; not moved easily*
481.	**impetuous**	*having sudden energy; impulsive*
482.	**impiety**	*lack of reverence or dutifulness*
483.	**impinge**	*to strike, hit, etc. (on or upon)*
		S: Strike, Hit
484.	**implicate**	*show that somebody has a share*
485.	**implosion**	*collapse; bursting inward*
486.	**impromptu**	*without preparation*
487.	**impropriety**	*being improper*
488.	**impugned**	*challenged; to be doubted*

489.	**impunity**	*exemption from punishment, harm or loss*
490.	**impute**	*to attribute; to a cause or source; ascribe*
491.	**inchoate**	*not yet fully formed; rudimentary; elementary*
492.	**incipient**	*beginning*
493.	**incognito**	*disguised under an assumed name, rank, etc.* *S: Unidentified*
494.	**incorrigibility**	*cannot be cured or corrected*
495.	**incredulous**	*skeptical; unwilling to believe*
496.	**incubus**	*A nightmare*
497.	**incumbents**	*official duties*
498.	**incursion**	*a raid; a sudden attack*
499.	**indict**	*to charge with a crime* *S: Accuse, Incriminate*
500.	**indigenous**	*native*
501.	**indite**	*to compose and write* *S: Compose*
502.	**indubitable**	*too evident to be doubted*
503.	**ineffable**	*too great to be described in words*
504.	**inferno**	*hell, large fire*
505.	**infinitesimal**	*Too small to be measured*
506.	**infraction**	*a violating of a law or pact* *S: Violation, Infringement*

		A: Compliance, Submission
507.	**ingenuous**	*naïve; young; artless; frank*
508.	**inimical**	*harmful*
509.	**inkling**	*a hint*
		S: Intimation, Idea
510.	**innate**	*Inborn, Natural (an innate sense of style)*
		S: Intrinsic
		A: Extrinsic, Alien
511.	**innocuous**	*causing no harm*
512.	**inordinate**	*exceeding reasonable limits*
513.	**insatiable**	*that cannot be satisfied*
		S: Unquenchable, Greedy, Un-appeasable
		A: Appeasable, Quenchable
514.	**inscrutable**	*not easily understood*
		S: Incomprehensible, Baffling, Mysterious
		A: Obvious, Plain, Evident
515.	**inscrutable**	*incapable of being discovered or understood*
516.	**insouciant**	*unconcerned; carefree*
517.	**insularity**	*narrow-mindedness; isolated*
518.	**insurrection**	*rising of people to open resistance to*
519.	**interpose**	*to come between*
520.	**intersperse**	*place here and there*

521. **intransigence** *unwillingness to compromise; stubbornness; intractability*

522. **intransigent** *uncompromising*

523. **intrepid** *fearless; brave; undaunted*

524. **introspection** *examining one's own thoughts and feelings*

525. **inured** *accustomed to, adapted*

526. **inveigh** *to attack verbally; denounce; deprecate*

527. **invincible** *too strong to be defeated*

528. **involute** *complex*

529. **irascible** *irritable; easily angered*

530. **irrevocable** *final and unalterable*

531. **itinerate** *to travel from place to place; to peregrinate*

J

532. **jackass** *a fool, a blockhead*

533. **jalopy** *a battered old car*

534. **janitor** *Attendant, caretaker, doorkeeper*

535. **jargon** *The terminology of a specific group or profession*

A: confused talk, chatter

536. **jaunt** *an excursion, jaunt, to make a short journey*

537. **jaunty** *Having a sprightly manner*

S: cheerful, Confident, vivacous

A: gloomy, listless, dull

538. **jeopardy** *danger, insecurity, peril, hazard*

539. **jettison** *to get rid of as superfluous or encumbering*

540. **jinx** *a person or thing supposed to bring bad luck*

541. **jocose** *full of jokes, merry, playful, jocular*

542. **jocund** *playful, pleasant, cheerful, merry, jovial*

543. **john bull** *a person who brings bad luck; a typical Englishman*

544. **jovian** *of the planet Jupiter*

545. **judas** *a traitor*

546. **judicature** *jurisdiction, power of dispensing justice by legal trial*

547. **jugular** *Pertaining to the neck veins*

548. **junket** *a picnic, an outing, a spree, a feast, a paid excursion*

549. **jurassic** *the Jurassic period, very old period*

550. **jurisprudence** *science of laws*

K

551. **Kaiser** *a German emperor*

552. **kaleidoscope** *an optical toy showing a changing variety of forms*

553. **kaleidoscopic** *constantly changing*

554. **kaput** *Rendered useless; unable to function*

555. **kickback** *percentage given back to a person who*

has enabled one to make money

556. **kilt** *pleated knee-length skirt of tartan wool, worn by men as part of Scottish costume*

557. **kindred** *related, congruous, akin*

558. **kinetic** *related to motion, not static*

559. **kink** *a whim, a mental twist, imperfection*

560. **kleptomania** *an abnormal, persistent impulse to steal*

561. **knap-sack** *a rucksack, a case / bag strapped onto the shoulders*

562. **knave (nave)** *A false / deceitful fellow, a serving boy*

563. **knead** *press and stretch with the hands to form a firm smooth paste; knead the dough*

564. **knell** *to ring slowly, toll (omen of death, failure, etc.)*

565. **knick-knack** *a small trifling toy, plaything, amusement, trinket*

566. **kurd** *one of the people of Kurdistan*

L

567. **labyrinthine** *to entangle; the state of affairs*

568. **lacuna** *a blank space, especially a missing portion in a text, etc.*

S: Gap

569. **laggard** *A slow person, especially one who falls behind*

S: Slowpoke, Dawdler

570. **lapidary** *(i) Concerned with stone, Engravings on stone (ii) A cutter or polisher of precious stones*

571. **lascivious** *characterised by or expressing lust*

S: Immoral, Lustful, Lecherous

A: Pure, Chaste, virtuous

572. **lassitude** *weariness; tiredness*

573. **laudatory** *expressing or giving praise*

574. **leer** *A sly, sidelong look showing lust, malicious triumph*

575. **levee** *formal reception; embankment*

576. **levitation** *the power of raising a body in the air (against gravity) with no support*

577. **levity** *lack of seriousness*

578. **libertine** *immoral person*

579. **licentious** *morally unrestrained.*

S: Wanton, Lustful

A: Continent, Chaste

580. **lien** *legal claim until a debt on it is repaid*

581. **limber** *easily bent, flexible, to exercise in preparation for a sport*

582. **limbo** *in an uncertain state*

583. **lionise** *treat as a famous person*

584. **logistics** *the military science of procuring, maintaining and transporting material and personnel*

585. **lope** *move along with long strides*

586. **loquacious** *talkative; garrulous*

587. **lucre** *riches, money, used chiefly in a derogatory sense*

588. **ludicrous** *causing laughter because it is absurd or ridiculous*

S: Absurd, Laughable, Preposterous

589. **lurid** *shocking, Sensational, Violent*

A: Bright, Pleasant, highly coloured

M

590. **macabre** *gruesome; suggesting death*

591. **maladroit** *tactless; clumsy*

592. **malaise** *A vague feeling of physical discomfort or of uneasiness*

593. **malediction** *curse; execration*

594. **malefaction** *evil deed; crime*

595. **malefactor** *An evil doer or criminal*

S: Wrong doer

596. **maleficent** *baleful*

597. **malevolence** *wishing to do evil*

598. **mammoth** *Huge, Enormous*

599. **maraud** *To raid, Plunder*

600. **martinet** *Strict disciplinarian*

601. **masquerade** *disguise*

602. **maudlin** *sentimental in a silly or tearful way*

603. **maunder** *To talk or move in a confused, aimless way*

604. **maverick** *rebel; nonconformist*

605. **mawkish** *sickly or puerilely sentimental*

606. **mayhem** *Any violent destruction or disorder.*

S: Havoc, Chaos

A: Peace, Tranquility

607. **megalomania** *A mental disorder characterised by delusions of power, grandeur etc.*

608. **melee** *A confused fight, Confused crowd of people*

S: Scuffle, Brawl, Affray

A: Order

609. **mellifluous** *sweetly flowing, sweet sounding*

610. **menage** *a household*

611. **mercenary** *working or done for payment only*

S: Venal, Pecuniary, Avaricious

A: Altruistic

612. **meretricious** *attractive on the surface but of little value*

613. **mete** *distribute in portions*

614. **meteoric** *momentarily brilliant*

S: Rapid, Transient

A: Gradual, Dull, Slow

615. **miasma** *vaporous exhalation causing disease*

616. **microcosm** *a miniature representation of a whole*

S: Portion

A: Macrocosm

617. **middling** *fairly good but not very good*

618. **milieu** *environment, especially a social setting,*

S: Background, Atmosphere

619. **minatory** *menacing; threatening*

620. **misogynist** *one who hates women, females*

621. **monomania** *excessive concentration on a single object or idea*

622. **mottle** *surface having colored spots or blotches*

623. **munificent** *characterised by great liberality or generosity*

N

624. **narcissistic** *conceited, vain*

625. **natation** *act or art of swimming*

626. **nebulous** *cloud-like; hazy; vague*

627. **necromancy** *magic, especially that practiced by a witch*

628. **nefarious** *very wicked*

S: Unlawful, Villainous

A: Virtuous, Innocent

629. **nemesis** *(i) Just punishment, Deserved fate (ii) Goddess of vengeance*

630. **neologism** *new use of a word*

631. **neophyte** *person who has been converted to a*

		belief
632.	**nepotism**	*favouritism shown by a person in high position to relatives especially in securing jobs,*
		A: Impartiality
633.	**nescient**	*ignorant*
		A: Knowledgeable
634.	**nettle**	*to sting, annoy, bother, exasperate*
635.	**niggard**	*a stingy person, miser*
		S: Stingy
		A: Generous, Spendthrift, Bounteous
636.	**nimbus**	*a halo, aura, cloud*
637.	**nincompoop**	*a stupid, silly person, Fool*
		S: Simpleton, Stupid, Fool
		A: Genius
638.	**nit-picking**	*carping, fault-finding*
639.	**noisome**	*injurious to health*
640.	**noisome**	*offensive; disgusting (smell)*
641.	**nonchalant**	*not having interest*
642.	**nondescript**	*belonging to no definite class or type*
643.	**nonpareil**	*unequaled*
		S: Unrivaled, Peerless
		A: Commonplace
644.	**nonplus**	*confuse*
645.	**nonplussed**	*greatly surprised*
	nostalgia	

646. *a longing for something far away or long ago*

647. **noveau riche** *a newly rich person of poor tastes*

648. **novitiate** *period of being a novice; house where novices are trained*

649. **nuance** *A slight variation in tone, colour, meaning etc.*

650. **nugatory** *trifling; worthless*

651. **numskull** *stupid, fool*

O

652. **obdurate** *hardened and unrepenting; stubborn; inflexible*

653. **obeisance** *a gesture of respect*

S: deep bow, Homage, Rever-

A: Irreverence, Impudence

654. **oblation** *An offering or sacrifice to God*

655. **obliterate** *to blot out, to erase,*

S: Delete, Raze

A: Preserve, Build

656. **oblivion** *Forgetfulness*

S: Obscurity

657. **obloquy** *abusively detractive language; sharp criticism*

658. **obviate** *to make unnecessary; get rid of*

659. **occult** *(i) Hidden, mysterious (ii) Supernatural, Magical*

660. **ocular** *of, for, or like the eye*

661. **odoriferous** *giving off an odour, especially a fragrant one*

S: Fragrant, Sweet-smelling

A: Malodorous

662. **officious** *too eager or ready to help; offer advice*

663. **ogre** *in fairy tales and folklore, a man-eating giant*

S: Monster, Demon

664. **olfactory** *of the sense of smell*

665. **oligarchy** *a government in which a few persons have the ruling power*

666. **omnipotent** *having unlimited power or authority,*

S: All-powerful

A: Weak, Powerless

667. **omnipresent** *present at all places at all times*

668. **onerous** *needing effort; burdensome*

669. **opiate** *anything quieting*

670. **oracle** *the revelation by a medium or priest*

671. **ornithology** *the branch of zoology dealing with the study of birds*

672. **ossify** *to turn to bone; to settle rigidly into an idea*

673. **ostensible** *seeming; appearing as such; professed*

674. **ostracism** *shut out from society; refuse to meet, talk*

675. **overweening** *presumptuously arrogant; being a jerk*

P

676. **palpitate** *tremble; beat rapidly and irregularly*

677. **paltry** *very small*

678. **panegyric** *formal praise; eulogy*

679. **panorama** *perspective, land*

680. **paper tiger** *a person or thing that is threatening but is actually weak*

681. **parry** *block*

682. **parsimonious** *too economical; miserly*

683. **pedantic** *bookish; showing off learning*

684. **pellucid** *transparent; easy to understand*

685. **per se** *by itself*

686. **perambulate** *to travel over or through (esp. on foot)*

687. **percipient** *capable of perception; discerning*

688. **peripatetic** *wandering*

689. **perspicacity** *quick judging and understanding*

690. **pestilent** *deadly*

691. **petrous** *like a rock, hard, stony*

692. **phalanx** *a group of similar things standing close*

693. **pied** *of mixed colors*

694. **piffle** *nonsense*

695. **pillage** *rob or steal with violence*

696. **piquant** *agreeably pungent; stimulating*

697. **plaintiff** *a person who brings a case against*

		another in the court
698.	**platitude**	*a trite or banal statement; unoriginality*
699.	**plumb**	*get to the root of*
700.	**plummet**	*fall; plunge steeply*
701.	**poignant**	*deeply moving; keen*
702.	**pollster**	*a person who takes opinion polls*
703.	**ponderous**	*heavy; bulky; dull*
704.	**posit**	*to postulate; to suggest*
705.	**potentate**	*ruler; one who wields great power or sway*
706.	**prate**	*to talk long and idly*
707.	**precepts**	*rules establishing standards of conduct*
708.	**preclude**	*prevent; make impossible*
709.	**predilection**	*special liking; mental preference*
710.	**premonition**	*a feeling that something bad is about to happen*
711.	**presage**	*warning sign*
712.	**presumption**	*arrogance*
713.	**preternatural**	*not normal or usual*
714.	**primp**	*to dress or arrange in a careful or finicky manner*
715.	**probity**	*uprightness; incorruptibility*
716.	**prodigious**	*enormous; wonderful*
717.	**profane**	*worldly; having contempt for God*

718. **profligacy** *shameless immorality*

719. **profligate** *wasteful; prodigal; extravagant*

720. **prognosticate** *to foretell from signs or symptoms; presage*

721. **prolix** *tiring because too long*

722. **promiscuous** *having many brief sexual relationships*

723. **prosaic** *everyday; mundane; commonplace*

724. **proscribe** *denounce as dangerous*

725. **protracted** *prolonged*

726. **pucker** *wrinkle*

727. **pugnacious** *fond of, in the habit of fighting*

728. **puissance** *strength*

729. **pundit** *pedant; authority on a subject*

730. **purvey** *provide supply*

Q

731. **quadruped** *an animal with four legs*

732. **quadruple** *multiply four times*

733. **quail** *lose courage; turn frightened*

734. **quaintness** *Pleasing, odd and old fashioned*

S: Freakish

A: Modern

735. **quandary** *state of doubt or perplexity*

736. **quarry** *(i) An animal etc. being hunted down (ii) To extract laboriously from books (iii)*

		Excavation made by removing stone
737.	**quart**	*measure of capacity for liquids*
738.	**quartz**	*any of various types of hard metals*
739.	**quaver**	*To shake or tremble (of voice or sound)*
740.	**quay**	*landing place*
741.	**queasy**	*Squeamish, Easily nauseated*
742.	**querulous**	*habitually complaining*
743.	**quick-silver**	*very quickly, like lightning, mercury*
744.	**quintuple**	*multiply five times*
745.	**quittance**	*Discharge from a debt*
746.	**quiver**	*skate slightly, holder for arrows*
747.	**quixotic**	*generous; unselfish*
748.	**quizzical**	*amused*

R

749.	**rabid**	*Violent, Intense* *S: Frantic, Fanatical* *A: Sober, Sane, Rational*
750.	**raffish**	*low; vulgar*
751.	**ragamuffin**	*ragged; often disreputable person*
752.	**rakish**	*(i) Gay and dashing, Carefree(ii) Looking smart and as if built for speed*
753.	**ramify**	*to be divided or subdivided; to branch out*
754.	**ramshackle**	*loose and rickety, Likely to fall to pieces*

		S: Shaky
755.	**rancorous**	*feeling bitterness; spitefulness*
756.	**rapacious**	*greedy (esp. for money)*
757.	**raucous**	*hoarse, Irritating*
758.	**ravenous**	*greedy, very hungry*
		S: Voracious
		A: Assuaged, Full
759.	**recant**	*take back as being false; give up*
760.	**recapitulate**	*To repeat, To summarise*
761.	**recompense**	*make payment to reward; punish*
762.	**recondite**	*little known; abstruse*
763.	**recumbent**	*lying down, reclining*
764.	**recuperate**	*become strong after illness, loss, exhaustion*
765.	**redoubtable**	*formidable; causing fear*
766.	**refractory**	*stubborn; unmanageable; untractable*
767.	**refurbish**	*to freshen or polish again*
768.	**regression**	*The act of going back,*
		S: Reversion, Retrogression
		A: Progress, Advancement
769.	**reiterate**	*say or do again several times*
770.	**relegate**	*to consign or assign especially to an inferior position*
771.	**reminiscence**	*remembrance*
772.	**remiss**	*careless*
		S: Negligent, Unmindful

A: Careful, Scrupulous, Mindful

773. **remonstrate** *to protest, object*

774. **renaissance** *rebirth or revival*

775. **reprisal** *recurrence, renewal or resumption of an action*

776. **reprobate** *person hardened in sin; one devoid of decency*

777. **repudiate** *disown; refuse to accept or pay*

778. **resilience** *quality of quickly recovering the original shape*

779. **restive** *refusing to move; reluctant to be controlled*

780. **resuscitation** *coming back to consciousness*

781. **reticent** *reserved; untalkative*

782. **ribald** *crude; characterised by coarse indecent humor*

783. **rivet** *fix; take up; secure metal pin*

784. **rotund** *rich and deep; plump and round*

785. **rumple** *make rough*

S: Latent, Mysterious, Secretive

A: Plain, Clear, Evident, Worldly

S

786. **sacrosanct** *most sacred or holy; immune from criticism or violation*

787. **sagacious** *having sound judgment; perceptive; wise like a sage*

788. **sally** *(i) Sudden breaking out by soldiers surrounded by enemy*

(ii) lively, witty remark

789. **salubrious** *healthful*

790. **sanguine** *cheerful; confident; optimistic*

791. **scruple** *minute part or quantity; qualm*

792. **scrupulous** *having moral integrity; punctiliously exact*

793. **seamy** *Unpleasant or sordid*

A: Pleasant, Decent

794. **sedulous** *persevering*

795. **seminal** *like a seed; constituting a source; originative*

796. **sere** *make hard and without feeling*

797. **shard** *piece of broken earthenware*

798. **shibboleth** *any phrase, custom etc., peculiar to a certain class, faction etc., a slogan*

799. **shiftless** *lacking in resourcefulness; lacking in ambition*

800. **shrew** *ill-tempered, scolding woman*

801. **sidereal** *of or expressed in reference to the stars*

S: Starry, Astral

802. **simper** *(give a) silly, self-conscious smile*

803. **simulate** *to give a false appearance, Feign*

S: Pretend, Imitate, Feign

804. **sinew** *power; chief supporting force*

805. **sinuous** *winding, undulating, serpentine*

806. **sire** *a father or forefather*

807. **skiff** *small boat*

808. **skinflint** *miser*

S: Niggard

A: Spendthrift

809. **skittish** *Lively, Playful*

810. **slake** *to assuage*

811. **sleight** *skill with the hands, especially in deceiving onlookers as in magic*

812. **sobriquet** *a nickname*

813. **sodden** *soaked; saturated*

814. **solicitude** *being solicitous, care, concern*

S: Anxiety

A: Apathy, Indifference

815. **sop** *something given to appease*

816. **soporific** *producing sleep*

817. **sordid** *wretched; comfortless*

818. **sot** *A habitual drunkard*

A: Teetotaler

819. **sphinx** *enigmatic or mysterious person*

820. **squalid** *foul; filthy*

821. **squeamish** *easily upset; having strong moral views, Stale*

A: Original, Fresh, Novel

822. **stentorian** *extremely loud and powerful*

823. **sterling** *excellent*

		S: Genuine, Valuable
		A: Spurious, Trivial
824.	**stickler**	*person who insists on importance of something*
825.	**stipulate**	*state or put forward as a necessary condition*
826.	**stodgy**	*dull, Uninteresting*
		A: Interesting, Attractive, Magnetic
827.	**stoical**	*showing indifference to joy, grief pain, etc.*
		S: Insensitive
		A: Sensitive
828.	**stolid**	*showing no emotion; impassive*
829.	**strait-laced**	*narrowly strict in behaviour or moral views*
830.	**striated**	*striped; grooved or banded*
831.	**stricture**	*something that limits; adverse criticism*
832.	**stupefy**	*to amaze, stun*
833.	**stupendous**	*astonishing*
		S: Amazing, Prodigious
		A: Minuscule, Meager
834.	**suborn**	*induce by bribery; to commit perjury*
835.	**subpoena**	*written order requiring a person to appear in a law court*
836.	**succinct**	*clear and brief, terse*
		S: Concise
		A: Circumlocutory
837.	**succor**	*assistance, relief in time of distress*
838.	**sumptuous**	*magnificent*

839. **supernal** *Celestial, Heavenly*

S: Divine

A: Earthy

840. **supernumerary** *an extra person or thing*

841. **supervene** *to come or happen, a something additional or unexpected*

842. **supine** *lying on the back; slow to act; passive*

843. **suppliant** *asking humbly; beseeching*

844. **supplicate** *make a humble petition to*

845. **surcease** *an end or cessation*

S: Ceasing

846. **surfeit** *satiate; feed to fulness or to excess*

847. **surmise** *to guess*

S: Assume

A: Certainty

848. **surrogate** *a substitute or deputy*

849. **susceptibility** *sensitiveness*

850. **swill** *to drink greedily*

851. **sylvan** *Rural, Rustic*

852. **synchronism** *to cause to happen at the same time or rate*

T

853. **taciturn** *untalkative, silent*

854. **talon** *claw of a bird of prey*

855. **tamp** *tap or drive down by repeated light blows*

856.	**tantamount**	*equal in value, effect etc.*
857.	**tardy**	*(i) Late, Delayed, Dilatory (ii) Slow moving* *A: Prompt, Punctual, Ready*
858.	**tautology**	*a repetition, redundancy*
859.	**taxidermy**	*the art of preparing, stuffing, etc. the skins of animals to make them appear lifelike*
860.	**teeny-bopper**	*a faddish young teenager, especially a girl of the 1960s*
861.	**temerity**	*boldness; brashness; intrepidness*
862.	**temperance**	*abstinence from alcohol; self-control; moderation*
863.	**tempestuous**	*of or like a tempest, violent* *S: Stormy* *A: Sedate, Calm, Peaceful*
864.	**temporal**	*of time*
865.	**temporise**	*to give temporary compliance, evade decision*
866.	**tenacity**	*firmness; persistency*
867.	**tendentious**	*biased*
868.	**terse**	*brief and to the point*
869.	**tete-a-tete**	*a private conversation between two people*
870.	**thrall**	*enslave*
871.	**timorous**	*fearful; timid*
872.	**tincture**	*a light colour, tinge*

873. **tinsel** *superficial adornment*

874. **titillate** *to excite pleasurably*

S: Stimulate, Excite

A: Repulse, Disgust, Annoy

875. **toady** *obsequious flatterer*

876. **topography** *description of surface features of a region on maps and charts*

877. **torpid** *sleeping; sluggish; lethargic; dormant*

878. **torpor** *dullness, lack of energy*

S: Inactivity

A: Enthusiasm, Involvement

879. **torque** *twisting force causing rotation*

880. **tractable** *easily controlled or guided*

881. **transfigure** *to transform so as to glorify.*

A: Mutilate, Destroy

882. **transfix** *to make motionless as if impaled*

S: Petrify, Paralyse

A: Animate, Rejuvenate

883. **transient** *temporary; fleeting*

884. **transitory** *brief*

885. **transvestite** *a person who gets sexual pleasure from dressing in clothes of the opposite sex*

886. **travail** *(i) very hard work, laborious effort (ii) Pains of child birth*

887. **traverse** *A farcical imitation in ridicule*

888. **travesty** *parody; imitation, bad representation*

889. **trite** *not new, much used*

890. **truce** *(agreement) stop of fighting for a time*

891. **trudge** *walk heavily*

892. **truism** *a statement, the truth of which is obvious*

893. **truncate** *to cut off a part or top*

894. **tryst** *a secret meeting*

895. **tumid** *swollen, bulging,*

S: Distended,

A: Shrunken, Reduced, Concise

896. **turbid** *muddy; having the sediment stirred up*

897. **tutelage** *guardianship, care, instruction*

898. **tyro** *tiro; beginner*

U

899. **ubiquitous** *present everywhere*

900. **ululate** *to howl, hoot or wail loudly*

901. **umbra** *A shadow from a planet or satellite on the side opposite the sun*

902. **umbrage** *offense; resentment*

903. **undulate** *to move in wavelike fashion; fluctuate*

904. **unencumbered** *easy-going; trifle*

905. **unequivocal** *having one meaning, Clear*

S: Plain, Clear

A: Ambiguous, Confusing, Vague

906. **unfounded** *without any basis in truth*

907. **unhinge** *mentally unstable*

S: Unsettled

A: Sane, Rational, Calm

908. **unmitigated** *absolute*

S: Complete

909. **unpalatable** *not pleasant to the taste, sickening*

910. **unsavoury** *disgusting, unpleasant, disagreeable, notorious*

911. **unscrupulous** *not restrained by moral scruples*

S: unprincipled

A: Scrupulous, Conscientious

912. **unversed** *with no experience*

913. **unwary** *who does not take care, careless person*

914. **unwieldy** *large and awkward*

915. **upbraid** *to scold, censure, rebuke*

916. **upbraid** *scold; reproach*

917. **upheaval** *great change, cataclysm*

918. **usurer** *a person who lends money at high interest*

919. **utilitarian** *practical, accessible, within reach*

920. **uxorious** *submissively fond of a wife*

V

921. **vacuous** *with no meaning, silly, vacant*

922. **vagary** *strange act or idea*

923. **vagrant** *wandering, gypsy, nomadic*

valorous

924. *brave*

925. **vanquish** *conquer*

926. **vantage point** *place from where you can see well*

927. **vapid** *dull, absentminded, silly*

928. **vasectomy** *operation on a man to cut the tube through which sperms flow to make him sterile*

929. **vaunt** *to boast*

930. **vehemence** *forceful way (adj.: vehement = fierce, furious)*

931. **venal** *ready to do something dishonest*

932. **veneer** *surface appearance covering the true nature*

933. **veneration** *regard with deep respect*

934. **venial** *excusable*

935. **verbatim** *word for word, exactly same words*

936. **verbiage** *lot of useless words*

937. **verbose** *using more words than necessary*

938. **veritable** *real; rightly named*

939. **vertigo** *dizziness caused by heights*

940. **vestibule** *entrance hall, doorway,approach*

941. **viaduct** *bridge, overpass*

942. **vibes** *sensation*

943. **vicarious** *felt through imagining what other person feels, indirectly felt*

944. **viraginous** *of a virago*

945. **virago** *a loud domineering woman; a scold or*

nag

946. **virology** *study of viruses*

947. **virtuoso** *person skilled in an art, expert, master*

948. **virulence** *great strength (adj.: virulent)*

949. **volubility** *fluency; verbosity; easy use of spoken language*

950. **voluble** *fluent*

951. **vouchsafe** *to grant (often in a gracious manner)*

W

952. **waffle** *talk vaguely and without much result*

953. **waft** *scent; waving movement; carry lightly through*

954. **wallop** *to beat or defeat soundly*

S: Thrash

955. **wallow** *to indulge oneself fully in something sensual*

956. **warlock** *male equivalent or a witch*

957. **waspish** *bad-tempered, Snappish*

S: Irritable

A: Affectionate

958. **waylay** *to wait for and attack by surprise*

S: Accost

959. **welter** *turmoil; a bewildering jumble*

960. **wend** *to go, proceed*

Y

961. **yahoo** *a rude or violent person*

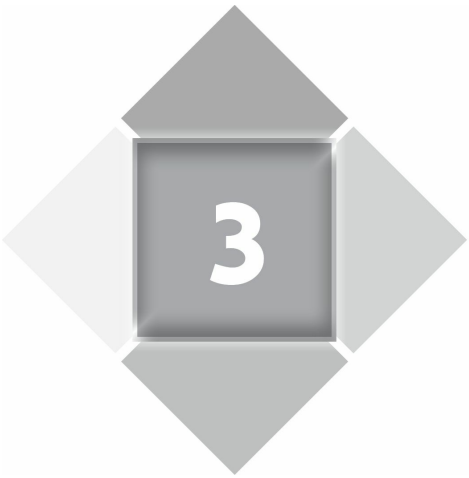
962. **yokel** *a person from the country, bumpkin*

963. **yule** *Christmas*

Z

964. **zany** *a clown or buffoon, half-witted person*

965. **zephyr** *a gentle breeze*



Word List III—Low Frequency Words

In this chapter, we will discuss “low-frequency” words—in other words, words that are not regularly appearing in the vocabulary part of the CAT. Here even, the treatment has been done in such a manner, the meaning is given first, followed by the synonym (noted by the letter *S*) and antonym (noted by the letter *A*).

No.	*Word*	*Definition*
	A	
1.	**accolade**	*honor, award*
2.	**accoutrement**	*equipment*
3.	**acephalous**	*headless, having no leader*
4.	**acolyte**	*assistant, beginner*
5.	**adscittious**	*supplemental, adopted form*
6.	**afflatus**	*inspiration, divine revelation*
7.	**affusion**	*pouring on (Particularly of water)*
8.	**aficionado**	*devotee or fanatic of any sport / past time*

9.	**agnate**	*(One who is) descended by male links from same male ancestor*
10.	**ala-mode**	*Fashionable (of clothes and ideas)*
11.	**allegro**	*rapid, Quick*
12.	**altruism**	*unselfish concern for the welfare of others* *S: Unselfishness* *A: Egocentricity, Selfishness*
13.	**amanuensis**	*A secretary, Literary assistant*
14.	**amazon**	*A female warrior, tall, strong or athletic women*
15.	**anagnorisis**	*recognition*
16.	**animadvert**	*to comment adversely* *S: Criticise, Censure* *A: Praise, Eulogise, Approbate*
17.	**antebellum**	*existing before a war*
18.	**antediluvian**	*made a long time ago*
19.	**anthropomorphic**	*having human characteristics*
20.	**antiquary**	*student or collector of antiques*
21.	**aperitif**	*an alcoholic drink taken before a meal*
22.	**aphorism**	*concise statement of a principle*
23.	**apocalypse**	*revelation of the future*
24.	**apocryphal**	*of doubtful authenticity* *S: Spurious, counterfeit,*

		A: Authentic, Original
25.	**apologist**	*one who defends or attempts to justify a doctrine, faith, action, etc.*
26.	**apostasy**	*Abandoning of what one believed in*
27.	**apostasy**	*renunciation of a religion*
28.	**apothecary**	*A person who prepares and sells medicines*
29.	**apotheosis**	*most perfect development of something, A declaration that a person has become a god* *S: Consecration, Glorification, Deification* *A: Desecration*
30.	**apotheosis**	*deification; glorification to godliness*
31.	**appellation**	*identifying name or title*
32.	**apposite**	*appropriate, fitting* *A: Irrelevant*
33.	**arabesque**	*a complex ornate design*
34.	**arboreal**	*of or connected with trees*
35.	**arraign**	*to bring before a law court to answer charges, to call to account* *S: Accuse, Charge* *A: Excuse, Condone, Acquit*
36.	**arrogate**	*to clinch or seize without right*

A: Abdicate, Surrender

37. **arroyo** *a gully*

38. **aspersion** *slander*

39. **assiduous** *diligent; hard-working; sedulous*

40. **atavism** *resemblance to remote ancestors*

41. **atelier** *artist's workroom*

42. **atrabilious** *ill-tempered*

A: Happy, Good-tempered

43. **atticism** *extreme elegance of speech*

B

44. **bacchanalian** *drunken revelry*

45. **bailiff** *A law officer who collects property of those who cannot pay debts; A person employed as the manager of an estate, An official who keeps order in a court*

46. **bairn** *a child*

47. **banns** *Proclamation made in church of an intended marriage*

48. **barmecide** *giver of benefits that are imaginary, Illusory*

49. **baroque** *having elaborate style, fashionable in architecture*

50. **behemoth** *any huge or powerful animal*

51. **betrothed** *engaged, Pledged to marry*

52. **bibulous** *addicted to or fond of alcoholic liquor*

53. **billingsgate** *foul, vulgar, abusive talk*

54. **bionic** *very strong, skilful*

A: Weak, imbecile

55. **bivouac** *a temporary encampment in the open*

56. **blandishment** *flattery, coaxing*

57. **bludgeon** *(N) A short club with a heavy end (V) To bully or coerce*

58. **bluestocking** *a woman pretending to have literary taste*

59. **bodkin** *a thick, blunt needle*

60. **bonmot** *a clever or witty remark*

61. **buccaneer** *Pirate*

62. **bugbear** *Source of annoyance or fear*

S: Bugaboo

63. **bumptious** *disagreeably conceited*

A: Humble, Polite, Modest

64. **burgeon** *grow forth; send out buds*

65. **burgess** *citizen broadly comic*

66. **burlesque** *any satirical invitation*

S: Parody

C

67. **caboodle** *whole group*

68. **cachet** *respect or admiration, prestige, Seat of*

		approval, complete acceptance
69.	**cadge**	*to beg; to get by begging*
70.	**callisthenics**	*athletic exercises*
71.	**canaille**	*mob, Multitude*
72.	**cantankerous**	*bad-tempered; quarrelsome*
73.	**carapace**	*Protective covering*
74.	**carousal**	*A noisy drinking party* *S: Revelry, Saturnalia, Debauchery* *A: Austerity, Sobriety*
75.	**carouse**	*to drink alcohol freely*
76.	**carteblanche**	*full discretionary power*
77.	**castigation**	*severe punishment*
78.	**casuistry**	*Subtle but false reasoning especially, about moral issues* *S: Evasion, Sophistry*
79.	**cataclysm**	*Any sudden, violent, change* *S: Catastrophe, Upheaval, Calamity* *A: Blessing*
80.	**caveat**	*Warning, Proviso*
81.	**certitude**	*Sureness* *S: Certainty, Inevitability* *A: Uncertain, Unsure*
82.	**chagrin**	*Embarrassment due to disappointment* *S: Failure, Annoyance, Shame* *A: Delight, Glorification*

83.	**chicanery**	*legal trickery; false argument*
84.	**chimera**	*illusion or fabrication of the mind*
85.	**chutzpah**	*nerve; gall*
86.	**coda**	*passage that completes a piece of music*
87.	**cogitate**	*think deeply; mediate*
88.	**comestibles**	*food*
89.	**commiserate**	*to feel or show pity for* *S: Condole, Sympathise*
90.	**compunction**	*feeling of regret for one's action*
91.	**concatenate**	*Link together*
92.	**concussion**	*Impaired functioning especially of brain caused by a violent blow*
93.	**conjoin**	*to join together*
94.	**conscript**	*to enroll for compulsory service in armed forces*
95.	**consecrate**	*to bring something into religious use by a special ceremony*
96.	**contretemps**	*Confusing, Embarrassing or awkward occurrence* *A: Good fortune, Good luck*
97.	**contrite**	*filled with deep sorrow for wrongdoing*
98.	**contumacious**	*insubordinate; rebellious*
99.	**conundrum**	*a riddle; dilemma; enigma*
100.	**convalesce**	*to recover health gradually after sickness*
101.	**convoke**	*call together; summon*

102. **cornucopia** *abundant supply*

103. **curmudgeon** *bad-tempered person*

D

104. **dastardly** *mean, cowardly*

105. **decapitate** *to behead*

106. **declivity** *downward inclination*

107. **decrepit** *Broken down or worn out by old age or long use*

S: Weak, Aged

A: Robust, Agile

108. **delectation** *delight, enjoyment*

109. **deleterious** *harmful*

110. **delinquent** *said of young people showing a tendency to commit crimes*

111. **delirium** *A temporary mental disturbance as during a fever, marked by confused speech and hallucination*

S: Mania, Frenzy, Insanity

A: Sanity, Normality

112. **demagogue** *person appealing not to reasons*

113. **denouement** *an outcome or solution; the unraveling of a plot*

114. **dereliction** *deserting and leaving; to fall into ruins*

115. **dereliction** *forsaking of*

S: Neglect (of duty)

A: Restoration

116. **descant** *a tune usually sung or played at the same time as the main tune*

117. **desideratum** *something needed and wanted*

118. **desuetude** *cessation of use; disuse*

119. **détente** *lessening of tension, especially between nations*

120. **detumescence** *diminishing or lessening of swelling*

121. **didactic** *intended to teach; preachy*

122. **dilettante** *one who is not an expert*

123. **discountenance** *refuse to approve of*

124. **dissimulate** *to hide one's feelings*

125. **dissonance** *discord*

126. **ecclesiastical** *of the church or the clergy*

127. **echelon** *a level of authority or responsibility; A formation of troops or ships*

E

128. **ecumenical** *representing the whole Christian world*

129. **edacious** *voracious; devouring*

130. **effluvia** *outflow in a stream of particles; a noxious odor or vapor*

131. **egocentric** *selfish*

S: Self centred

A: Altruistic

132. **elysian** *Blissful, Heavenly*

133. **emeritus** *having retired but keeping title as an honour*

134. **emetic** *causing Vomiting*

135. **empyrean** *the highest heaven*

136. **encomium** *high praise*

S: Praise, Laudatory, Glorification

A: Denunciation, Blame, Censure

137. **entente** *an understanding or agreement as between nations*

S: Cordiality, Amiability

A: Enmity, Hatred

138. **entree** *right to enter*

139. **ephemeral** *short-lived*

S: Fleeting, Momentary

A: Lasting

140. **epithet** *adjective*

141. **ersatz** *substitute or synthetic and inferior*

142. **escutcheon** *a shield on which a coat of arms is displayed; reputation*

143. **ethereal** *spiritual*

144. **etymology** *study of the origin and development of words*

145. **eugenics** *the movement devoted to improving the human species by controlling heredity*

146. **evanescent** *tending to fade from sight*

S: Transient, Fleeting, Ephemeral

A: Immortal, Eternal

147. **eviscerate** *to remove the internal organs of a body*

148. **excoriate** *to take out harshly*

S: Flay, Abrade, Chafe

A: Laud, Eulogise

149. **excoriation** *severe criticism*

150. **exculpate** *to clear from a charge of guilt*

151. **excursive** *digressive*

S: Rambling, Diverse

A: Similar, Uniform

152. **execrate** *to denounce; to detest utterly*

153. **exordium** *introductory part*

S: Beginning, Preface, Prologue

A: Epilogue

154. **exscind** *to cut out; cut away*

F

155. **felicitous** *apt; suitably expressed; well chosen*

156. **filibuster** *time consuming legislative tactics, long speeches*

157. **fracas** *noisy quarrel*

158. **fractious** *quarrelsome; irritable*

159. **froward** *intractable; not willing to yield or comply; stubborn*

160. **frowzy** *Dirty and Untidy*

S: Ill-smelling, Musty, Dingy

A: Natty, Sweet-smelling, pleasant

161. **fulmination** *bitter protest*

162. **furbish** *To renovate*

G

163. **gamin** *a homeless child who roams the streets*

164. **gangling** *tall and awkward*

165. **garble** *make unfair selection from facts*

166. **gargantuan** *Colossal, huge, very big, enormous, prodigious*

167. **gasconade** *boastful behaviour*

A: Reticence, Taciturnity

168. **gastalt** *Pattern, form, shape*

169. **gauche** *lacking social grace*

S: Inept, Awkward, Clumsy

A: Adroit, Skillful, Dexterous

170. **gaucherie** *socially awkward, tactless behavior*

171. **gauntlet** *a knight's arm glove (A challenge)*

172. **gelid** *extremely cold*

173. **gendarme** *A policeman*

S: police, authorities, bobbies, cops, troopers

174. **geodesy** *Earth measurement on a large scale*

175. **germane** *relevant, pertinent to*

176. **gerrymander** *To rearrange voting districts to suit the*

		interests of a party; to manipulate facts
177.	**gewgaw**	*a toy, a bauble, knickknack*
178.	**ghetto**	*Residential area inhabited by a poor, racial group*
179.	**gormandize**	*To eat like a glutton* *S: Devour* *A: Starve*
180.	**gossamer**	*soft light; delicate material*
181.	**gourmand**	*One who likes good food and drink, often to excess*
182.	**grandiloquent**	*using pompous words*
183.	**gratis**	*Free of charge*
184.	**gratuitous**	*given free of charge, of no use and given in excess, not necessary*
185.	**grotesque**	*distorted in appearance, shape etc.* *S: Bizarre* *A: Normal, Usual, Customary*
186.	**gubernatorial**	*pertaining to the governor*
187.	**gung-ho**	*enthusiastic, eager, zealous*

H

188.	**habiliment**	*clothing, attire* *S: Garb, Dress, Apparel*
189.	**halcyon**	*calm and peaceful*
190.	**hallucination**	*the apparent perception of sights, sounds etc. that are not actually,*

		present
		S: Delusion, Illusion, Mirage
191.	**harlequin**	*A clown*
192.	**harridan**	*A disreputable able shrewish old woman*
193.	**hauteur**	*disdainful pride*
		S: Snobbishness, Haughtiness
		A: Meekness, Modesty
194.	**hebdomadal**	*weekly*
195.	**hector**	*to bully*
196.	**hieroglyphic**	*a picture or symbol representing a word sound, etc.*
197.	**highfalutin**	*Pompous*
198.	**hoi polloi**	*the common people*
		S: Masses, Crowd, Riffraff
		A: Elite, Society
199.	**holocaust**	*great destruction of life, especially by fire*
		S: Conflagration, Devastation, Ruin
200.	**homiletics**	*act of preaching*
201.	**hors d'oeuvre**	*an appetizer, as Olives, canapes etc. served before a meal*
202.	**hors-de-combat**	*unable to take part in activity sport due to injury*
203.	**hortatory**	*Exhorting, Advising*
		S: Inciting, Urging

204. **hubris** *arrogant pride*

I

205. **ignominious** *shameful; dishonorable; undignified; disgraceful*

206. **immure** *To shut oneself in a place alone*

S: Imprison

A: Wander, Loiter

207. **impecunious** *having little or no money*

208. **importune** *beg urgently; solicit (of a prostitute)*

209. **imprecation** *an invocation of evil; a curse*

210. **inadvertent** *not paying proper attention*

211. **incertitude** *Doubt*

S: Uncertainty

A: Certainty

212. **inchoate** *Just begun, Rudimentary*

S: Elementary, Incipient, Undeveloped

A: Mature

213. **incinerate** *to burn to ashes*

214. **inclement** *Stormy, Unfavourable*

A: Mild. Fair

215. **indefatigability** *not easily exhaustible; tirelessness*

216. **indelible** *that cannot be erased, blotted out, etc.*

A: Erasable

217. **indelible** *that cannot be rubbed out*

218.	**indemnify**	*To insure against damage etc.* *S: Recompense, Repay, Compensate*
219.	**indigence**	*poverty*
220.	**ineluctable**	*certain; inevitable*
221.	**ingrate**	*an ungrateful person*
222.	**innuendo**	*a hint or indirect reference, usually derogatory* *S: Insinuation, Intimation, Allusion*
223.	**insidious**	*characterized by treachery or slyness* *S: Crafty, Treacherous, Tricky* *A: Open, Fair, Candid*
224.	**insinuate**	*suggest unpleasantly; make a way for something gently*
225.	**insuperable**	*incapable of being surmounted or solved*
226.	**inter**	*to entomb or bury*
227.	**interdict**	*prohibit; forbid*
228.	**interloper**	*to encroach; to intrude*
229.	**interregnum**	*lapse in a continuous series*
230.	**invective**	*abusive language; curses*
231.	**inveterate**	*deep-rooted; long-established*
232.	**invidious**	*of an unpleasant or objectionable nature*

J

233. **jackanapes** *impertinent fellow, mischievous child*

234. **jamboree** *A boisterous frolic, a spree*

235. **janus faced** *Deceitful*

236. **jape** *Joke played on somebody*

237. **jejune** *lacking nutritive value; dull; juvenile*

238. **jeremiad** *A tale of woe: in allusions to the lamentations of Jeremiad*

S: Grief

A: Happiness

239. **jingoist** *a person boasting and demanding an aggressive foreign policy*

240. **joie de vivre** *the joy of living*

241. **juggernaut** *a massive object, a belief*

242. **jung** *Swiss psychologist Kari Gustav Jung*

243. **juxtaposition** *placing close together*

K

244. **kangaroo court** *An improperly constituted court with no legal standing*

245. **ken** *(i) (Out of or beyond) Range of sight or knowledge*

(ii) Recognise at sight, Know -

S: Knowledge, Range, Purview

246. **kerfuffle** *fuss; noise; excitement*

247. **ketch** *small sailing-boat with two masts*

248. **keystone** *Essential Part*

249. **khmer** *a member of a people inhabiting Cambodia*

250. **kitsch** *Pretentious (especially in art, design etc.)*

251. **knoll** *A small hillock, top of a hill*

252. **kow-tow** *To act in an obsequious way, bow, kneel, genuflect*

L

253. **lacerate** *to tear roughly*

S: Mangle

A: Restore, Placate, Sympathize

254. **lachrymose** *causing tears; tearful*

255. **lackadaisical** *showing lack of interest or spirit*

S: Languishing, Indolent, Apathetic

A: Energetic, Lively

256. **laconic** *terse in expression, using few words, concise*

S: Brief, Pithy

A: Profuse, Wordy, Discursive

257. **lagniappe** *a present given to a customer with a purchase*

S: Gratuity, Bonus, Tip

258. **laissez-faire** *Policy of non interference, absence of government control over industry and business*

259. **lambent** *playing lightly over a surface; often said of aflame*

S: Radiant, Brilliant

A: Dull, lackluster

260. **larceny** *the unlawful taking of another's property*

S: Theft, Robbery, Plunder

A: Restoration, Compensation, Atonement

261. **largess** *generous giving*

262. **lenitive** *lessening pain or distress, Merciful*

263. **leviathan** *a sea monster; Any huge thing*

264. **lexicon** *Dictionary (Esp. of Greek, Latin or Hebrew)*

265. **libel** *statement that damages reputation*

266. **libidinous** *lascivious, lustful*

S: Lewd

A: Pure, Chaste

267. **licentious** *lacking legal or moral restraints*

268. **limn** *paint; portray*

269. **lucubrate** *write in scholarly fashion*

270. **luculent** *easily understood; lucid; clear*

271. **lugubrious** *mournful; excessively sad*

272. **lummox** *a clumsy, stupid person*

M

273. **maˈjor-doˈmo** *a man in charge of a great household*

274.	**macerate**	*make or become soft by soaking in water*
275.	**machiavellian**	*crafty, deceitful* *S: intriguing, Cunning, Unscrupulous* *A: Honest, Straightforward, Open*
276.	**macrocosm**	*the universe*
277.	**maelstrom**	*powerful, violent whirlpool*
278.	**malapropism**	*misuse of a word (for one that resembles it)*
279.	**manacle**	*chains for the hands or feet*
280.	**mandarin**	*An influential person*
281.	**misanthrope**	*person who hates mankind*
282.	**mulish**	*unreasonably and inflexibly obstinate*

N

283.	**nabob**	*a wealthy and powerful person*
284.	**nacrolepsy**	*short attacks of drowsiness*
285.	**namby-pamby**	*sentimentally childish in behaviour*
286.	**napalm**	*Highly inflammable material*
287.	**neurasthenia**	*debility or weakness of the nerves*
288.	**nihilism**	*The general rejection of customary beliefs in morality religion, etc.*
289.	**nom de plume**	*A writer's assumed name, pseudonym*
290.	**non sequitur**	*An irrelevant conclusion*
291.	**nostrum**	*a quack, remedy; an untested cure*
292.	**nota bene**	*Take notice*

293. **numismatics** *The study or collection of coins, medals, paper money, etc.*

O

294. **obfuscate** *to darken; make obscure; muddle*

295. **obsequious** *too eager to obey or serve*

296. **obstreperous** *noisy; loud*

297. **occident** *West-Europe and countries of the American Continents*

S: West

A: Orient, East

298. **oenophile** *connoisseur of wines*

299. **opprobrious** *showing scorn or reproach*

300. **orotund** *sonorous; bombastic*

301. **osculate** *to kiss*

302. **ostentation** *display to obtain admiration or envy*

P

303. **paean** *song of praise or triumph*

304. **panoply** *Something forming a protective covering; impressive array*

305. **paroxysm** *sudden outburst*

306. **peccadillo** *small sin; small weakness in one's character*

307. **pedagogue** *a teacher*

308. **pedant** *a person concerned with minor detail*

309.	**pejorative**	*expressing contempt*
310.	**penitentiary**	*a prison*
311.	**peregrination**	*traveling about; wandering*
312.	**peremptory**	*urgent; imperative*
313.	**perfidious**	*treacherous; faithless*
314.	**perfunctory**	*done as a duty, without care*
315.	**persona non grata**	*a person who is not acceptable*
316.	**pertinacious**	*stubbornly unyielding or tenacious*
317.	**petulant**	*unreasonably impatient*
318.	**philistine**	*a smug, ignorant person; one who lacks knowledge*
319.	**phlegmatic**	*calm sluggish temperament; unemotional*
320.	**picaresque**	*involving clever rogues or adventurers*
321.	**piccaninny**	*a small black child*
322.	**pince-nez**	*a pair of glasses with nose clips*
323.	**pique**	*hurt the pride or self-respect; stir (curiosity)*
324.	**pluperfect**	*referring to an action that was completed in the past*
325.	**poisoned chalice**	*something which seems attractive but may be harmful to the person receiving it*
326.	**polemic**	*aggressive attack on opinions of another; disputant*
327.	**prevaricate**	*to equivocate; to stray from the truth*

328. **prima donna** *the chief female singer in an opera*

329. **pro tem** *for the time being*

330. **proclivity** *inclination*

331. **profundity** *depth*

332. **proliferate** *grow, reproduce by rapid multiplication*

333. **propinquity** *nearness in time or place; affinity of nature*

334. **propitiatory** *conciliatory; appeasing; mitigating*

335. **propitious** *auspicious; presenting favorable circumstances*

336. **protean** *displaying great diversity or variety; versatile*

337. **pulchritude** *physical beauty*

338. **punctilious** *precise; paying attention to trivialities*

339. **pusillanimous** *cowardly; craven*

340. **putative** *commonly accepted or supposed*

341. **putrefaction** *becoming rotten*

Q

342. **quadraphonic** *sound which is reproduced through four loudspeakers*

343. **quadrennial** *happening every four years*

344. **quagmire** *Swamp, area of dangerous marsh*

345. **quandary** *Dilemma, enigma, puzzle, predicament*

346. **quarantine** *period of time when patients are kept*

		secluded to prevent spread of infection
		S: exile, isolation
347.	**quatrain**	*Stanza of poetry with four lines*
348.	**quibble**	*try to avoid by sophistication*
349.	**quid pro quo**	*Thing given in return for something else*
350.	**quiescence**	*state of being passive, motionless*
351.	**quiescent**	*at rest; dormant; torpid*
352.	**quietude**	*a state of being quiet*
		S: Repose, tranquility
353.	**quietus**	*Finishing strike, Any thing that ends an activity*
354.	**quinquennial**	*happening every five years*
355.	**quinsy**	*inflammation of the throat due to abscess on the tonsils*
356.	**quintessence**	*the pure essence or perfect*
357.	**quisling**	*person who betrays his country*
358.	**quivive**	*Watching for something to happen, alert, watchful*
359.	**quod**	*prison*
360.	**quoit**	*ring made of metal, rubber that is thrown on an upright peg as a game*
361.	**quotidian**	*banal; everyday*

	R	
362.	**raconteur**	*a person skilled at telling stories or anecdotes*

363.	**ragamuffin**	*a dirty, ragged person especially a child*
364.	**rambunctious**	*disorderly, boisterous, unruly*
365.	**ramification**	*A result, Consequence*
		A: branch
		S: Subdivisions
366.	**rankle**	*To fester, To cause irritation*
367.	**recalcitrant**	*disobedient*
368.	**recension**	*a revision of the text based on a study of sources*
369.	**rechercht**	*too unusual or obscure to be easily understood*
370.	**recidivism**	*relapse into antisocial or criminal behavior*
371.	**reconnoiter**	*to survey a region especially for obtaining military information of the enemy*
		S: Survey
372.	**recreancy**	*cowardice; cowardly giving up*
373.	**recreant**	*coward; apostate or deserter*
374.	**recrimination**	*to answer an accuser by accusing him in return, counter charge*
375.	**recrudescence**	*the appearance of something unpleasant*
376.	**rectitude**	*the quality of being straight; righteousness*
377.	**redact**	*to edit*

378.	**redound**	*to contribute to somebody's reputation*
		S: Promote
379.	**refection**	*A light meal*
380.	**refectory**	*dining hall as in a monastery*
381.	**refulgent**	*shining; brilliant*
382.	**regicide**	*crime of killing a king*
383.	**regnant**	*Ruling, Predominant, Prevalent*
		S: Reigning
384.	**renascent**	*rising again into being or vigor*
385.	**renegade**	*deserter; unconventional or unlawful person*
386.	**renege**	*to deny; to renounce; to go back on a promise*
387.	**requiem**	*mass for the dead; solemn chant for the dead*
388.	**requite**	*repay; give in return*
389.	**rescind**	*repeal; annul; cancel*
390.	**retrograde**	*tending toward a worse or previous state*

S

391.	**sable**	*(i) Small animal valued for its black fur (ii) Dark, African antelope (iii) Black, Gloomy*
392.	**sacerdotal**	*(i) Of priests or office of priest,*

		S: Priestly (ii) System of government in which priests dominate
393.	**salacious**	*obscene*
394.	**sanctimony**	*self-righteousness; hypocritical*
395.	**sanguinary**	*bloody*
396.	**sartorial**	*concerned with clothes and tailoring*
397.	**saturnine**	*gloomy; dark; morose*
398.	**savant**	*person of great learning*
399.	**scabbard**	*sheath for the blade*
400.	**scepter**	*a staff held by a ruler as a symbol of sovereignty*
401.	**schism**	*A split (esp. in a church) because of difference of opinion, doctrine, etc.*
402.	**scintilla**	*a speck, a tiny amount*
403.	**sclerosis**	*an abnormal hardening of soft body tissues*
404.	**scrimmage**	*a confused struggle*
		S: Tussle
405.	**scurrilous**	*given to coarse language*
406.	**sententious**	*short and pithy; full of maxims, proverbs*
407.	**sentient**	*of or capable of feeling, conscious*
408.	**serendipity**	*phenomenon of finding valuable things not sought for*
409.	**serried**	*placed close together*
410.	**sesquicentennial**	*a period of 150 years*
	shilly-shally	

411. *to be irresolute, vacillate especially over trifles*

S: Vacillation, Irresolution, Indecision

A: Determination. Obstinacy

412. **sibylline** *a prophetess of ancient Greece or Rome*

413. **sinecure** *any position that brings profit without involving much work*

414. **slattern** *a slovenly or sluttish women*

415. **smithereens** *fragments*

S: Pieces

A: Whole

416. **sodality** *a society of Roman Catholic church numbers for religious or charitable purposes*

417. **solecism** *a violation in the conventional usage, grammar, etc. of a language*

418. **somnolent** *likely to induce sleep; inclined to sleep*

419. **sophistry** *fallacious reasoning; faulty logic*

420. **sophomoric** *self-assured though immature*

421. **specious** *illogical or questionable truth or merit*

422. **splenetic** *bad-tempered; irritable*

423. **splice** *join (two ends)*

424. **spoonerism** *the accidental interchange of the initial sound of words*

425. **staccato** *Music with distinct breaks between successive tones*

426. **stanch** *to stop the flow of a fluid*

427. **stertorous** *characterised by raspy, laboured breathing*

428. **stevedore** *A person employed for loading and unloading ships*

429. **stipple** *paint with dots*

430. **strident** *characterised by harsh and discordant sound*

431. **stultify** *to cause to appear or be foolish*

432. **stygian** *dark, gloomy*

433. **stymie** *to hinder, obstruct or block*

434. **subliminal** *below the threshold of conscious awareness*

435. **subrosa** *secretly, privately*

436. **substantiation** *giving facts to support (statement)*

437. **subsume** *include under a rule*

438. **subterfuge** *deception*

439. **supererogation** *doing more than is needed*

440. **surrealism** *modern movement in arts trying to depict the workings of the subconscious mind*

441. **surreptitious** *done, got, acting, etc. in a stealthy way*

S: Clandestine

A: Open, Frank

442. **suture** *the stitching together of the two edges of a wound*

S: Stitch

443. **suzerain** *A state in relation to another over which it has some political control*

444. **sybarite** *voluptuary*

445. **sycophant** *person who flatters the rich and powerful*

446. **syncopated** *abbreviated; stressing the weak beat*

T

447. **tatterdemalion** *a person in ragged clothing*

448. **tautology** *needless repetition of an idea, using a redundant word, phrase, etc.*

S: Redundancy

449. **tenterhooks** *anxious suspense*

450. **tenuous** *insubstantial, flimsy, weak*

451. **termagant** *shrew*

452. **testiness** *witness; evidence*

453. **theocracy** *a government by priests claiming to rule with divine authority*

454. **threadbare** *exhausted of interest or freshness; trite*

455. **threnody** *a song of lamentation, Dirge*

456. **tintinnabulation** *the ringing sound of bells*

S: Tinkling

457. **tracery** *ornamental work of interlacing or branching lines*

458. **traduce** *to malign; to violate*

459. **trammel** *something that confines or restrains*

S: Hinder, Hamper

A: Encourage, Help

460. **transcendental** *(i) Supernatural, Not based on human experience or reason*

A: Natural (ii) Vague, Not clear to ordinary minds

461. **transgress** *break; go beyond (a limit)*

462. **tremulous** *characterised by trembling; affected with timidity*

463. **trenchant** *forceful; effective; vigorous*

464. **trepidation** *alarm; excited state of mind*

465. **tribulation** *Great misery or distress*

S: Trouble, Grief, Trail

466. **troglodyte** *any of the prehistoric people who lived in caves*

467. **trojan** *a strong, hard-working, determined person*

S: Brave

A: Coward

468. **trollop** *A prostitute*

469. **truckle** *to act in a subservient manner*

470. **truculence** *aggressiveness; ferocity*

471. **trumpery** *Something which is showy but worthless*

472. **turpitude** *wickedness; shamefulness*

473. **twaddle** *foolish empty talk or writing, nonsense*

474. **tyrannicide** *slaying of a tyrant*

U

475. **ukase** *an official decree, Arbitrary order*

476. **unbosom** *to tell or reveal (feelings or secrets)*

477. **unconscionable** *not guided or restrained by conscience; excessive*

S: Inordinate, Unreasonable

A: Conscientious

478. **unction** *flattery, Pretended and insincere smoothness in speech, Insincerity*

S: Flattery

479. **unctuous** *Characterised by smooth pretence of fervour or earnestness, Too suave or oily*

S: Flattering

A: Blunt, Straightforward, Frank

480. **unflappable** *imperturbable, never upset in a crisis*

S: Calm, Composed

A: Agitated, Excited

481. **unguent** *A salve or ointment*

S: Ointment, Lubricant

V

482. **vagabond** *who has no home and wanders about*

483. **valedictory** *of an act of bidding farewell*

484. **valetudinarian** *person who likes to feel he is an invalid*

485. **ventriloquist** *person who can make his voice appear to come from a different source*

486. **verisimilitude** *appearing true or real*

487. **vicissitude** *variation in luck*

488. **vignette** *Small sketch, headline, article, story*

489. **vituperate** *curse; abuse in words*

W

490. **wangle** *to get or cause by persuasion, manipulation*

491. **warren** *any crowded building or buildings*

492. **wassail** *festive occasion of drinking and merry making*

493. **welter** *a confused mixture of things or people*

494. **wharf** *a structure on a shore, at which ships are moored for loading or unloading*

495. **wheedle** *to influence or entice by soft words or flattery*

X

496. **xanthippe** *shrewish woman*

Z

497. **zymurgy** *the chemistry of fermentation as applied in brewing.*

Roots, Prefixes, Suffixes and Foreign Words

Every word in the English language has a history. In this section, you will find that words can be understood in a better manner if you can break them down to their roots and relate them to their core meanings. Therefore, when you come across words using the same roots/prefixes or suffixes, you can relate them, thus understanding the words and the text in a more structured manner.

Besides, knowing the origins of important words often gives us clues to interpret the meaning of an entire family of words derived from them.

For example, in Latin, the word for “other” is “alter”, and a number of important words in English are built on its Latin root.

We will begin with a list of root words and their meanings and go on to the words derived from these roots.

Many a time, knowing root words helps us in guessing the probable meaning of a word. This chapter lists out root words in detail to help you hone this skill further.

GREEK ROOTS

I. Root = ‘chron’.

The Greek root “Chron” means or denotes “time”. Some of the words

derived from this root are:–

	Word	*Meaning*
1.	**Chronology**	*arrangement of events in order of occurrence*
2.	**Chronicle**	*historical record*
3.	**Chronograph**	*a stop watch, that records time with great accuracy*
4.	**Chronic**	*lasting a long time (of illness)*
5.	**Chronometer**	*time piece*
6.	**Asynchronous**	*occurrence of two or more processes at different times*

II. Root = ‘macro, mega’.

Greek root “macro/mega”, which means “large” or “big”. Some of the words derived from this root are:

	Word	*Meaning*
1.	**Macroscopic**	*Visible to the naked eye*
2.	**Megalith**	*huge stone*
3.	**Mega star**	*very great*
4.	**Mega hertz**	*one million hertz*
5.	**Mega phone**	*instrument needed to amplify voice*
6.	**Megalopolis**	*universe, very large city containing many cities.*

III. Root = ‘micro’.

Greek root “micro” means “small”.

	Word	*Meaning*
1.	**Microbe**	*tiny organism*
2.	**Microcosm**	*miniature representation of something*

3.	**Microfilm**	*miniature record of documents or a film*
4.	**Microlight**	*very small, light aircraft with large wings*

IV. Root = ‘morph’.

The Greek root “morph” means “form”.

	Word	***Meaning***
1.	**Morphology**	*form and structure of an organism; study of the form*
2.	**Metamorphosis**	*change of form*
3.	**Morphogenesis**	*development of species of an organism*

V. Root =‘poly’.

Greek root “poly” means “many”.

	Word	***Meaning***
1.	**Polyglot**	*competent in many languages*
2.	**Polygon**	*a geometrical plane figure with three or more straight lines*
3.	**Polynomial**	*used to describe a mathematical expression with more than two terms*
4.	**Polymath**	*knowledgeable in a variety of subjects.*

VI. Root = ‘pan’.

Greek root “pan” means “all”.

	Word	***Meaning***
1.	**Panhuman**	*for all humanity*
2.	**Pantheism**	*belief that God is everything*

3.	**Panorama**	*an all round view*
4.	**Pantropic**	*found throughout the tropics.*

VII. Root = ‘meter’.

Greek root “meter” means “measure”.

	Word	***Meaning***
1.	**Ammeter**	*device used to measure current*
2.	**Voltmeter**	*device used to measure voltage*
3.	**Altimeter**	*device that measures altitude*
4.	**Pedometer**	*instrument used to measure distance covered by walking*
5.	**Meteorology**	*scientific study of earth’s atmosphere*

VIII. Root = ‘Neo’.

Greek root “neo” means “new”.

	Word	***Meaning***
1.	**Neophyte**	*beginner, recent convert*
2.	**Neologism**	*new word or meaning, newly coined word*
3.	**Neonate**	*a new born child*

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IX. Root = ‘andr/gyn’.

Greek root “andr” means “man”.

Greek root ‘gyn’ means woman.

	Word	***Meaning***
1.	**Androgen**	*male hormone*

2.	**Gynecoid**	*characteristic of a woman*
3.	**Polyandry**	*having multiple husbands*

X. Root = ‘pyr’.

Greek root “pyr” means “fire”.

	Word	***Meaning***
1.	**Pyre**	*pile of burning material*
2.	**Pyrogenic**	*producing heat*
3.	**Pyromaniac**	*person who sets fire to things*
4.	**Pyrotechnics**	*relating to fireworks.*

XI. Root = ‘astro’.

Greek root “astro” means “star”.

	Word	***Meaning***
1.	**Astronomy**	*science of stars*
2.	**Astrologer**	*person who practices and studies Astrology*
3.	**Astronaut**	*space traveler*

XII. Root = ‘ped’.

Greek root “ped” means “child”.

	Word	***Meaning***
1.	**Pediatrician**	*Doctor who treats children*
2.	**Pedodontics**	*concerned with dental care and treatment of children*
3.	**Pedology**	*study of physical and mental*

development of children

XIII. Root = ‘soma’.

Greek root “soma” means “body”.

	Word	*Meaning*
1.	**Somato type**	*body type*
2.	**Somatic**	*of body*
3.	**Psychosomatic**	*physical illness which is mentally induced*
4.	**Somatology**	*study of physiology and anatomy of body*

XIV. Root = ‘ideo’.

Greek root “ideo” means “idea”.

	Word	*Meaning*
1.	**Ideology**	*system of social beliefs*
2.	**Ideologue**	*an ideologist*
3.	**Ideography**	*use of graphical symbols to convey ideas.*

XV. Root = ‘gam’.

Greek root “gam” means “marriage”.

	Word	*Meaning*
1.	**Monogamy**	*married to one person*
2.	**Bigamy**	*married to two people*
3.	**Polygamy**	*married to many*
4.	**Gamete**	*a specialised male or female cell*

XVI. Root = ‘theo’.

Greek root “theo” means “God”.

	Word	*Meaning*
1.	**Theology**	*study of God or religion*
2.	**Theocracy**	*government by Gods*
3.	**Theomacy**	*battle among Gods*

XVII. Root = ‘onym’.

Greek root “onym’’ means “name”.

	Word	*Meaning*
1.	**Pseudonym**	*pen name*
2.	**Antonym**	*word opposite in meaning*
3.	**Synonym**	*word similar in meaning*
4.	**Toponym**	*word derived from name of place*
5.	**Homonym**	*word with same spelling or sound*

XVIII. Root =’path’.

Greek root “path” means “feeling”.

	Word	*Meaning*
1.	**Sympathy**	*compassion for someone else’s pain*
2.	**Empathy**	*feel someone else’s pain and sympathise*
3.	**Apathy**	*indifference, lack of interest or enthusiasm*

XIX. Root = ’bibli’.

Greek root “bibli” means “book”.

	Word	*Meaning*
1.	**Bibliopole**	*book seller*
2.	**Bibliophile**	*lover of books or collector of books*
3.	**Bibliography**	*a list of books and articles consulted, book sources*
4.	**Bibliomania**	*extreme fondness or obsession for books*

XX. Root = ‘soph’.

Greek root “soph” means “wisdom”.

	Word	*Meaning*
1.	**Philosophy**	*love of wisdom*
2.	**Sophist**	*ancient Greek philosopher*
3.	**Sophisticated**	*urbane, classy, complex*

XXI. Root = ‘Misein’.

The root “misein” is a Greek root which means “to hate”.

	Word	*Meaning*
1.	**Misanthropist**	*one who hates mankind*
2.	**Misogynist**	*one who hates women*
3.	**Misogamist**	*one who hates marriage*

XXII. Root = ‘Anthropos’.

The root “anthropos” is a Greek word meaning “mankind”.

	Word	*Meaning*
1.	**Anthropology**	*study of development of human race*

2. **Philanthropist** *one who loves mankind*

XXIII. Root = ‘Phil’.

The Greek root “phil” means “to love”.

	Word	***Meaning***
1.	**Philology**	*love of language /words*
2.	**Philosophy**	*love of wisdom*
3.	**Philanthropy**	*love of mankind*
4.	**Philadelphia**	*city of brotherly love*
5.	**Philharmonic**	*love of music/harmony*
6.	**Bibliophile**	*lover of books*
7.	**Anglophile**	*admirer of British people, etc.*
8 .	**Philatelist**	*one who collects or studie*

XXIV. Root = ‘logy’.

The Greek root “logy” means “study of”.

	Word	***Meaning***
1.	**Anthropology**	*study of human race*
2.	**Biology**	*study of living things*
3.	**Astrology**	*study of the sun, moon and other planets*
4.	**Archaeology**	*study of the buildings, graves, etc. of the past*
5.	**Climatology**	*study of general weather conditions*
6.	**Psychology**	*study of human mind and behaviour*
7.	**Graphology**	*study of handwriting*
8.	**Gerontology**	*study of problems of the elderly*

XXV. Root = ‘Psyche’.

The Greek root “psyche” means “mind, spirit, soul”.

	Word	***Meaning***
1.	**Psychosis**	*a mental disorder*
2.	**Psychiatrist**	*a mind-healer*
3.	**Psychotic**	*one who loses touch with reality*
4.	**Psychedelic**	*that which causes effect on mind*
5.	**Psychic**	*having special mental (knowing) ability*
6.	**Psycho kinesis**	*change the physical state or position of a physical object by the power of the mind*

XXVI. Root = ‘archy’/’cracy’.

The Greek root “archy/cracy” means “rule by”.

Some of the words derived from this root, depicting different types of rules by people, are as follows:

	Word	***Meaning***
1.	**Monarchy**	*rule by one king /queen*
2.	**Autocracy**	*government by a single person/ single group*
3.	**Democracy**	*where power is held by elected representatives*
4.	**Aristocracy**	*rule by people of high social class, e.g., royalty*
5.	**Theocracy**	*rule of gods*
6.	**Plutocracy**	*rule by the rich*
7.	**Anarchy**	*state of nature where there is no government*
8.	**Diarchy**	*dual rule*
9.	**Oligarchy**	*rule by few powerful people*
10.	**Patriarchy**	*oldest male of a family is the head*

LATIN ROOTS

I. Root =’cede’,’ceed’ and ‘cess’.

All the three Latin roots mean “go” or “movement”.

	Word	***Meaning***
1.	**Precede**	*come before*
2.	**Proceeding**	*course of action*
3.	**Process**	*method of doing something*
4.	**Succeed**	*go ahead, be successful*
5.	**Proceed**	*go before*
6.	**Exceed**	*go ahead of*
7.	**Recede**	*go back*
8.	**Recession**	*depression in economic activity*

II. Root = ‘scribe’.

Latin root “scribe” means “to write”.

	Word	***Meaning***
1.	**Prescribe**	*order the use of, esp. used in the context of medication*
2.	**Inscribe**	*to write or engrave words on a surface*
3.	**Scribble**	*write illegibly*
4.	**Describe**	*write in detail*
5.	**Proscribe**	*to prohibit or ban something*

III. Root = ‘brev’.

Latin root “brev” means “short”.

Word	***Meaning***
Abbreviation	

1.		*short end form*
2.	**Brevity**	*briefness*
3.	**Breviary**	*summary, abridgement*

IV. Root = ‘centr’.

Latin root “centr” means “center”.

	Word	***Meaning***
1.	**Centrist**	*one with moderate views*
2.	**Centrifugal**	*away from center*
3.	**Centripetal**	*towards center*
4.	**Egocentric**	*selfish*
5.	**Eccentric**	*unconventional in a whimsical way.*
6.	**Heliocentric**	*with the sun at the centre*

V. Root = ‘later’.

Latin root “later” means “side”.

	Word	***Meaning***
1.	**Bilateral**	*two-sided*
2.	**Unilateral**	*one-sided*
3.	**Multilateral**	*many-sided*
4.	**Lateralisation**	*the localisation of a control centre for a particular function.*
5.	**Lateral**	*at the side*

VI. Root = ‘magni’.

Latin root “magni” means “Large”.

	Word	***Meaning***
1.	**Magnify**	*make larger*

2.	**Magnitude**	*greatness of size*
3.	**Magniloquent**	*employing impressive words while speaking*
4.	**Magnificent**	*impressive, splendid*
5.	**Magnanimous**	*very generous, large hearted*

VII. Root = ‘nihil’.

Latin root “nihil” means “nothing”.

	Word	***Meaning***
1.	**Annihilate**	*kill, reduce to nothing*
2.	**Nihilism**	*rejection or opposition to all authority*

VIII. Root = ‘omni’.

Latin root “omni” means “all”.

	Word	***Meaning***
1.	**Omniscient**	*all knowing*
2.	**Omnipotent**	*all powerful*
3.	**Omnipresent**	*present everywhere*
4.	**Omnibus**	*a single book containing separate works as a collection*
5.	**Omnificent**	*with unlimited power to create*

IX. Root = ‘rect’.

Latin root “rect” means “straight”.

	Word	***Meaning***
1.	**Rectify**	*straighten or to correct*
2.	**Rectitude**	*righteousness*
3.	**Rectilinear**	*straight line*

X. Root = ‘cide’.

The Latin root “cide” means “to kill” or “cut”.

	Word	*Meaning*
1.	**Ceticide**	*killing of whales*
2.	**Mariticide**	*killing of husband*
3.	**Parricide**	*killing of parent (either fa mother)*
4.	**Filicide**	*killing of children*
5.	**Fratricide**	*killing of brother*
6.	**Patricide**	*killing of father*
7.	**Fungicide**	*killing of fungi*
8.	**Insecticide**	*killing of insects*
9.	**Uxoricide**	*killing of wife*
10.	**Tyrannicide**	*killing of tyrants*
11.	**Suicide**	*killing of oneself*
12.	**Sororocide**	*killing of sister*
13.	**Genocide**	*killing of races*
14.	**Homicide**	*killing of people*
15.	**Infanticide**	*killing of babies*
16.	**Lapicide**	*killing of pets*

XI. Root = ‘mort’, ‘nec’.

Latin root, which means “death”.

	Word	*Meaning*
1.	**Mortal**	*subject of death*
2.	**Mortuary**	*place for dead bodies*
3.	**Necrology**	*list of the dead, obituary*
4.	**Necromancy**	*prediction using spirits*

5.	**Necropolis**	*city of dead, cemetry*
6.	**Necropsy**	*autopsy*
7.	**Mortification**	*deep shame and humiliation*

XII. Root = ‘dorm’, ‘somn’.

Latin roots which mean “to sleep”.

	Word	***Meaning***
1.	**Dormant**	*asleep*
2.	**Insomnia**	*inability to sleep*
3.	**Somnambulist**	*walks in his sleep*
4.	**Somnambulism**	*sleep walking*
5.	**Somnolent**	*feeling sleepy*

XIII. Root = ‘aqu’.

Latin root “aqu” means “water”.

	Word	***Meaning***
1.	**Aquatic**	*of the water*
2.	**Aquarium**	*container for fish*
3.	**Aquaculture**	*farming of fish and aquatic plants*

XIV. Root = ‘mar’.

Latin root “mar” means “sea”.

	Word	***Meaning***
1.	**Marine**	*of sea*
2.	**Marina**	*small harbor*
3.	**Maritime**	*of the sea*
4.	**Mariner**	*one who sails or navigates vessels at sea*

XV. Root = ‘doc’.

Latin root “doc” means “to teach”.

	Word	***Meaning***
1.	**Indoctrinate**	*instruct one in basics*
2.	**Doctrine**	*rule or principle*
3.	**Doctor**	*medically qualified*
4.	**Doctrinaire**	*determined to use a theory*

XVI. Root = ‘luc’.

Latin root “luc” means “light”.

	Word	***Meaning***
1.	**Elucidate**	*make clear*
2.	**Lucid**	*clear/ transparent*
3.	**Pellucid**	*transparent*

XVII. Root = ‘flect/flex’.

Latin root “flect/flex” means “to bend”.

	Word	***Meaning***
1.	**Inflect**	*turn*
2.	**Influx**	*inward flow*
3.	**Flexible**	*adaptable*
4.	**Flexography**	*printing using a flexible plate*
5.	**Genuflect**	*bend in a gesture of respect*

XVIII. Root = ‘fract’/’frag’.

Latin root means “break”.

	Word	***Meaning***

1.	**Fracture**	*break*
2.	**Fragile**	*easily broken*
3.	**Fragment**	*break into small pieces*
4.	**Infraction**	*failure to obey a law or contract*

XIX. Root = ‘tract/tang’.

Latin root means “touch”.

	Word	***Meaning***
1.	**Intact**	*untouched*
2.	**Tangible**	*real/ can be touched*
3.	**Intangible**	*cannot be seen or touched*
4.	**Tactile**	*of touch*

XX. Root = ‘Loqu/locut’.

Latin root meaning “to speak”.

	Word	***Meaning***
1.	**Circumlocution**	*evasive speech*
2.	**Soliloquy**	*speaking alone*
3.	**Eloquence**	*persuasive speech*
4.	**Interlocution**	*conversation*
5.	**Somniloquy**	*speak in sleep*
6.	**Elocution**	*public speaking*
7.	**Grandiloquence**	*speech*
8.	**Colloquality**	*informal speaking*
9.	**Allocution**	*formal speaking*
10.	**Magniloquence**	*bombastic speech*
11.	**Colloquium**	*scholarly conference*

XXI. Root = ‘bene, bone’.

Latin root meaning “good”.

	Word	*Meaning*
1.	**Beneficial**	*good for*
2.	**Bonus**	*premium*
3.	**Benefit**	*advantage*
4.	**Benevolent**	*kind*
5.	**Benefactor**	*somebody who helps or aids a cause*
6.	**Benediction**	*blessing, expression of approval*
7.	**Benign**	*harmless*

XXII. Root = ‘mal’.

Latin root means “bad”.

	Word	*Meaning*
1.	**Malevolent**	*harmful, wanting to cause harm*
2.	**Malnutrition**	*lack of healthy food in a diet*
3.	**Malignant**	*evil, full of evil*
4.	**Malady**	*illness, disease*
5.	**Malinger**	*to pretend illness especially to avoid work*
6.	**Malediction**	*curse, to utter a curse*

XXIII. Root = ‘cred’.

Latin root means “believe”.

	Word	*Meaning*
1.	**Credible**	*believable*
2.	**Incredulous**	*skeptical*
3.	**Incredible**	*astonishing, hard to believe*
4.	**Credential**	*proof to ability or trust worthiness, a certificate*

5.	**Credulous**	*ready to believe*

XXIV. Root = ‘sens’, ‘sent’.

Latin root means “feeling”.

	Word	***Meaning***
1.	**Sensible**	*reasonable*
2.	**Sentiment**	*emotion*
3.	**Sensory**	*relating to sensation or sense organs*
4.	**Sensitive**	*acutely perceptive*
5.	**Sentient**	*conscious, capable of feeling*
6.	**Sensiblilia**	*things that can be felt or sensed*
7.	**Sensitise**	*make sensitive*

XXV. Root = ‘bel’.

Latin root means “war”.

	Word	***Meaning***
1.	**Belligerent**	*warring*
2.	**Bellicose**	*warlike*
3.	**Antebellum**	*preceding a war*

XXVI. Root = ‘cogn’, ‘sci’.

Latin roots meaning “know able to understand”.

	Word	***Meaning***
1.	**Recognize**	*understand*
2.	**Science**	*factual knowledge*
3.	**Unconscionable**	*morally unacceptable*
4.	**Conscious**	*able to understand*
5.	**Unconscious**	*experiencing loss of senses*

XXVII. Root = ‘vor’.

Latin root “vor” means “eat”.

	Word	*Meaning*
1.	**Carnivore**	*flesh eater*
2.	**Herbivore**	*plant eater*
3.	**Frugivore**	*fruit eater*
4.	**Omnivore**	*who eats everything*
5.	**Nectarivore**	*nectar eater*
6.	**Insectivore**	*insect eater*
7.	**Graminivore**	*grass eater*
8.	**Granivore**	*grain eater*

XXVIII. Quasi.

The combining form “Quasi” of Latin origin, is used to combine words. It means ‘resembling’ ‘or very similar to but not the real thing’. Some words of this form are—

	Word	*Meaning*
1.	**Quasi-judicial**	*semi-judicial powers resembling to those of judges or courts*
2.	**Quasi-dictatorship**	*a dictatorship hiding under another form*
3.	**Quasi-scientific**	*supposedly scientific but not backed by fact*
4.	**Quasi-periodic**	*something that is almost predictable*

XXIX. Root = ‘Alter’.

The root “alter” in Latin means “other”.

	Word	*Meaning*
1.	**Altruism**	*the philosophy practiced by altruists*
2.	**Alternate**	*skip one and take the other*
3.	**Alternative**	*the other choice*
4.	**Alteration**	*change*
5.	**Altercation**	*a verbal dispute*
6.	**Alter ego**	*other self*
7.	**Altruistic**	*interested in the welfare of others*

XXX. Root = ‘Ego’.

The root word “ego” is a Latin root, which means “I”.

	Word	*Meaning*
1.	**Egoist**	*excessively high opinion of oneself*
2.	**Egocentric**	*one who is excessively fixated upon his own needs, desires, etc.*
3.	**Egomaniac**	*morbidly, excessively wrapped up in oneself.*

XXXI. Root = ‘Verto’.

The root “verto” is a Latin verb which means “to turn”.

	Word	*Meaning*
1.	**Introvert**	*to turn your thoughts inwards*
2.	**Extrovert**	*to turn your thoughts outward*
3.	**Ambivert**	*to turn your thoughts in both directions*

MANIAS AND PHOBIAS

The Greek root “Phobia” means “fear” and the Greek root “mania” means a “compulsion” or “ preoccupation for”. Some of the manias and phobias as follows—

	Word *(mania)*	***Meaning*** *(Preoccupation with)*
1.	**Philopatridomania**	*extreme home sickness*
2.	**Mythomania**	*lies*
3.	**Oinomania**	*wine*
4.	**Gamo mania**	*marriage*
5.	**Klepto mania**	*stealing*
6.	**Megalomania**	*self-greatness*
7.	**Gynecomania**	*woman*
8.	**Zoo mania**	*animals*
9.	**Xenomania**	*foreigners*
10.	**Phagomania**	*eating*
11.	**Pyromania**	*fire*
12.	**Pluto mania**	*wealth*

	Word *(Phobia)*	***Meaning*** *(Fear of _____)*
1.	**Thermophobia**	*heat*
2.	**Pedophobia**	*children*
3.	**Acrophobia**	*heights*
4.	**Chronophobia**	*time*
5.	**Nyctophobia**	*night*
6.	**Theophobia**	*God*
7.	**Arachibutryphobia**	*peanut butter*
8.	**Demophobia**	*people*
9.	**Entomophobia**	*insects*
10.	**Egrophobia**	*work*
11.	**Gerontophobia**	*old people*

12.	**Necrophobia**	*corpses*
13.	**Hematophobia**	*blood*
14.	**Arachnophobia**	*spiders*
15.	**Triskaidekaphobia**	*fear of the number thirteen*

We now move on to Prefixes and Suffixes.

PREFIXES

Prefixes are fixed before a word or a root to convey a modified version of the word or the root.

Some important Greek and Latin prefixes with a set of illustrative words are as follows:—

(1) Prefix = ‘ante’.

Latin prefix which means “before”.

	Word	***Meaning***
1.	**Antecedent**	*preceding*
2.	**Antediluvian**	*before the flood; ancient*
3.	**Antenatal**	*of care before birth (during pregnancy)*
4.	**Anterior**	*to the front; before*
5.	**Ante-meridien**	*before noon*

(2) Prefix = ‘dia’.

Greek prefix which means “across”.

	Word	***Meaning***
1.	**Diagonal**	*connecting line*
2.	**Diaspora**	*the breaking up and scattering of a people; people settled far from their ancestral homelands*
3.	**Dialectic**	*art of arguing*

4.	**Dialect**	*local variety of language*
5.	**Diameter**	*straight line from side to side of figure*

(3) Prefix = ‘ultra’.

Latin prefix “ultra” means “beyond”.

	Word	***Meaning***
1.	**Ultramarine**	*very deep in blue*
2.	**Ultra modern**	*very modern*
3.	**Ultra violet**	*beyond violet; at the violet end of spectrum*
4.	**Ultra sonic**	*sound waves beyond the range of human ear*

(4) Prefix = ‘trans’.

Latin prefix which means “over, across”.

	Word	***Meaning***
1.	**Transcend**	*go beyond*
2.	**Transverse**	*eyeing across; at right angles*
3.	**Transgress**	*break (law)*
4.	**Transient**	*fleeting, not permanent*

(5) Prefix = ‘super’.

Latin prefix which means “over, beyond”.

	Word	***Meaning***
1.	**Superior**	*of greater rank*
2.	**Supercilious**	*displaying arrogant pride*
3.	**Supernumerary**	*in excess of normal number*
	Supersede	

4.		*take the place of; set aside*
5.	**Supervise**	*oversee; direct; inspect*
6.	**Superlative**	*in/of highest degree or quantity*

(6) Prefix = ‘Epi’.

Greek prefix, which means “over, on, of ”.

	Word	***Meaning***
1.	**Epiderm**	*outer skin layer*
2.	**Epiphany**	*festival of the announcement of Christ’s coming.*
3.	**Epigraph**	*inscription*
4.	**Epicentre**	*focus of earthquake*

(7) Prefix = ‘Hypo’.

Greek prefix, which means “under, below”.

	Word	***Meaning***
1.	**Hypocrisy**	*false virtue*
2.	**Hypodermic**	*below the skin*
3.	**Hypothesis**	*suggested explanation of something*
4.	**Hypogastric**	*of or related to lower median region of the abdomen*
5.	**Hypochondria**	*morbid depression without reason about one’s own health, extreme depression of mind or spirits often centered on imaginary physical ailments*

(8) Prefix = ‘Hyper’.

Greek prefix, which means “over/above/excessive/abnormally high”.

	Word	***Meaning***

1.	**Hyperactivity**	*too much activity*
2.	**Hyperesthia**	*excessive sensory feeling*
3.	**Hyperbole**	*person prone to exaggerated speaking*
4.	**Hyper kinesia**	*excessive amount of spasms*
5.	**Hyperventilation**	*excessive breathing*
6.	**Hyper baric**	*greater than normal pressure*
7.	**Hyperacid**	*the condition of containing more than the normal amount of acid*

(9) Prefix = ‘ab’.

Latin prefix, which means “from/away”.

	Word	***Meaning***
1.	**Absent**	*not present*
2.	**Abstemious**	*sparing in food and drink*
3.	**Abstraction**	*preoccupation*
4.	**Abnegate**	*give up, renounce*
5.	**Abolish**	*do away with*
6.	**Abrade**	*scrape away*

(10) Prefix = ‘ad’.

Latin prefix, which means “to towards”.

	Word	***Meaning***
1.	**Adhere**	*stick to*
2.	**Adumbration**	*to suggest or disclose partially, give a vague indication*
3.	**Ad hoc**	*for a particular purpose only*
4.	**Ad infinitum**	*endlessly*
5.	**Ad interim**	*for the mean time*
	Adjunct	

6.		*added, joined*
7.	**Adjudge**	*decide, declare*
8.	**Adlib**	*improvise and speak spontaneously*
9.	**Adjourn**	*postpone temporarily*
10.	**Ad rem**	*to the point*
11.	**Ad valorem**	*according to the value*
12.	**Advert**	*turn the mind or attention towards*
13.	**Adulterate**	*make impasse by adding*
14.	**Adumbrate**	*give outline of, indicate*

(11) Prefix = ‘Ambi’.

Latin prefix, which means “both sides”.

	Word	***Meaning***
1.	**Ambient**	*on all sides*
2.	**Ambiguity**	*obscure*
3.	**Ambivalent**	*simultaneous existence of two different opinions*
4.	**Ambidextrous**	*able to use both sides*

(12) Prefix = ‘Peri’.

Greek prefix, which means “around, about”.

	Word	***Meaning***
1.	**Peripatetic**	*walking around*
2.	**Periphery**	*circumference*
3.	**Perimeter**	*outer boundary*
4.	**Perihelion**	*point in orbit of planet or comet nearest to sun.*

(13) Prefix = ‘re’/’retro’.

Latin prefix, which means “back”.

	Word	*Meaning*
1.	**Return**	*go back*
2.	**Retrospect**	*look back*
3.	**Retroflex**	*curved backwards*
4.	**Retrograde**	*going backwards, reverting*
5.	**Retard**	*make slow*
6.	**Retort**	*retaliate, reply*

(14) Prefix = ‘circum’.

Latin prefix, which means a “path” or “orbit”.

	Word	*Meaning*
1.	**Circumpolar**	*circles around the polar region*
2.	**Circumsolar**	*circles around the Sun.*
3.	**Circumspect**	*circles around the fences*
4.	**Circumlocation**	*round about or evasive speech*

(15) Prefix = ‘a’/’an’.

Greek prefix, which means “without”.

	Word	*Meaning*
1.	**Anemia**	*blood deficiency*
2.	**Amoral**	*not moral*
3.	**Anaesthetic**	*causing loss of sensation*
4.	**Achromatic**	*without colour*
5.	**Anachronism**	*mistake of time*

(16) Prefix = ‘anti’.

Greek prefix, which means “against”.

	Word	***Meaning***
1.	**Antidote**	*remedy*
2.	**Antipathy**	*dislike, aversion*
3.	**Antipyretic**	*effective against fever*
4.	**Antiseptic**	*preventing infection*
5.	**Antigen**	*substance stimulating production of antibodies in the world*

(17) Prefix = ‘counter’, ‘contra’.

Latin prefix, which means “against”.

	Word	***Meaning***
1.	**Counterfeiter**	*forger*
2.	**Contrary**	*opposite*
3.	**Constrain**	*force, compel*
4.	**Contraband**	*illegal, smuggled goods*

(18) Prefix = ‘dys’.

Greek prefix, which means “bad”.

	Word	***Meaning***
1.	**Dysfunctional**	*badly functioning*
2.	**Dyspepsia**	*indigestion*
3.	**Dyslexia**	*impaired ability to read*

(19) Prefix = ‘eu’.

Greek prefix, which means “good, well”.

	Word	*Meaning*
1.	**Euphony**	*sweet sounding*
2.	**Eulogy**	*speech or writing in praise of*
3.	**Euphoria**	*sense of well being or elation*

(20) Prefix = ‘inter’.

Latin prefix, which means “between”.

	Word	*Meaning*
1.	**Interloper**	*intruder*
2.	**Interlude**	*interval*
3.	**Intermediate**	*coming between*

(21) Prefix = ‘meta’.

Greek prefix, means “besides/ with”.

	Word	*Meaning*
1.	**Metamorphose**	*transform*
2.	**Metathesis**	*transposition*
3.	**Metaphorical**	*figurative*

(22) Prefix = ‘Sym/syn’

Greek prefix, which means “together”.

	Word	*Meaning*
1.	**Synergy**	*unified action*

2.	**Symmetrical**	*balanced*
3.	**Synchronise**	*happen at the same time*
4.	**Symbiotic**	*living together for mutual benefit*
5.	**Symphony**	*harmony of sounds*

(23) Prefix = ‘be’.

Germanic prefix, which means “around/on”.

	Word	***Meaning***
1.	**Beside**	*by side of*
2.	**Bespatter**	*to splash with*
3.	**Besiege**	*to surround on all sides*

(24) Prefix = ‘for’.

Germanic prefix, which means “apart/away”.

	Word	***Meaning***
1.	**Forbid**	*prohibit*
2.	**Forbear**	*cease, refrain*
3.	**Forlorn**	*forsaken, desperate*

(25) Prefix = ‘mis’.

Germanic prefix, means “bad/wrong”.

	Word	***Meaning***
1.	**Mistake**	*error*
2.	**Misnomer**	*wrong name*
3.	**Mishap**	*minor accident*

4.	**Misfit**	*not a suitable person*

(26) Prefix = ‘fore’.

Germanic prefix, which means “before”

	Word	***Meaning***
1.	**Foresee**	*indication in advance, predict*
2.	**Forestall**	*prevent*

SUFFIXES

Suffixes are added to the end of a word or a root and can sometimes lead to a difference in the meaning of the original word or root. Some of the common suffixes of Greek, Latin and German origin are discussed below:

A. Latin Suffixes

(1) Suffix = ‘age’.

Latin suffix, which means “place/collection”.

	Word	***Meaning***
1.	**Personage**	*minister’s house*
2.	**Steerage**	*cheapest accommodation on a ship*
3.	**Peerage**	*bodies or group of peers*

(2) Suffix = ‘arium’/’ary’.

Latin Suffix, which means “place”.

	Word	***Meaning***
1.	**Aquarium**	*place for keeping live fish*

2.	**Library**	*place for storing books*
3.	**Sanatorium**	*hospital for chronically ill*
4.	**Seminary**	*college for priests*
5.	**Apiary**	*place where bees are kept*

Some Important Words Derived from Common Suffixes:–

(1) Suffix = ‘ist’.

It is a Greek Suffix, which denotes people who perform certain actions, are experts in certain fields or are adherents to specific beliefs.

	Word	***Specialist in***
1.	**Verbalist**	*words*
2.	**Purist**	*traditions*
3.	**Geneticist**	*heredity*
4.	**Arborist**	*Tree care*
5.	**Agronomist**	*crop production*
6.	**Entomologist**	*insects*
7.	**Numismatist**	*coins*
8.	**Philatelist**	*stamps*
9.	**Toxicologist**	*poison*
10.	**Semanticist**	*word meanings*
11.	**Meteorologist**	*weather*

(2) Suffix = ‘Sis’.

It is a Greek Suffix, which means a “state of’/‘process”.

	Word	***Meaning***
1.	**Synthesis**	*formation of whole from different parts*
2.	**Osmosis**	*diffusion of fluids through a membrane*
3.	**Prognosis**	*forecasted recovery from illness*
4.	**Necrosis**	*death of live tissue*

5.	**Dialysis**	*separation of substances in a solution*
6.	**Hypnosis**	*physically induced sleeplike condition*
7.	**Metastasis**	*spread of disease in the body*

(3) Suffix = ‘ancy’.

Latin Suffix, which means “state, action or process”, and is frequently used in words which describe ways to foretell the future.

	Word	***Meaning***
1.	**Bibliomancy**	*forecasting future through biblical books*
2.	**Anthropomancy**	*forecasting through studying human entrails*
3.	**Cubomancy**	*forecasting through use of dice*
4.	**Osteomancy**	*forecasting through observing bones.*
5.	**Cheiromancy**	*forecasting by reading the palms.*
6.	**Graphomancy**	*forecasting through observing handwriting*

(4) Suffix = ‘oid’.

Greek Suffix, which means “like/ shape of’’.

	Word	***Meaning***
1.	**Hypsiloid**	*letter ‘v’*
2.	**Xiphoid**	*sword*
3.	**Scaphoid**	*boat*
4.	**Sigmoid**	*letter ‘c’*
5.	**Schizoid**	*split*
6.	**Cuboid**	*cube*
7.	**Actinoid**	*star*
8.	**Belonoid**	*needle*
9.	**Pemphigoid**	*bubble*

10.	**Ovoid**	*egg*
11.	**Helicoid**	*screw*
12.	**Beloid**	*arrow*

(5) Suffix = ‘ent’.

Latin Suffix, which means “being/manifesting/possessing”.

	Word	***Meaning***
1.	**Truculent**	*aggression*
2.	**Imminent**	*pending danger*
3.	**Flocculent**	*woolliness*
4.	**Innocent**	*purity*
5.	**Indigent**	*need/poverty*
6.	**Intransigent**	*stubbornness*
7.	**Diligent**	*earnestness*
8.	**Effulgent**	*radiance*
9.	**Plangent**	*expressive sound*
10.	**Nocent**	*harm*
11.	**Continent**	*restraint*
12.	**Ambivalent**	*uncertainty*
13.	**Prudent**	*Wisdom/ judiciousness*

B. Germanic Suffixes

Some important Germanic suffixes illustrated with examples, are as follows:–

(1) Suffix = ‘dom’.

Germanic Suffix, which means “state/quality”.

	Word	***Meaning***
1.	**Freedom**	*liberty*
2.	**Kingdom**	*state ruled by king*
3.	**Officialdom**	*state ruled by officials*

4.	**Dukedom**	*state ruled by duke*

(2) Suffix = ‘ard’.

Germanic Suffix, which means “one who/characteristic of ”.

	Word	***Meaning***
1.	**Dullard**	*stupid person*
2.	**Pollard**	*horn less animal*

(3) Suffix = ‘hood’.

Germanic Suffix, which means “state/quality”.

	Word	***Meaning***
1.	**Brotherhood**	*alliance*
2.	**Widowhood**	*state of being a widow*

(4) Suffix = ‘ling’.

Germanic Suffix, which means “having the characteristic of/minor”.

	Word	***Meaning***
1.	**Yearling**	*year old animal*
2.	**Fingerling**	*baby fish*

(5) Suffix = ‘ness’.

Germanic Suffix, which means “condition/state”.

	Word	***Meaning***
1.	**Goodness**	*decency*
2.	**Populousness**	*state of large population*
3.	**Business**	*occupation*
4.	**Wickedness**	*being bad*

(6) Suffix = ‘ship’.

Germanic Suffix, which means “state /rank/skill”.

	Word	***Meaning***
1.	**Penmanship**	*art of writing*
2.	**Craftsmanship**	*art of making crafts*
3.	**Township**	*unit of local government*
4.	**Musicianship**	*skill of a musician*

(7) Suffix = ‘ful’.

Germanic Suffix, which means “full of/providing”.

	Word	***Meaning***
1.	**Healthful**	*promoting health*
2.	**Plentiful**	*having plenty*
3.	**Earful**	*lot of information*

(8) Suffix = ‘fold’.

Germanic Suffix, which means “increased by”.

	Word	***Meaning***
1.	**Tenfold**	*multiplied by ten*
2.	**Manifold**	*many times*

(9) Suffix = ‘ish’.

Germanic Suffix, which means “somewhat like”.

	Word	***Meaning***
1.	**Childish**	*child like*

2.	**Churlish**	*ill-bred, rustic*
3.	**Impish**	*imp-like, naughty*

(10) Suffix = ‘wise’.

Germanic Suffix, which means “in the manner of/with regard to”.

	Word	***Meaning***
1.	**Dollarwise**	*with respect to dollars*
2.	**Weatherwise**	*with regard to weather*
3.	**Moneywise**	*with regard to money*
4.	**Healthwise**	*with respect to health*

Let us now move on to words with foreign origins.

ENGLISH WORDS OF FOREIGN ORIGIN

In addition to the study of word components and roots, the diversity and complexity of English can be seen by the thousands of borrowed and intended words used today. Some of the important words borrowed from different languages are listed in this chapter.

German Words

Some important English words, which have been taken from German, are as follows:

	Word	***Meaning***
1.	**Pumpernickel**	*a dark, dense, sour bread.*
2.	**Kindergarten**	*a school or class for young children.*
3.	**Hoodlum**	*a petty criminal*
4.	**Delicatessen**	*prepared food sold in a shop serving*
5.	**Loafers**	*casual leather slip-on shoe;/ imported or unusual foods; such a shop*
6.	**Glitch**	*minor hitch, lazy person*

7.	**Glisten**	*to shine*

Dutch Words

Some important English words, which have been taken from Dutch are as follows:

	Word	***Meaning***
1.	**Landscape**	*scenery*
2.	**Holster**	*leather case for firearm*
3.	**Sleigh**	*sledge*
4.	**Caboose**	*rail guard's van*
5.	**Coleslaw**	*salad made with mayonnaise dressing.*
6.	**Boss**	*senior or person in charge of*
7.	**Cookie**	*biscuit*
8.	**Freight**	*commercial transport esp. railways or ship*
9.	**Snoop**	*meddle, spy on*
10.	**Skipper**	*captain of ship or team*
11.	**Bumpkin**	*rustic*
12.	**Bed spread**	*bed cover, decorative covering on bed*

Japanese Words

Some important English words, which have been taken from Japanese are as follows:

	Word	***Meaning***
1.	**Tsunami**	*large destructive ocean wave*
2.	**Hibachi**	*a portable barbeque*
3.	**Tycoon**	*powerful and wealthy businessman*
4.	**Bonsai**	*art of growing miniature trees*
5.	**Bonzai**	*a patriotic battle cry or shout*
6.	**Origami**	*Japanese art of paper folding*

7.	**Samurai**	*former Japanese warrior class*
8.	**Karate**	*traditional Japanese form of unarmed combat*
9.	**Shogun**	*any hereditary military commands in feudal Japan*
10.	**Kimono**	*traditional Japanese garment*

African Languages

Some important English words, which have been taken from African languages are as follows:

	Word	***Meaning***
1.	**Banana**	*tropical plant and its fruit*
2.	**Daishiki**	*clothes*
3.	**Chimpanzee**	*an ape*
4.	**Samba**	*a Brazilian dance of African origin*
5.	**Yam**	*a root vegetable*
6.	**Okra**	*lady finger plant, a vegetable*
7.	**Tse-tse**	*two-winged biting fly*

Spanish Words

Some important English words, which have been taken from Spanish are as follows:

	Word	***Meaning***
1.	**Bolero**	*Spanish dance*
2.	**Fiesta**	*religious festival or celebration*
3.	**Primero**	*card game played in 16^{th} and 17^{th} century*
4.	**Tango**	*Latin-American or Spanish dance*
5.	**Ombre**	*card game popular in 18^{th} century*
6.	**Domino**	*board game*
7.	**Quadrille**	*card game for four players; a French*

		dance
8.	**Spade**	*digging tool*
9.	**Monte**	*betting game played with cards*
10.	**Castanets**	*wooden or plastic device that makes a clicking sound when pressed by palm of hand*
11.	**Embargo**	*restricting commerce*
12.	**Pronto**	*fast*
13.	**Galleon**	*large sailing vessel*
14.	**Grenade**	*small bomb*
15.	**Guerrilla**	*independent soldiers*
16.	**Flotilla**	*group of ships*
17.	**Garrote**	*strangulation*
18.	**Junta**	*ruling group*
19.	**Intransigent**	*inflexible*
20.	**Machete**	*large, heavy knife*
21.	**Parade**	*large public procession*
22.	**Anchory**	*small savoury fish*
23.	**Sherry**	*fortified wine*
24.	**Tortilla**	*thin Mexican pan cake or chips*
25.	**Marinade**	*seasoned, flavoured liquid used to soak meat*
26.	**Sarsaparilla**	*drink made from root of plant*
27.	**Bravado**	*bluster*
28.	**Barbecue**	*an open grill or fire place*
29.	**Sassafras**	*aromatic tree whose bark has medicinal value*
30.	**Adobe**	*sun dried brick*
31.	**Canyon**	*deep valley with steep sides*
32.	**Arroyo**	*gulch*
33.	**Toreador**	*bull fighter*
34.	**Senorita**	*Miss.*
35.	**Senora**	*Mrs.*

36.	**Senor**	*Mr.*
37.	**Matador**	*Bull fighter*
38.	**Renegade**	*deserter*
39.	**Don**	*lord or gentleman*
40.	**Dona**	*title of respect for a married woman*
41.	**Desperado**	*bold, reckless criminal*
42.	**Albino**	*person deficient in pigmentation*
43.	**Patio**	*courtyard*
44.	**Pueblo**	*adobe house*
45.	**Hacienda**	*landed estate*
46.	**Sierra**	*chain of hills or mountains*
47.	**Vega**	*grassy plain*
48.	**Plaza**	*open space or square; complex of shops*
49.	**Esplanade**	*level space*
50.	**El Dorado**	*fictitious country rich in gold*
51.	**Rodeo**	*showing of cowboy skills*
52.	**Lariat**	*long, noosed rope for catching horses*
53.	**Bronco**	*untamed horse*
54.	**Lasso**	*long, noosed rope, lariat*
55.	**Gaucho**	*cowboy of South American Pampas.*

Celtic Words

Some important English words, which have been taken from Celtic are as follows:

	Word	***Meaning***
1.	**Banshee**	*Irish fairy with a wail portending death*
2.	**Plaid**	*long cloak or shawl*
3.	**Shamrock**	*lover leaf, esp. an Irish emblem*
4.	**Vassal**	*dependant*
5.	**Gravel**	*small stones; coarse sand*
6.	**Truant**	*one absent without a leave*
7.	**Galore**	*in plenty*

8.	**Colleen**	*young Irish girl*
9.	**Blarney**	*flattering talk*
10.	**Bog**	*soft, wet ground*
11.	**Brogue**	*stout shoe; Irish accent*
12.	**Lawn**	*stretch of grass in garden; fine linen*
13.	**Crag**	*steep, rugged rock*
14.	**Quay**	*dock*
15.	**Loch**	*lake*
16.	**Gull**	*aquatic bird*
17.	**Javelin**	*light spear*
18.	**Tory**	*member of conservative party in England*
19.	**Clan**	*group of families*
20.	**Glengarry**	*a small brimless hat*

Arabic Words

Some important English words, which have been taken from Arabic are as follows:

	Word	***Meaning***
1.	**Camphor**	*strong smelling ketone*
2.	**Alchemy**	*magic, art of converting metal into gold*
3.	**Garble**	*mix-up*
4.	**Henna**	*dye*
5.	**Tarragon**	*spice*
6.	**Saffron**	*orange/ yellow spice*
7.	**Lute**	*stringed instrument*
8.	**Bedouin**	*member of nomadic Arab race*
9.	**Fakir**	*member of Islamic religious order, ascetic*
10.	**Sequin**	*small ornamental stars to be stitched on clothes*
11.	**Sherbet**	*flavoured drink*
12.	**Sultan**	*ruler of Muslim kingdom*

13.	**Zenith**	*highest point*
14.	**Nadir**	*lowest point*
15.	**Muezzin**	*crier, who summons Muslims to prayer*
16.	**Minaret**	*tall, slender tower of Mosque*
17.	**Almanac**	*yearly calendar*
18.	**Amber**	*yellowish, translucent fossil resin*
19.	**Alcove**	*recess*
20.	**Algebra**	*method of calculating*
21.	**Carafe**	*decanter*
22.	**Harem**	*women's dwelling, one man's wives*
23.	**Carat**	*small weight used to measure gold, etc.*
24.	**Cipher**	*secret writing*
25.	**Civet**	*strong, musky perfume*
26.	**Emir**	*an independent Islamic ruler*
27.	**Cotton**	*thread or cloth made from this plant's seed*
28.	**Elixir**	*medicine or remedy, used by alchemists*
29.	**Monsoon**	*heavy rainfall season, rainy season*
30.	**Ream**	*large bundles of paper*

Indian Words

Some important English words, which have been taken from India are as follows:

	Word	***Meaning***
1.	**Yoga**	*Hindu system of physical and mental exercise*
2.	**Tantra**	*religious writing*
3.	**Tonga**	*horse-drawn carriage*
4.	**Wallah**	*somebody in-charge of a certain thing*
5.	**Dhoti**	*Indian male unstitched garment wrapped on waist*
6.	**Avatar**	*incarnation*

7.	**Gunny**	*jute bag, sack*
8.	**Nawab**	*Indian nobleman in Mughal Empire*
9.	**Sahib**	*respectful form of address for men*
10.	**Pundit**	*Expert, authority, priest*
11.	**Guru**	*teacher, wise leader*
12.	**Sandal**	*type of wood*
13.	**Chutney**	*sweet and sour sauce*
14.	**Pachisi**	*board game*
15.	**Nirvana**	*heaven, freedom*
16.	**Myna**	*bird*
17.	**Karma**	*fate*
18.	**Dharma**	*code of conduct of Hindus*
19.	**Ginger**	*spice*
20.	**Stupa**	*dome-shaped structure where ashes are kept*

French Words

Some important English words, which have been taken from French are as follows:

	Word	***Meaning***
1.	**Bouillon**	*Thin soup*
2.	**Praline**	*nut candy*
3.	**Potage**	*thick coup*
4.	**Absinthe**	*green, flavoured liqueur*
5.	**Cuisine**	*style of cooking*
6.	**Casserole**	*covered baking dish*
7.	**Nougat**	*type of candy*
8.	**Croquette**	*patty of cooked meat or fish*
9.	**Flambe**	*pour alcoholic drink on food and ignite*
10.	**Liqueur**	*flavoured alcoholic liquid*
11.	**Tureen**	*serving dish for soup*
12.	**Gourmet**	*connoisseur of wine, food, etc.*

13. **Gourmand** *glutton*
14. **Blancmange** *jelly-like dessert made with milk*
15. **Serviette** *table-napkin*
16. **Burlesque** *ludicrous parody*
17. **Marquee** *Sign used in a theater*
18. **Roulette** *game of chance*
19. **Piroutte** *to whirl on one foot*
20. **Silhouette** *outline of object against light*
21. **Nuance** *delicate shade of differences*
22. **Precis** *abstract, summary*
23. **Vignette** *design on a book page*
24. **Critique** *critical essay*
25. **Coterie** *social clique, exclusive group*
26. **Connoisseur** *critical expert of matters of art*
27. **Belles-letters** *aesthetic writings*
28. **Memories** *reward of events, autobiography*
29. **Bon mot** *clever saying*
30. **Repartee** *witty talk*
31. **rapport** *harmony*
32. **Idee fixe** *obsession*
33. **Bourgeois** *middle class*
34. **Charlatan** *faker, quack*
35. **Faux pas** *social blunder*
36. **Genteel** *element refined*
37. **Largesse** *generosity*
38. **Gauche** *socially inept*
39. **Nonchalance** *indifferent*
40. **Raconteur** *expert storyteller*
41. **Avant-garde** *in advance*
42. **Milieu** *environment*
43. **Tete-a-tete** *private conversation*
44. **Vis-à-vis** *regarding, in relation to*
45. **Outre** *bizarre*

46.	**Passe**	*out of date*
47.	**Liaison**	*connection*
48.	**Rendezvous**	*meeting place, appointment*
49.	**Joie-de vivre**	*enjoyment of life*
50.	**Eclat**	*success*
51.	**Savoir**	*fair*
52.	**Boulevard**	*broad avenue in a city*
53.	**Salon**	*a shop of fashion, drawing room*
54.	**Chateau**	*castle*
55.	**Façade**	*front of a building*
56.	**Chaise**	*light, open carriage*
57.	**Bureau**	*office disk*
58.	**Concierge**	*doorman*
59.	**Melee**	*a mixed fight or crowd*
60.	**Terrain**	*area of ground*
61.	**Saboteur**	*damage closer (esp. secretly)*
62.	**Aide-de-camp**	*military officer personality assisting superior*
63.	**Chausseur**	*driver*
64.	**Espionage**	*use of spice*
65.	**Ricochet**	*rebound (of bullet)*
66.	**Envoy**	*official representative*
67.	**Bivouac**	*temporary camp of soldiers*
68.	**Espirit de corps**	*feelings of pride in belonging to a group*
69.	**Despot**	*a tyrant or absolute ruler*
70.	**Commandant**	*officer in command*

Italian Words

Some important English words, which have been taken from Italian are as follows:

	Word	***Meaning***
1.	**Prima donna**	*principle female singer in an opera*

2. **Soprano** *highest singing voice*
3. **Crescendo** *gradual increase in volume or force*
4. **Bravo** *well done*
5. **Quartet** *group of four musicians*
6. **Maestro** *famous conductor*
7. **Mandolin** *stringed musical instrument*
8. **Finale** *the last piece*
9. **Duet** *a composition for two singers*
10. **Forte** *to play loudly*
11. **Libretts** *text of long musical piece*
12. **Allegro** *at a quick and lively tempo; quickly*
13. **Presto** *to be played very fast*
14. **Falsetto** *high pitched singing method*
15. **Virtuoso** *exceptional performer*
16. **Diva** *women opera singer, famous lady*
17. **Dilettante** *dabbler in art or knowledge*
18. **Bravura** *great skill*
19. **Tempo** *music's speed*
20. **Opera** *musical drama*
21. **Piccolo** *a very small flute-like musical instrument*
22. **Coda** *final section of musical piece*
23. **Concerto** *musical composition for soloist and orchestra*
24. **Madrigal** *a song with parts*
25. **Balcony** *a gallery*
26. **Villa** *country, estate*
27. **Arcade** *arched passageway, shops*
28. **Catacomb** *tomb*
29. **mezzanine** *lowest balcony*
30. **Portico** *porch*
31. **Piozza** *plaza*
32. **Grotto** *cave*
33. **Corridor** *hallway*

34. **Pedestal** *a base or support*
35. **Alfresco** *in the open air*
36. **Lotto** *game of chance*
37. **Tarot** *fortune telling cards*
38. **Valise** *small piece of luggage*
39. **Garb** *dress*
40. **Gondola** *venetian canal boat*
41. **Lagoon** *area which is sand banked, saltwater lake*
42. **Gala** *festive occasion, show*
43. **Casino** *place for gambling*
44. **Cascade** *waterfall, anything like a waterfall*
45. **Gazette** *official newspaper for announcements*
46. **Incognito** *assumed identity*
47. **Parasol** *sunshade, umbrella*
48. **Regatta** *meeting for yacht or boat races*
49. **Battalion** *an army group*
50. **Fracas** *uproar*
51. **Citadel** *fortress*
52. **Bandit** *robber*
53. **Salvo** *a round of artillery*
54. **Vendetta** *a private feud*
55. **Stiletto** *a small dagger with a thin blade, a heel of female shoe*
56. **Cartel** *alliance of political parties or business houses*
57. **Tirade** *long angry speech*
58. **Partisan** *prejudiced, adherent of a party, biased*
59. **Cavalcade** *procession of riders, fleet of cars*
60. **Panache** *dashing style*
61. **Manifesto** *declaration of policy by a political party*
62. **Squadron** *an army, navy or air force unit*

63.	**Ducat**	*a gold coin*
64.	**Mercantile**	*trade*
65.	**Parmesan**	*cheese*
66.	**Contra band**	*smuggled goods*
67.	**Porcelain**	*fine china, earthenware*
68.	**Frigate**	*old warship, corresponding to modern cruiser*
69.	**Skiff**	*small flat-bottomed boat*
70.	**Milliner**	*maker or dealer in women's hat*
71.	**Settee**	*comfortable seat for two people*
72.	**Bankrupt**	*financially insolvent*

Yiddish Words

Some important English words, which have been taken from Yiddish are as follows:

	Word	***Meaning***
1.	**Schnapps**	*brandy, alcoholic drink*
2.	**Challah**	*soft egg bread*
3.	**Bagel**	*chewy roll with a hole in the middle*
4.	**Matzoth**	*unleavened bread*
5.	**Nosh**	*food, eat*
6.	**Kosher**	*permitted, clean, good (as of food)*
7.	**Yenta**	*gossip*
8.	**Boychik**	*little boy*
9.	**Shmo**	*butt of a joke*
10.	**Nudnick**	*bore*
11.	**noodge**	*nag*
12.	**Shiksa**	*non-jewish woman*
13.	**Maven**	*expert*
14.	**Klutz**	*clumsy person*
15.	**Chai**	*life*
16.	**Broche**	*blessing*

17. **Mazeltov** *congratulations*
18. **Gesundneit** *Good health*
19. **Chutzpah** *boldness, self confidence*
20. **Bummer** *annoying thing*
21. **Kvetch** *to grumble or complain*
22. **Kibitzer** *one who interferes*
23. **Golem** *creature of clay brought to life by magic as in legend*
24. **Naches** *proud pleasure*
25. **Mitzva** *a good deed*
26. **Kine-abhora** *Magical phrase to ward off evil*
27. **Fen** *expression of disgust*
28. **Boo-boo** *mistake*
29. **plotz** *explode*
30. **Gehenna** *hell*
31. **Mish-mosh** *confusion*
32. **Bupkes** *nothing*
33. **Mishegoss** *nonsense*
34. **Phooey!** *expression of disgust, contempt*

5 Words and Phrases often Confused

INTRODUCTION

In this chapter, we will discuss words that are often confused with each other because they are:

1. similar in spelling and different in usage; or
2. similar in spelling and different in pronunciation; or
3. similar in pronunciation but different in usage and spelling; or
4. similar in spelling but different in meaning; or
5. slightly different in spelling but might have similar usage; or
6. words whose usage is commonly mistaken by the non native speaker.

If we analyse the CAT examination questions of 2007 and 2008, we find that these confusing words have found a place in the CAT in the two consecutive years. Although most of the words which had come in CAT 2007 and 2008 have been covered in the vocabulary section of this book, the recurrence of this question type makes it obligatory to devote a full chapter to it. This question type is some times appearing in the exam since CAT went online in 2009 and thus still remains an important chapter.

In linguistics, a homonym is one or a group of words that share the same spelling and the same pronunciation but have different

meanings, usually as a result of the two words having different origins.

Some books only require that homonyms share the same spelling or pronunciation (in addition to having different meanings), but these are the definitions most other sources give for *homographs* and *homophones* respectively.

Examples of homonyms are:

- stalk (which as a noun can mean part of a plant, and as a verb to follow/harass a person),
- *bear* (animal), and *bear* (carry), *leaf* (part of a plant or the page of a book).

Some sources state that homonym meanings must be unrelated in origin (rather than just different). Thus *right* (correct) and *right* (opposed to left) would be polysemous (see below) and not homonyms.

Capitonyms are words that share the same spelling but have different meanings when capitalised (and may or may not have different pronunciations). Such words include polish (to make shiny) and Polish (from Poland).

The word "homonym" comes from the conjunction of the *Greek* prefix homo- (όμο-), meaning "same", and suffix-*ōnimus* (-ωνυμο), meaning "name". Thus, it refers to two or more distinct concepts sharing the "same name" or signifier.

Several similar linguistic concepts are related to homonymy. The terms *homograph* and *homophone* are, however, usually defined the same way as meaning "same spelling" and "same sound" respectively, and **heteronym** and **homonym** can be seen as respective subclasses of these.

- **Homographs** are words that share the same spelling regardless of how they are pronounced. Homographs may be pronounced the same, in which case they are also homophones – for example, *ball* (toy) and *ball* (form of dance). Alternatively they may be

pronounced differently, in which case they are also heteronyms – for example, *bow* (the front of a ship) and *bow* (a type of knot).

- **Homophone** can be called as words that share the same pronunciation regardless of how they are spelled. Homophones may be spelled the same (in which case they are also homographs) or spelled differently.
- **Polysemes** are words with the same spelling and distinct but *related* meanings. The distinction between polysemy and homonymy is often subtle and subjective, and not all sources consider polysemous words to be homonyms. So they can be treated differently also. Words such as "mouth", meaning either the orifice on one's face, or the opening of a cave or river, are polysemous and may or may not be consideredhomonyms.

Examples below illustrate the above given concept:

- bough—a branch on a tree.
- bow—to bend forward at the waist in respect
- bow—the front of the ship
- bow—the weapon which shoots arrows
- bow—a kind of tied ribbon
- bow—to bend outward at the sides
- bo—a long staff, usually made of tapered hard wood or bamboo
- beau—a male paramour

In derivation, ***homograph*** means "same writing", ***homophone*** means "same sound", ***heteronym*** means "different name", and ***heterophone*** means "different sound".

A

1. **Abdicate/Abrogate**
    - We *abandon* things when *abdicating*.
    - We *abrogate* things when we abolish them.

2. **Accede/Exceed**
    - *Accede* means “to agree” or “ to allow
    - *Exceed* means “to go beyond” or “to surpass” as in
    - “Drivers who exceed the speed limit are asking for hefty fines.”
3. **Accept** (receive)/**Except** (leave out)
    - To *accept* is “to agree to something or to receive something willingly
    - To *except* is “to exclude or omit.”
4. **Access** (approach)/**Excess** (too much)
5. **Adapt** (change)/**Adept** (skill)/**Adopt** (choose)

- *Adapt* means “to adjust”
- *adept* means “skilled” and
- *adopt* means “to take as your own”

6. **Adverse/Averse**
    - *Adverse* means “inauspicious” or “hostile”
    - *averse* means “disinclined” or “repelled”
7. **Advice** (suggestion)/**Advise** (to recommend)

Advice is the noun and *advise* the verb.

- You advise someone.
- What you give that person is advice.

8. **Affluence/Effluence**
    - *Affluence* is wealth;
    - *Effluence* is waste or useless product
9. **Aisle/Isle**
    - An *aisle* is a narrow passageway, especially in a church or store;
    - An *isle* is an island
10. **Aisle** (space,between rows)/**Advise** (to recommend)
11. **All right/Alright**

- *All right* is the correct form;
- *alright* is grammatically incorrect.

The misspelling “alright” is nonstandard usage. The two words are separate.

12. **Allot** (assign, distribute)**/A lot** (a large amount)
13. **Allude** (suggest)**/Elude** (escape)
14. **Allusion** (suggestion)**/Illusion** (deception, fantasy)
    - *Allusion* is a reference to something literary or historical with which the reader is presumably familiar.
    - An *illusion* is a false, misleading, idea.
15. **Aloud/Allowed**

- *Aloud* means “out loud” or “speaking so that someone else can hear you”.
    - *Allowed* means “permitted”.

16. **Already** (previously)/**All ready** (completely prepared)
    - *Already* means “by this time”
    - *all ready* means “prepared”
17. **Altar** (church table)/**Alter** (change)
    - *Altar***:** I was married at the altar of my church.
18. **Altogether** (entirely)/**All together** (complete group)
    - Altogether means “wholly”.
    - *All together* means “everybody in a group”
19. **Always** (at all times)/**All ways** (all methods)
    - *All ways* means “by every way or method”.
    - *Always* means “all the time, forever.”
20. **Among/Between**
    - *Between* expresses the joining or separation of two people or things.
    - *Among* refers to a group of three or more.
21. **Amoral/Immoral**
    - “Amoral” is a rather technical word meaning “unrelated to morality.”
    - When you mean to denounce someone’s behavior, call it “immoral.”

22. **Amount/Number**
    - Write “number” when things can be counted.
    - When things are lumped together write “amount”.
23. **Annual/Annul**
    - *Annual* means “yearly”
    - *Annul* means to “make void or invalid”
24. **Anxious/Eager**
    - “Anxiety” is unpleasant.
    - “Eagerness” is joyous. They are not synonyms.
25. **Anyone/Any one**

This is quite tricky.

    - *Anyone* means “anybody, any person at all”
    - *Any one* means “any one person” and is followed by “of”.
26. **Appraise/Apprise**
    - *Appraise* is “to assess or estimate”.
    - *Apprise* is “to inform or notify”.
27. **Ascent** (climb)/**Assent** (agree)
    - *Ascent* is an upward movement;
    - *Assent* means “agreement”.
28. **Ascribe/Subscribe**
    - If you agree with a theory or belief, you *ascribe* to it, just as you
    - subscribe to a magazine.
29. **Assistance/Assistants**
    - *Assistance* means “help” or “aid”
    - *Assistants* is the plural of assistant which means “one who gives help”
30. **Assume/Presume**
    - We “assume” things in the absence of evidence.
    - We “presume” things when it is reasonable to do so and there is no evidence to the contrary.

31. Assure/Ensure/Insure

- *Assure* means “to guarantee”
- *Ensure* means “to make sure”
- *Insure* means “to protect against loss or damage”.

32. Attain/Obtain

- *Attain* means “reach”;
- *Obtain* means “get.”

33. Auger/Augur

- *Auger* is a tool;
- *augur* means “to predict” “or “a sort of an omen.”

34. Affect (influence)/**Effect** (result)

- *Affect* is a verb meaning either “to influence” or “to pretend.”
- *Effect* as a verb means “to accomplish or to produce as a result” as a noun, *effect* means “result.”
- *Affect* is a verb; effect is more usually a noun.
- When used as a verb it means “to achieve”or “fulfil”or “realise”

35. Aid/Aide

- We *aid* people when we help them.
- An *aide* is a special assistant.

B

1. Bail/Bale

- You *bail* the boat and *bale* the hay.
- The expression “bail out” meanings “to abandon a position or situation”, and ***bale*** is a bundle.

2. Baited/Bated

- *Baited* usually refers to traps or snares.
- When the reference is to someone who is hardly daring to breathe, the correct word is always “*bated”*.

3. **Ball/Bawl**
    - To “bawl” is to cry out loudly;
- *ball* is a toy or a plaything.

4. **Bare** (uncovered)/**Bear** (carry; the animal)
5. **Bazaar** (market)/**Bizarre** (weird)
6. **Been/Gone**

- *Been* is the past participle of *“be,”* gone is the past participle of *“go”*.
- *Been* is used to describe completed visits, gone does not specify the return or completion of the visit.

7. **Bemuse/Amuse**

When you *bemuse* someone, you confuse them, and not necessarily in an entertaining way. Don’t confuse this word with “amuse.”

8. **Benefactor/Beneficiary**
    - *Benefactors* give benefits;
    - *beneficiaries* receive them
9. **Beside/Besides**
    - *Beside* means “at the side of”.
    - *Besides* means “in addition to.”
10. **Biannual/Biennial**

These two are really tricky!

- *Biannual* means happening twice a year;
- *Biennial* means every two years.

11. **Birth** (childbearing)/**Berth** (place of rest)
    - *Berth* is a place to sleep on a boat or ship or train;
    - *Birth* is the beginning (usually of life).
12. **Blonde/Blond**

Because these are borrowed from French, there is a feminine and masculine form. *Blonde* is feminine and *blond* is masculine.

13. **Blunt/Brunt**
    - Some people mistakenly substitute the adjective “blunt” for the

noun “brunt” in standard expressions like “bear the brunt.”

- *Brunt* means “main force.”

14. **Board** (plank; food)/**Bored** (drilled; uninterested)
    - *Board* is a long sheet of wood, also a group of people as in “Board of Directors”, and as a verb means to go onto a ship, plane or other form of public transport;
    - *Bored* means “not interested.”
15. **Bore/Boar/Boor**
    - *Bore* as a noun is a boring or tiresome person, or something that you don’t like doing;
    - Bore as a verb is “to drill”.
    - *Boar* is a male pig;
    - *Boor* is a vulgar person.
16. **Born** (given birth to, beginning of life)/**Borne** (carried)
17. **Bought/Brought**

    Bought is the past tense of “buy”, *brought* is the past tense of “bring”. So, I *bought* (paid for) a load of topsoil, and a truck driver *brought* (delivered) it to my home.
18. **Braise/Braze**
    - *Braise* means “to cook slowly in liquid (usually meat)”.
    - *braze* most commonly means “to solder with an alloy of copper and zinc”.
19. **Breach/Breech**

    Breach is to break and *breeches* are worn by horse riders on their legs.
20. **Break** (smash, split)/**Brake** (stopping device)
21. **Breath/Breathe**
    - When you need to *breathe*, you take a *breath.*
    - “Breathe” is the verb, “breath” the noun.
22. **Bridal/Bridle**

- *Bridal* has to do with brides and weddings;

- *bridle* as a noun means a halter or restraint and as a verb it means to restrain or to draw oneself up in anger.

23. Broach/Brooch

- A decorative pin is a "brooch" even though it sounds like "broach"—a quite different word.
- To broach means "to touch upon or start especially a topic".

24. By/Buy/Bye

- *By* is a preposition meaning "next to";
- *buy* means "purchase"; *bye* means "farewell" or "goodbye".

C

1. Cache/Cachet

- "Cache" comes from the French verb "*cacher,*" meaning "to hide," and in English is pronounced exactly like the word "cash."
- But speaking of a *cache* (hidden hoard of weapons, drugs, etc.)
- Often mispronounced to sound like *cachet* is a word with a very different meaning: it was originally a seal affixed to a document but now it refers to the quality attributed to anything with authority or prestige.

2. Callous/Callused

Calling someone *callous* is a way of metaphorically suggesting a lack of feeling similar to that caused by calluses on the skin; but if you are speaking literally of the tough build-up on a person's hand or feet, the word you need is "callused."

3. Can/May

- *Can* refers to one's ability.
- *May* concerns whether one has permission.

4. Canon/Cannon

"Canon" is used for principles or rules and "cannon" refers to a large piece

of artillery.

5. **Canvas** (fabric)/**Canvass** (examine, campaign for election)
6. **Capital** (city; wealth)/**Capitol** (building)
7. **Carat/Caret/Carrot/Karat**

"Carrots" are those crunchy orange vegetables, but this spelling gets misused for the less familiar words which are pronounced the same but have very different meanings.

- Precious stones like diamonds are weighed in *carats.* The same word is used to express the proportion of pure gold in an alloy, though in this usage it is sometimes spelled "karat" (hence the abbreviation "20K gold").
- A *caret* is a proofreader's mark showing where something needs to be inserted, shaped like a tiny pitched roof. It looks rather like a French circumflex, but is usually distinct from it on modern computer keyboards.
- *Carets* are extensively used in computer programming.

8. **Career/Careen**

Careening down the road is swerving from side to side, whereas *career* relates to your future, job, etc.

9. **Censor** (prohibit)/**Sensor** (measuring device)
    - To *censure* someone, however, is to officially denounce an offender
10. **Cereal/Serial**

- *Cereal* is something you might eat for breakfast, such as porridge.
- *Serial* is something in a series; something that continues one after another.

11. **Choose** (to select)/**Chose** (past tense of choose)
12. **Chunk/Chuck**
    - *Chunk* is a big piece, whereas *chuck* means "to throw".
13. **Cite/Site/Sight**
    - *Cite* means "to indicate".
    - A *site* is a place.

- *Sight* is vision.

14. **Click/Clique**
    - To *click* is to push a button, or switch; to emit or make a slight, sharp sound, or series of such sounds; and *clique* is a small exclusive group of friends or associates.
15. **Coarse** (rough)/**Course** (way, path)
16. **Collaborate/Corroborate**

- *Collaborate* means "to work with someone";
- *Corroborate* means "to establish the truth of something".

17. **Collage/College**

You can paste together bits of paper to make a *collage*, but the institution of higher education is a *college.*

18. **Come over/Overcome**

- *Come over* is a phrasal verb, that can mean several things. It can mean "to move from one place to another" or "move towards someone".
- *Overcome* is a verb, which means "to defeat or succeed in controlling or dealing with something".

19. **Compare/Contrast**
    - You *compare* like objects for both similarities and differences.
    - You *contrast* any two things (like or unlike) by identifying dissimilarities.
20. **Complement** (make complete, to supplement)**/Compliment** (praise)
21. **Concentrate/Concentrated**
    - When you *concentrate* (verb) you direct all your efforts towards a particular activity, subject or problem. If something is *concentrated* (asiective) it means it has had some liquid removed.

Note: The simple past of "to concentrate" is "concentrated" and this is where the confusion may arise.

22. **Connote/Denote**

The literal meaning of a word is its *denotation;* the broader associations we

have with a word are its *connotations.*

23. **Conscience** (moral sense)/**Conscious** (aware)
24. **Conscience/Conscious/Consciousness**

- Your *conscience* makes you feel guilty when you do bad things.
    - *Consciousness* is your awareness.
    - If you are awake, you are *conscious.*

25. **Consul/Council/Councilor/Counsel/Counselor**
    - *Consul* is a diplomat to a foreign country.
    - *Council* refers to a group to discuss and take action on official matters.
    - A *councilor* is a member of such a group.
    - *Counsel* is advice or to advise.
    - A *counselor* is an adviser.
26. **Continual/Continuous**

    Continual means "something that happens" frequently, with breaks between the occurrences. *Continuous* means "something that happens without stopping".

27. **Convince/Persuade**
    - We *persuade* people to act.
    - We *convince* when using proof to accept a belief. Hence, we usually are *"convinced"* something is true, but others try to *"persuade"* us to do something.
28. **Cooperation/Corporation**
    - *Cooperation* "(usually spelt without the hyphen in US English)" means working together;

- *Corporation* is a business organisation.

29. **Copyright/Copywrite**

- *Copyright* is the legal ownership of a book, film, play, piece of artwork, musical composition, etc. or the right to print, publish, film, record or perform them.

- *Copywrite* is something you do if you are creating advertising or publicity material.

30. Core/Corps/Corpse

- Apples have *cores.*
- A *corps* is an organisation, like the Peace *Corps.* A *corpse* is a dead body, a carcass.

31. Correspondence/Correspondents

Correspondence is written communication; *correspondents* are those who write it.

32. Creak/Creek

- *Creak* is both a noun and a verb and means "squeak or groan" (for instance, rusty hinges and loose floorboards creak);
- *Creek* is a noun and means a "waterway" or "stream".

33. Credible/Creditable

- *Credible* means "believable";
- *Creditable* means "praiseworthy" or "deserving credit."

34. Credible/ Credulous

- "Credible" means "believable or trustworthy." It is also used in a more abstract sense, meaning something like "worthy".
- Don't confuse "credible" with "credulous," a much rarer word which means "gullible."

35. Crevice/Crevasse

- *Crevices* are by definition tiny, like that little
- *crevice* between your teeth where the popcorn hulls always get caught.
- A huge crack in a glacier is given the French spelling, *crevasse.*

36. Criteria/Criterion

Criterion is singular; *criteria* is plural.

Criterion is in the case of a single specification.

Criteria is in the case of more than one specification.

37. Cue/Queue

"Cue" has a variety of meanings like a clue or a play instrument as in a game of billiard, but all uses of "queue" relate to its original French meaning of "tail," which becomes a metaphor for a line.

38. Curb/Kerb

Curb means "to control" as in "curb your temper", while *kerb* is the edge of a footpath or sidewalk.

39. Currant/Current

Currant is a fruit, usually dried.

- *Current* as an adjective which means "contemporary", or "fashionable"; as a noun it means "stream," or "flow".

40. Cursor (computer marker)/**Curser** (swearer)

D

1. Dairy (milk-producing farm)/**Diary** (daily book)

2. Data/Datum

- The dictionaries treat *data* as a group noun meaning information, especially facts or numbers, collected for examination and consideration.
- Strictly speaking *datum* is the singular form of *data* which is the the plural form.

3. Dateline/Deadline

The word "dateline" is used today mainly to label the bit of text at the top of a printed news story that indicates where and—often, but not always—when it was written.

- *Deadline* is most often the date by which something must be accomplished.

4. Decent/Descent

- *Decent* is an adjective meaning "socially acceptable" or "good."

- Descent is a noun which means a “movement downwards” or “your ancestry.”

5. **Definite/Definitive**
    - “Definite” means “certain (a word you can do without since it adds redundant stress).
    - “Definitive” means “conclusive and unamendable.”
6. **Defuse/Diffuse**

You *defuse* a dangerous situation by treating it like a bomb and removing its fuse.

- To *diffuse,* in contrast, is to spread something out.

7. **Depreciate/Deprecate**

To *depreciate* something is to actually make it worse, whereas to *deprecate* something is simply to speak or think of it in a manner that demonstrates your low opinion of it.

8. **Dessert** (sweet food)/**Desert** (dry land) Dessert
    - A *desert* (pronounced des¢ ert) is a dry region.
    - To *desert* (pronounced desert¢) is to leave.
    - The *dessert* is the last part of a meal.
9. **Device** (a mechanism)/**Devise** (to arrange)

- *Device* is a noun, meaning a “gadget” or (particularly in writing terms) an “invention;
- *devise* is a verb, meaning to “invent” or “plot”.

10. **Different from/Different than**
    - Although both ***different from*** and *different than* are common American usages, the preferred idiom is *different from.*
11. **Dilemma/Difficulty**

A *dilemma* is a difficult choice, not just any *difficulty* or problem.

12. **Disburse/Disperse**

You ***disburse*** money by taking it out of your purse (French “bourse”) and distributing it.

- ***Disperse*** means “to scatter.”

13. Discreet, discrete

- *Discreet* means “respectful,” or “ prudent;”
- *Discrete* means “separate” or “detached from others.”

14. Disinterested/Uninterested

- *Uninteresting* people are bored, but *disinterested* people are impartial. We are tried by “a *disinterested* jury of our peers.”

15. Don’t have to/Mustn’t

- We have to use
- *(or do not have to)* to say that there is no obligation or necessity to do something.
- *Mustn’t*/*must not* is a modal verb used to show that something is not allowed. When you use *mustn’t* you are telling people not to do things.

16. Downside/Underside

- *Downside* is a noun that means “the disadvantage of a situation”.
- *Underside* is a noun that means “the side of something that is usually nearest the ground”.

17. Draft/Draught

- *Draft* refers to the first writing of your novel or story (or any other document). You can also be *drafted* (enlisted or recruited) into the army, navy, etc.
- Draught is an air movement, a drink (as in “draught of ale”)

18. Dredge/Drudge/Trudge

- You use machinery to scoop stuff up from underwater called a *dredge*, to *dredge* up junk or debris from the bottom of a river or lake.
- To *drudge* is to do hard, annoying work; and a person who does such work can also be called a *drudge.*
- When you slog laboriously up a hill, you *trudge* up it.

19. **Dribble/Drivel**
    - *Dribble* means “to drool.”
    - When you mean to criticise someone else’s speech as stupid or pointless, the word you want is *drivel.*
20. **Dual** (having two parts)/**Duel** (fight between two people)
21. **Dye** (color)/**Die** (perish)

E

1. **Ecology/Environment**

   Ecology is the study of living things in relationship to their *environment.*
2. **Elicit** (draw forth)/**Illicit** (improper)
3. **Emigrant/Immigrant**
    - An *emigrant* is a person who moves out of a country;
    - An *immigrant* is one who moves into a country.
    - A similar distinction holds for the verbs *emigrate* and *immigrate.*
4. **Eminent** (noteworthy)/**Immanent** (inherent)/**Imminent** (impending)
    - *Eminent* means “distinguished;” or “famous;”
- *Imminent* means “near”, or “close at hand”.
    - The rarest of the three is *immanent,* used by philosophers to mean “inherent” and by theologians to mean “present throughout the universe.”
5. **Empathy/Sympathy**
    - If you think you feel just like another person, you are feeling *empathy.*
    - If you just feel sorry for another person, you’re feeling *sympathy.*
6. **Endemic/Epidemic**
    - An *endemic* condition is one characteristic of a particular region,

population, or environment: a condition need not affect a majority or even a very large number of people in a population to be *endemic.* In biology, an endemic disease is one that is maintained locally without the need for outside influence.

- An *epidemic* condition is widespread,or rampant.

7. **Enormous/Enormity**
    - Big things are *enormous.*
    - A heinous or atrocious thing has *enormity.*
8. **Ensure** (make certain)/**Insure** (indemnify)
9. **Envelop/Envelope**

- To wrap something up in a covering is to *envelop* it.
    - The specific wrapping you put around a letter is an *envelope.*

10. **Envious/Jealous**

Although these are often treated as synonyms, there is a difference.

- You are *envious* of what others have that you lack.
- *Jealousy,* on the other hand, involves wanting to hold on to what you do have

11. **Epic/Epochs**
    - An *epoch* is a long period of time, like the Pleistocene Epoch.
    - An *epic* is a lengthy narrative poem, ordinarily concerning a serious subject containing details of heroic deeds and events
12. **Epigram/Epigraph/Epithet**
    - An *epigram* is a pithy saying, usually humorous.
    - An *epigraph* is a brief quotation used to introduce a piece of writing or the inscription on a statue or building.
    - An *epitaph* is the inscription on a tombstone or some other tribute to a dead person.
    - In literature, an *epithet* is a term that replaces or is added to the name of a person. You are more likely to encounter the term in its negative sense, as a term of insult or abuse: “the people hurled

epithets at the police who had arrested her."

13. **Etymology/Entomology**
    - "Etymology" is the study of the origins of words. "Entomology" is the study of insects.
14. **Everyday** (ordinary)/**Every day (**each day)
15. **Everyone/Every one**
    - *Everyone* means "every person in a group".
    - *Every one* means "each person" and is always followed by "of".
16. **Evoke/Invoke**
    - The action of "invoking" is usually more direct and active. It originally involved calling upon or summoning up a god or spirit. An invocation calls upon whatever is invoked to do something or serve a function. *Invoke* now can also be used to mean "to appeal to,"or " to cite".
    - *Evoke* is usually less purposefully active, more indirect, often used to mean "suggest."
17. **Exalt/Exult**
    - When you celebrate joyfully, you *exult*.
    - When you raise something high (even if only in your opinion), you *exalt* it.
18. **Exasperate/Exacerbate**

People get *exasperated* (irritated); situations get *exacerbated* (made worse).

19. **Exercise** (activity)/**Exorcise** (drive out)

F

1. **Fair** (just)/**Fare** (food; fee)
    - *Fair* means "average", "good-looking", "pale", "unbiased" (what a lot of meanings for one little word!);
    - *fare* is the money you pay to go somewhere by bus, train, plane,

etc.

2. **Fatal/Fateful**
    - A *fatal* event is a deadly one;
    - A *fateful* one is determined by fate.
3. **Faze** (disturb)/**Phase** (stage)

To *faze* someone is to fluster or confuse them, whereas *phase* is mostly used in reference to a stage in someone's life—though it can be a stage in almost anything else.

4. **Fearful/Fearsome**
    - To be *fearful* is to be afraid.
    - To be *fearsome* is to cause fear in others.
    - Remember that someone who is fierce is fearsome rather than fearful.
5. **Feel/Believe**

You can *feel* tired, *feel* happy, or *feel* angry, but a belief describes your assessment of a proposition. One way to tell if you are dealing with true feelings is this test: Restate the sentence and substitute the word "am" for the word "feel." If the sentence makes sense, you have isolated a feeling. If not, substitute the word "belief".

6. **Feint/Faint**
    - A *feint*, whether in chess or on the battlefield, is a maneuver designed to divert the opponent's attention from the real center of attack.
    - A *feint* is a daring move. It might also mean to make a false show of; simulate.
    - While "faint of heart" (or "faint at heart"), implies timidity or to *faint* means "to lose consciousness".
7. **Fewer/Less**
    - *Fewer* is used to describe things that can be counted.
    - *Less* refers to quantity or degree.

8. **Fiance/Fiancee**
    - Your *fiance* is the man you plan to marry;
    - your *fiancee* is the woman you plan to marry.
9. **Flammable/Inflammable**

The prefix “in” does not indicate negation here; it comes from the word “inflame.” *Flammable* and *inflammable* both mean “easy to catch on fire”.

10. **Flare/Flair**

- *Flare* means “to flash” or “blaze”and “(as a noun) is a pyrotechnic device;/ it also means to spread gradually outward, as the end of a trumpet, the bottom of a wide skirt, or the sides of a ship.;
    - *Flair* means “ability” or “skill.”

11. **Flaunt/Flout**
    - When you show off something or boast about it, you *flaunt* it.
    - When you *flout* something you show your contempt for it.
    - In passing, it might be noted that a flautist also is one who plays the flute and in Middle English “to *flout***”** meant to play the flute.
12. **Flounder/Founder**
    - When something thrashes about, it *flounders.* When it fails completely, it *founders.*
13. **For/Since**
    - The prepositions *for* and *since* are often used with time expressions.
    - *For* indicates a period of time.
- *Since* indicates a point in time.

14. **Forbear/Forebear**

- *Forbear* means “to refrain from”;
    - *Forebear* is an ancestor or forefather.

15. **Forego/Forgo**
    - The ‘e’ in “forego” tells you it has to do with going before. It occurs

mainly in the expression “foregone conclusion,” a conclusion arrived at in advance.

- *Forgo* means “to abstain from or do without”.

16. **Foreword/Forward**

- *Foreword* is the preface in a book, usually written by someone who is not the author.
- *Forward* means “ahead, near the front.”

17. **Formerly** (at an earlier time)/**Formally** (according to a pattern, formal)
18. **Forth/Fourth**
    - *Forth* means “forward”;
- *Fourth* is after “third”.

19. **Fortunate/Fortuitous**
    - If something *fortunate* happens, we got lucky.
    - If it happened by chance, it is *fortuitous.*
20. **Foul/Fowl**

- *Foul* can mean “dishonourable” (by foul means), “disgusting” (a foul smell), “entangle” (rubbish dumped in the river can foul fishing lines);
- *Fowl* is a bird.

21. **Found/Founded**
    - *Found* is the past tense of find;
    - *founded* means “started”.
22. ***Full/Fulsome***
    - When things are *full* they contain abundant supplies of something.
    - When things are *fulsome* they are fat, excessive, and offensive to good taste.
23. **Furthest/Farthest**

Generally, in good usage, *farther* is used for comparisons of distance and *further* for anything else. *Farther* is used for physical distance; *further* for non-physical.

G

1. **Gaff/Gaffe**

   Gaffe is a French word meaning “embarrassing mistake,” and should not be mixed up with *gaff*: a large hook.

2. **Gamut/Gantlet/Gauntlet**

   - A *gamut* is a full range or scope of things.
   - A *gantlet* is a form of punishment in which people run between rows of people who attempt to beat them.
   - A *gauntlet* is a glove thrown down when a person is challenged to a duel.

3. **Gender/Sex**

   - Do not substitute the word “gender” to avoid embarrassment. People and animals differ by sex. Words differ by gender. Thus, unless a study involves gender classifications of words, it is a study of *sex* differences.

4. **Gibe/Jibe**

   - *Gibe* means “to taunt”;
   - *jibe* means “to agree, correspond or tally”; in boating it means to shift the sails.

5. **Gig/Jig**

   - To *jig* is to move with a quick, jerky motion or hop; or bob. “The jig is up” is an old slang expression meaning “the game is over—we’re caught.”
   - A musician’s job is a *gig;* also, a gig is a light, two-wheeled one-horse carriage.

6. **Gild/Guild**

   - You *gild* an object by covering it with gold;
   - a *guild* is a group or an organisation of people doing similar things.

7. **Good/Well**
    - *Good* is an adjective. Do not use it to modify a verb.
    - *Well* is an adverb except in three uses:

(i) when used to mean "healthy,"

(ii) when used to mean "neatly groomed" or "attractively dressed," and

(iii) when used to mean "satisfactory."

8. **Gorilla** (ape)/**Guerilla** (fighter)
9. **Grisly/Grizzly**
    - *Grisly* means "horrible";
    - A *grizzly* is a bear.

H

1. **Hail/Hale**
    - *Hail* means "to greet or to come from"; and as a noun it is frozen raindrops;
    - *hale* means "healthy or (as a verb) to haul."
2. **Hanged/Hung**
    - A criminal is always *hanged;*
    - A picture is *hung.*
3. **Hard/Hardly**

- *Hard* is an adjective. It can mean "solid", "industrious", or "difficult".
- *Hardly* is an adverb and means only just or certainly not.

4. **Hardy/Hearty**
    - *Hardy* is durable, whereas hearty is healthy or happy as in "hale and *hearty*."
5. **Hear** (perceive)/**Here** (in this place)
6. **Hear/Listen**

- *Hear* is a verb that means "to receive or become aware of a sound using your ears, so you don't have to make an effort in order to just hear

something."

- *Listen* is a verb that means "to give attention to someone or something in order to hear them, so you make an make an effort in order to hear something properly."

7. **Heard** (perceived)/**Herd** (group of animals)
8. **Heel** (part of foot)/**Heal** (to make better)
9. **Heroin** (drug)/**Heroine** (principle female character)
10. **He's/His**
    - *He's* is the short form of "he is" or "he has".
    - *His* is a possesive pronoun, it is used to show something belonging to or connected with a man, boy or male animal that has just been mentioned.
11. **Historic/Historical**

An event is *historic,* whereas a place is *historical.*

12. **Hoard/Horde**
    - *Hoard* means "to stockpile" and as a noun it is a cache of stockpiled stuff;
    - *Horde* is a large group.
13. **Hole** (opening)/**Whole** (entire)
14. **Holiday/Weekend**
    - A *holiday* (noun), refers to time, often one or two weeks, when someone does not go to work or school but is free to do what he/she wants, such as travel or relax. You usually have to book your holiday with your boss.
    - The *weekend* (noun) refers to the time from Saturday and Sunday, or Friday evening until Sunday night. It's the part of the week in which most paid workers living in the West do not go to work. It is a time for leisure and recreation, and/or for religious activities.
15. **Holy** (sacred)/**Wholly** (entirely)
16. **Home/Hone**

- *Home* is your house or abode.
    - *Hone* means to sharpen.

17. Homework/Housework

- *Homework* (noun) refers to tasks assigned to students by teachers to be completed mostly outside of class, and derives its name from the fact that most students do the majority of such work at home.
- *Housework* (noun) refers to domestic household chores such as cleaning and cooking.

18. "How do you do?"/"How are you?"/"How do you do?"

This is not a question. It is another, very formal way of saying "Hello". It is also very British. We only really use it the first time we meet someone. *How are you?* This is a question.

19. Human (of people)/**Humane** (merciful)

I

1. I/me

Usually we choose the correct form by instinct.

- *I* like tea.
- Give *me* my tea.

There are other times when people make mistakes with these two pronouns. *I/me* is difficult when it is coupled with another pronoun or with a noun. This is when you have to think about the subject/object in a sentence.

2. Idea/Ideal

Any thought can be an *idea,* but only the best ideas worth pursuing are *ideals.*

3. If/Whether

- Use *whether* when alternatives are involved ("I do not know whether I should complain or remain silent").

- Otherwise *if* is acceptable ("I do not know if I should reconsider my decision").

4. **Illude/Elude**

   Illude is a very rare word, most of whose former meanings are obsolete, but which can mean "to deceive" or "lead astray." But *elude* means to "escape" or "evade".

5. **Illusion/Delusion**

- *Illusions* are images of nonexistent things.
  - *Delusions* are misguided beliefs people hold despite evidence to the contrary. Thus, "Daydreams can be enjoyable *illusions*, but *delusions* of grandeur come from self deceit or mental imbalance."

6. **Immemorial/Immortal**
   - *Immemorial* means ancient beyond memory (as in the cliché "since time immemorial");
   - *immortal* means "deathless" or "eternal."
7. **Immigrate** (come in)/**Emigrate** (leave)
8. **Imply/Infer**
   - *Imply* means "to suggest something".
   - *Infer* means "to derive a certain meaning from a remark or an action". We *imply* things when we suggest them without actually saying so.
   - We *infer* conclusions from evidence by reasoning from data to claims.
9. **In/Into**
   - *In* means "inside something."
   - *Into* tells of motion from the outside to the inside of something.
10. **Incredulous/Incredible**

Use *incredible* in the casual sense of "unbelievably good" and use *incredulous* to mean "unbelieving" or "skeptical", which is the only standard usage for this word.

11. **Inside of/Outside of**
    - *Inside* of and *outside* of generally should not be used as Compound prepositions.
    - *Inside of* is acceptable in most formal writing when it means “in less than”. The more formal term is within.
    - Both *inside of* and *outside of* are appropriate when *inside* or *outside* is a noun followed by a phrase.
12. **Insight/Incite**
    - An *insight* is something you have: an understanding of something, a bright idea about something.
    - To *incite* is to do something: to stimulate some action or other to be taken.
13. **Install/Instill**

    You *install* equipment and you *instill* feelings or attitudes.
14. **Interested/Interesting**
    - *Interested* is a past participle. When used as an adjective it says how someone feels.
    - *Interesting* is a present participle. When used as an adjective it describes the people or things that cause the feelings.
15. **Intolerable/Intolerant**
    - *Intolerable* means “tiring, onerous, crushing.” Someone cannot be intolerable of another’s beliefs.
    - *Intolerant* means “biased” or “prejudiced.”
16. **Intricate/Integral**
    - An *integral* part of a machine, organisation, or idea is a necessary, inseparable part of it.
    - Whereas *intricate* means small or complex.
17. **Irregardless/Regardless**

    There is no such word as *irregardless;* the correct word is *regardless.*
18. **Its** (possessive of it)/**It’s** (contraction of it is)

This is confusing because possessives normally have an apostrophe, but in this case *it's* is short for it is and *its* is possessive—*always*.

K

1. **Knew/New**

- *Knew* is the past tense of know;
    - *new* is the opposite of old.

2. **Know** (be aware)/**No** (negative, not yet)

L

1. **Later** (subsequently)/**Latter** (last thing mentioned)
    - *Later* means "afterwards";
    - *latter* is the second of two things.
2. **Laudable/Laudatory**
    - Something *laudable* is worth praising.
    - *Laudatory* activity is the expression of such praise.
3. **Lay down/Lie down**
    - *Lay down* has several different meanings.
    - If you *lay* something *down,* it can mean you officially establish a rule, or officially state the way in which something should be done.
    - If you *lay down* your weapons, it means you stop fighting.
    - If you *lay* wine *down,* it means you are storing it for drinking in the future.
    - *Lie down* means to move into a position in which your body is flat, usually in order to sleep or rest.
4. **Lay/Lie**
    - *Lay* is an irregular transitive verb (lay/laid/laid – laying). It needs a direct object. It means "to put something or someone down" (often

in a horizontal postion).

- *Lie* is an irregular intransitive verb (lie/lay/lain – lying). It does not take a direct object. It means “to rest in a horizontal position” or “to be located somewhere.”
- *Lie* also means “to say something that isn’t true”; it takes the following form (lie/lied/lying).

5. Leach/Leech

Water *leaches* chemicals out of soil or colour out of cloth, while *leech* is a bloodsucking creature.

6. Lead/Led/Lead

- *Lead* (pronounced leed) means “to go first”.
- *Led* is the past tense of *lead.*
- *Lead* is a heavy metal; also the graphite in a pencil.

7. Least/Lest

There are uses of old word *lest* in phrases like “*lest* we forget,” referring to something to be avoided or prevented.

- *Least* means something that is very less; it is the opposite of most.

8. Legend/Myth

Myths are generally considered to be traditional stories whose importance lies in their significance, whereas *legends* can be merely famous deeds.

9. Lend/Loan

- *Lend* is a verb meaning “to give something temporarily to someone”.
- *Loan* is a noun, meaning the temporary transfer of something to someone else. So, “Dad, can you loan me a few dollars until pay day?”

10. Lesson (instruction)/**Lessen** (reduce)

- *Lessen* means “to make less”.
- *Lesson* is something you learn.

11. **Liable/Libel**
    - *Liable* means “subject to” or “answerable for” or “likely”;
    - *Libel* is written (as opposed to spoken) untruths about someone, for which you may be taken to court.
12. **Licence/License**

In British usage, *licence* is always the noun and *license* the verb.

13. **Lie/Lay**
    - *Lie* means “to recline”. When you recline, you ***lie*** down. If you tell someone you will ***lay*** down, you may risk embarrassment. For reclining, the past tense is *lay* and the past participle is *“lain.”*
    - *Lay* means “to put or place something”.
    - Thus, you may say “I have lain on my bed for half an hour,” but you cannot write “I have laid on the lounge chair for half an hour.” On the other hand, you may “lay the plate on the table,” in which case all past tense forms are the word “laid.” By the way, once you “lay” the plate on the table, it **lies** there until moved.
14. **Lightening/Lightning**
    - *Lightening* means making “lighter” or “brighter”;
    - *Lightning* (which is always a noun) is what comes out of the sky, usually followed by a crack of thunder.
15. **Like/As/As if**

While the use of *like* as a conjunction is common in speaking, its use *as* a conjunction is not fully established in writing. *Like* is better used as a preposition.

16. **Look at/Watch**
    - In this context, *look* is usually followed by the preposition *at*. When you *look at* someone or something you are interested in the appearance. Generally we *look at* things that are static.
    - *Watch* is a verb. When you *watch* someone or something you are interested in what happens. Generally we *watch* things that move

or change state.

17. **Like/As**
    - Do not confuse them. *Like* means that one is drawing a similarity from dissimilar groups. The error is created when one uses “like” as a conjunction. The person should substitute “as” for “like”.
18. **Literally/Figuratively**
    - Do not confuse these words.
    - *Literally* means that one’s words describe what actually occurred. Most of the time, the word is tossed into sentences in which it is unnecessary.
    - The word “figuratively” means that one is using language metaphorically.
19. **Look after/Look for**
    - To *look after* means “to take care of” or “be in charge of something or someone.”
    - To *look for* means “to try to find something or someone.”
20. **Look over/Overlook**

- *Look over* is a phrasal verb. When you *look over* something or someone you quickly examine it or them.
- *Overlook* is a verb. When you *overlook* someone or something, you fail to notice or consider it or them.

Note:

If you *look forward/forwards*, it simply means you are looking ahead of you. *Look forward to* is a phrasal verb. When you *look forward to* something, you feel happy and excited about something that is going to happen.

21. **Loose** (not snug)/**Lose** (to misplace, fail to win)

- *Loose* means “to be free, not close together”.
    - To *lose* means “to suffer loss.”
    - *Lose* always means “mislaying or dropping something and not

being able to find it", while *loose* means "slack" or "free".

- *Loose* is an adjective. If something isn't fixed properly or it doesn't fit, because it's too large, or because its not tight enough, it's loose.

- *Lose* is a verb that means "to no longer possess something because you do not know where it is, or because it has been taken away from you."

22. Luxurious/Luxuriant

- *Luxurious* living means that you enjoy luxuries.
- *Luxuriant* means that something (such as a plant) is growing abundantly.

M

1. Madding/Maddening

- "A *madding* crowd" is a group of people who can drive you insane.
- "A *maddening* crowd" is a group of people who make you angry.

Hardy's novel is *Far from the Madding Crowd*.

2. Mantel/Mantle

- *Mantel* is the shelf above a fireplace, or the fireplace surrounding;
- *Mantle* is a cloak or blanket.

3. Manufacture/Manufacturer

When your company makes stuff, it *manufactures* it; but the company itself is a *manufacturer*.

4. Marshal/Marshall

- *Marshal* is a military officer or a sheriff;
- *marshall* is a verb, as in marshalling yard.

5. Maybe (perhaps)/**May be** (could be)

6. Me/My

- As between *I and me* we usually choose the correct form by instinct.
- *Me* is used as the object of a verb or preposition. You use *me* to

refer to yourself.

In short answers, we usually use this form.

- *My* is a possessive adjective.

7. **Meat** (food)/**meet** (encounter)
8. **Medal/Metal/Meddle/Mettle**
    - A person who proves his or her *mettle* displays courage or stamina.
    - The word *mettle* is seldom used outside of this expression. *Metals* are nouns like silver, gold, etc.
    - *Medal* is a prize given and *meddle* means “to interfere”.
9. **Media/Medium/Median**
    - “Media” is a plural word. One mass *media* form is a medium.
    - *Medium* is also a size between large and small;
    - *median* is the mid point.
10. **Meet/Mete/Meat**

The two more often confused are *meet* and *mete*.

- *Meet* means “to encounter” (and can also mean fit or suitable); *mete* means “to allot, apportion or distribute”; *meat* refers to flesh as food.

11. **Militate/Mitigate**
    - *Militate* is usually followed by “against” in a phrase that means “works against”.
    - *Mitigate* means almost the opposite: “to make easier” or “to moderate”. It should not be followed by “against.”
12. **Miner** (excavator)/**Minor** (person under a given age)

Children are *minors* (unless they are violating child-labour laws, and) those who work in mines are *miners.*

13. **Minimal/Minimum**
    - A *minimal* amount is the minimum in a data set.
    - *“Minimal”* is an adjective and *“minimum”* may be used either as a noun or an adjective.

14. **Moral/Morale**
    - *Moral* means good ; it is also a lesson on conduct.
    - *Morale* is a mental condition, spirit ("The team's morale was low?").
15. **Most/Almost**
    - *Almost* is an adverb meaning "nearly."
    - *Most* is an adjective meaning "the greater part."
16. **Mucus/Mucous**
    - *Mucous* membranes secrete *mucus.*
    - *Mucus* is the noun and *mucous* is the adjective.
17. **Mute/Moot**
    - *Mute* as a verb means "to silence or quieten down"; as a noun it's a little gadget used by string players to soften the sound from their instruments; as an adjective, it means dumb or making no sound (as in "He looked at me in mute appeal".)
    - *Moot* means "debatable". So, it's a "moot point".
18. **Most/the Most**

- *Most* without an article is usually used as an adjective, which means "almost all".
- *The most* is usually used to form the superlative of many adjectives and adverbs.

19. **Mutual/Common**
    - *Mutual* refers to two people who share the same emotion, as in " "My friend and I have *mutual respect"*.
    - *Common* refers to something shared by at least two people, such as *"a common goal"* or "a common point of departure".

N

1. **Naïve/Knave**

- A *knave* is an unprincipled, untrustworthy, or dishonest person, whereas *naïve* means “having or showing unaffected simplicity of nature or absence of artificiality” or “unsophisticated or ingenuous”.

2. **Naval/Navel**
    - Your belly button is your *navel*, and “navel oranges” look like they have one;
    - all terms having to do with ships and sailing require *naval.*
3. **No/Know**

    Strange that these two should get confused, but they do.
    - *No* is always the opposite of “yes”;
    - to *Know* is to be certain.

O

1. **Once/Ones**
    - *Once* always has to do with time and answers the questions, “how many times?” or “when?”
    - In contrast, *ones* have to do with things.
2. **Oppress/Repress**

    Dictators commonly *oppress* their citizens and *repress* dissent, but these words don’t mean exactly the same thing.
    - *Repress* just means “keep under control.” Sometimes *repression* is a good thing.
    - *Oppression* is always bad, and implies serious persecution.
3. **Oral/Verbal**
    - Some people insist that *verbal* refers to anything expressed in words, whether written or spoken, while *oral* refers exclusively to speech;but in common usage *verbal* has become widely accepted for the latter meaning.
    - However, in case of a legal context, an unwritten agreement is still

an *"oral contract,"* not a *"verbal contract."*

4. **Oriental/Asian**
    - *Oriental* is generally considered old-fashioned now, and many find it offensive.
    - *Asian* is preferred for telling about Asia.

It baffles me that people get these mixed up, but they do.

5. **Overdo/Overdue**
    - *Overdo* means "to exaggerate" or "carry to something too far";
    - *overdue* is what your bills are, when you forget to pay them!
6. **Overtake vs Takeover/Take over**

- *Overtake* is a verb. It can mean to go beyond something by being better, or if you're driving to come from behind another vehicle or a person and move in front of it.
- *Takeover* as a noun is used when one organisation gains control of a company by buying most of its shares.

P

1. **Pair** (two)/**Pare** (peel; reduce)
2. **Palate/Palette/Pallet/Pellet**
    - Your *palate* is the roof of your mouth, and by extension, your sense of taste.
    - A *palette* is the flat board an artist mixes paint on (or by extension, a range of colours).
    - A *pallet* is either a bed (now rare) or a flat platform onto which goods are loaded.
    - A *pellet* is a bullet.
3. **Parameter/Perimeter**
    - A *parameter* is a number that describes a population or, metaphorically, a distinctive characteristic of a population of

events.

- A *perimeter* is a boundary.

4. **Paramount/Tantamount**
    - *Paramount* means “best” or “top.”
    - *Tantamount* means “equivalent”.
5. **Partake/Participate**
    - *Participate* means “take part”.
    - The main modern meaning of *partake* is “consume,” especially in relation to food.
6. **Past** (an earlier time)/**Passed** (went by)
7. **Patience/Patients**
    - *Patience* means “forbearance”;
    - *patients* are people under medical care.
8. **Peasant/Pheasant**

    pheasant is a favorite game bird whereas *peasants* are rural people or farm workers.
9. **Pedalled/Peddled**
    - *Pedalled* is the past tense of “pedal”, which as a *verb* means to use your feet to turn the pedals on something, such as a bicycle, to make it move; or to operate the pedals on a piano, or the lower keys on an organ;
    - *peddled* is the past tense of “peddle”, which means “to sell”.
10. **Peek/Pique/Peak**
    - *Pique* means “to excite or irritate”;
    - *peek* means “to peep or snoop”;
    - *peak* as a *noun* means the summit or tip, and as a *verb* means “to climax”.
11. **Peer/Pier**
    - *Peer* as a noun means “a person who is your equal” and as a verb it means to squint or look obliquely at something;

- *pier* is a type of wharf or dock.
- Two other words that sound similar are pear (a fruit) and pare (to peel).

12. ***Percent/Percentage***
    - Use *percent* when identifying a particular number.
    - Use *percentage* when there is no definite figure.
13. **Perfect/perfectly**
    - *Perfect* is as singular as it gets.
    - *Perfectly* is an adverb used to emphasie another concept.
14. ***Precedence/Precedents***
    - Things have *precedence* over others if they are given preference.
    - *Precedents* are events that serve as standards.
15. **Persecute/Prosecute**
    - When you *persecute* someone, you're treating them badly, whether they deserve it or not;
    - but only legal officers can *prosecute* someone for a crime.
16. **Personal** (private)/**Personnel** (staff)
    - *Personal* means "of a person": "a personal opinion," "a personal matter."
    - *Personnel* refers to the people in an organisation, especially employees.
17. **Persons/People**

    Use *"people"* if you can. *Persons* usually involves a collection of *people* who are counted or numbered. *People* can refer to a large group of *people,* usually unnumbered. Thus, *people* often can be substituted for *persons,* but *persons* cannot be substituted for *people.*
18. **Perspective** (angle of view)/**Prospective** (in the future)
19. **Phenomenon/Phenomena**

    One *phenomenon* or many *phenomena* may exist.
20. **Piece** (part, portion)/**Peace** (absence of war)

21. **Plain** (simple; flat land)/**Plane** (flat surface; smooth off)
22. **Podium/Lectern**
    - Strictly speaking, a *podium* is a raised platform on which you stand to give a speech;
    - the piece of furniture on which you place your notes and behind which you stand is a *lectern.*
23. **Pole/Poll**
    - A *pole* is a long stick.
    - You could take a *poll* (survey or ballot).
24. **Pour/Pore**

You *pour* sauces, gravies, etc., over your dinner, while *pore* means to study something—so, "*pore* over the book", not "*pour* over the book".

25. **Practice/Practise**

In usage, *practice* is always the *noun* and *practise,* the *verb.*

26. **Pray** (ask, implore)/**Prey** (hunt down; what is hunted)
27. **Perpetuate/Perpetrate**
    - *Perpetrate* is something criminals do —they *perpetrate* a crime.
    - When you seek to continue something, you are trying to *perpetuate* it.
28. **Premiere/Premier/Debut**
    - An actor makes a *debut,* whereas a movie has a *premiere*.

The prime minister of a parliamentary government is known as a *premier.*

- The opening night of a film or play is its *premiere.*

29. **Premise/Premises**

Premise usually means "assumption" or "supposition" while *premises* means "an apartment, house or building and its grounds".

30. **Presence/Presents**
    - *Presence* means "being near at hand";
    - *Presents* are gifts.
31. ***Pretty/Very***

- Do not use *pretty* as a synonym for *very***.**

32. **Principle** (rule)/**Principal** (chief, chief person; sum of money)
33. **Proceed/Precede**
    - To *proceed* is to “go forward”;
    - to *precede* means “to go ahead of”.
34. **Prodigy/Progeny/Protege**
    - Your *progeny* are your kids.
    - If your child is a brilliantly outstanding person he or she may be a child *prodigy*. In fact, anything amazingly admirable can be a *prodigy*.
- But a person that you take under your wing in order to help promote his or her career is your *protégé.*

35. **Profit/Prophet**

- *Profit* means “gain”, “earnings”, “advantage”, and is usually associated with business.
    - A *prophet* is a seer, a diviner.

36. **Prophecy** (noun)/**Prophesy** (verb)
37. **Purposely/Purposefully**

- Actions are done *purposely* if they are intended.
- Actions are done *purposefully* if the person doing them is very determined.

Q

1. **Quiet** (silent)/**Quite** (really, positively, very much)
2. **Quotation/Quote**
    - *Quote* is a *verb;*
    - *Quotation* is a *noun.*
    - You *quote* people, but you read *quotations.*

R

1. **Rain/Reign/Rein**
    - *Rain* is the water that comes down from clouds;
    - *Reign* means “to rule”;
    - *Rein* is a strap, usually leather, for controlling an animal, especially a horse.
2. **Raise/Raze**

These two are exact opposites. *Raise* means “to lift” or “build up” and *raze* means “to pull down”.

3. **Rapt/Rapped/Wrapped**
    - *Rapt* means “enchanted” or “engrossesd”;
    - *rapped* is the past tense of “rap”, which means “to hit” or “criticise”;
    - *wrapped* is the past tense of wrap, to coat or enfold.
4. **Rational/Rationale**
    - *Rational* is an adjective meaning “reasonable” or “logical”.
    - *Rationale* is a *noun* which most often means underlying reason.
5. **Reality/Realty**
    - *Reality* is real life.
    - *Realty* is real estate.
6. **Rebut/Refute**

- When you *rebut* someone’s argument you argue against it.
    - To *refute* someone’s argument is to prove it incorrect.
7. **Refer back/Look back**
    - A confusion between “look back” and “refer”. This usage is objected to in formal writing on the ground that since the re- of refer means “back,” “refer back” is redundant. *Refer back* is acceptable when it means “refer again” .

8. **Reference/Reverence**

Reference is something referred to, *reverence* means “respect”.

9. **Refute/Reject**

- To *refute* someone’s argument is to prove it incorrect.
- If you attempt no such proof but simply disagree with an argument, the word you want is *reject.*

10. **Regimen/Regiment**

- *Regimen* is a *noun* and is mostly used to refer to a prescribed way of life, or diet or exercise. It is also the action of governing.
- *Regiment* as a *verb* means “to direct” or “to command”; as a *noun* it refers to a military unit.

11. **Remember/Remind**

- To *remember* means “to be able to bring back a piece of information into your mind”, or “to keep a piece of information in your memory.”
- To *remind* means “to make someone aware of something they have forgotten or might have forgotten”.

12. **Replete/Complete**

- *Replete* usually means “stuffed,” “full to overflowing.”
- *Complete* means “finished or total.”

13. **Residence/Residents**

- *Residence* is a house;
- *Residents* are the people who live there.

14. **Respectfully/Respectively**

- *Respectfully* means “politely”;
- *Respectively* means “in the order stated.”

15. **Retch/Wretch**

- *Retch* means “to gag” or “try to vomit”;
- *Wretch* is a grovelling person, a creep.

16. **Rifle/Riffle**

- *Rifle* (apart from being a firearm) means “to steal”;

- *Riffle* means “to leaf through or browse.”

17. **Right** (proper, entitlement)/**Rite** (ceremony)
18. **Right/Rite/Write**
    - *Right* means “correct”;
    - *Rite* is a ceremony, usually religious;
    - *Write* means “to make words”.
19. **Risky/Risque**

French-derived word *“risque”* means “slightly indecent” whereas *risky* is dangerous.

20. **Road** (path)/**Rode** (past of ride)

- *Road* is a long surface for cars and other vehicles;
    - *rode* is the past tense of ride.

21. **Role/Roll**
    - *Role* is a part in a play or film.
    - *Roll* as a *noun* is a document or something that is cylindrical in shape and as a *verb*, it means to make something into a cylindrical shape, to turn or spin.
22. **Root/Rout/Route**

You can “root” for your team (cheer them on) and hope that they utterly smash their opponents—*rout*, then come back in triumph on the straight *Route* (a road).

23. **Rye/Wry**

- *Wry* means “bent” or “twisted.” Even if you don’t have a wry sense of humor you may crack a wry smile.
    - A *rye* is the seed or grain of this plant.

S

1. **Sacred/Scared**

- Gods are *sacred.*
    - The damned in Hell are *scared* (afraid).

2. **Sail/Sale/Sell**

- You *sail* a boat which has a *sail* of canvas. (*Sail* is part of a ship or boat.)
    - You *sell* your old pot at a yard sale.
    - *Sale* is either offering something for purchase("for sale") or offering it at a special price ("on sale").

3. **Salsa Sauce/Salsa**

- *Salsa* is Spanish for "sauce," so "salsa sauce" is redundant.
    - *Salsa* is also a type of dance.

4. **Sarcastic/Ironic**

- Not all ironic comments are *sarcastic*. Sarcasm is meant to mock or wound.
    - *Irony* has an element of sadness.

5. **say/said *vs* tell/told**

- *Said* (verb) is the past simple and past participle of "to say". It can be used in direct speech: It can be used in indirect (reported) speech (followed by that).
    - *Said* (adjective) is used before the name of a person or thing you have already mentioned
    - *Told* (verb) is the past simple and past participle of "to tell". It is normally used in reported speech, i.e. it is used to talk about what people say (followed by an object + "that"). When *told* has the meaning of "instruct", it can be followed by an object and an infinitive.

6. **Scene**(setting, stage setting)**/Seen** (perceived)

- *Scene* is the place where something happens.
    - *Seen* is the past participle of "see".

7. **Scone/Sconce**

- A jam or cream filled biscuit is a *scone*.
    - If you are describing a wall-mounted light fixture, the word is "sconce".

8. **Seam/Seem**

- *Seam* is most often used to refer to the joining of two pieces of fabric with

thread, but it can refer to other types of joints.

- *Seem* means “appear”.

9. **Sell/Cell**

- *Sell* means “to exchange for money”.
    - *Cell* is a small room (invariably lacking in comfort). *Cell* is also an organism (as in “stem cells”). *Cell* is also used to refer to the small divisions in something large such as a container or a table in a web page or word-processed document.

10. **Sense** (perception)/**Since** (from that time)
11. **Sensual/Sensuous**

- *Sensual* usually relates to physical desires and experiences, and often means “sexy.”
    - *Sensuous* is more often used for aesthetic pleasures, like “sensuous music.”

12. **Serf/Surf**

- *Serf* means slave or servant.
    - *Surf* is a wave and as a verb is also the action of riding the waves on a board or using a computer to find something on the Internet.

13. **Set** (to put)/**Sit** (to be seated)
14. **Sever/Severe**

- *Sever* means “to separate” or “detach”.
    - *Severe* means “grim” or “stern”.

15. **Shear/Sheer**

- *Shear* means “to cut or clip”.
    - *Sheer* means “transparent” (as in “sheer nylon hosiery”) or “steep” (as in “a sheer drop”) or “total” or “absolute” (as in “sheer stupidity”).

16. **Sheath/Sheaf**

- If you take your knife out of its *sheath* (case) you can use it to cut a *sheaf* (bundle) of paper.

17. **Shone** (past of shine)/Shown (displayed)

18. Shore/Sure

- *Shore* as verb means “to brace or support” and as a noun, it is usually a beach but can also be “a support” or “a brace”.
- *Sure* means “certain” or “confident”.
- So you do not *sure up* a company by borrowing more capital; you *shore it up*.

19. Shortage/Shortness

- *Shortage* is a noun meaning when there is not enough of something.
- *Shortness* is a also a noun meaning the condition of being short spatially (in length).

20. Sick/Ill

- Use “sick” when you mean a person is nauseated.
- Use “ill” when the person is not well but not necessarily nauseated.

21. Silicon/Silicone

- *Silicon* is a chemical element, the basic stuff of which microchips are made. Sand is largely silicon.
- *Silicones* are plastics and other materials containing silicon.

22. Singly/Singularly

- *Singly* means “individually” or “one-by-one”.
- *Singularly* means “strangely” or “uniquely”.

23. Site/Sight/Cite

- *Site* always refers to location or place—building site, archaeology site, etc.
- *Sight* always refers to vision, as in the cliché “a sight for sore eyes”.
- *Cite* means “to summon” or “to refer to a source”.

24. Slither/Sliver

- *Slither* means “to slip” or “to slide”.
- *Sliver* is a noun, meaning a thin piece, such as a flake, paring or chip.

25. So/Such

- *So* when used as in front of an adjective or an adverb means “very”.

- *Such* when used as a determiner can be used in front of a noun or an adjective and a noun to show extremes, you can't use it in front of adverbs.
- Remember that without the noun you need to use "so".

26. Soar/Sore

- *Sore* refers to aches, pains and wounds - sore feet, sore backs, and sores on your skin.
- The more unusual word used to describe the act of gliding through the air or swooping up in the sky is *soar*.

27. Sojourn/Journey

- A *sojourn* is actually a temporary stay in one place.
- If you're constantly on the move, then it is a *journey*.

28. Sole/Soul

- *Sole* as an adjective means "single" and as a noun it is a type of fish and the under part of a foot or a shoe.
- *Soul* generally refers to the invisible part of you that lives on after you die; it also refers to heart or mind or a human being.

29. Some time/Sometime

- This is a common confusion. *Some time* is a period of time and *sometime* means at some time which is not specified.

30. Specially/Especially

- When something is *special*, it is not ordinary.
- *Especially* refers to things that are pre-eminent or primary.

31. Stand/Stance

- When you courageously resist opposing forces, you take a *stand*.
- Your *stance*, on the other hand, is just your position—literal or figurative—which may not be particularly militant.

32. Stationary/Stationery

- *Stationary* means "standing still".
- *Stationery* refers to writing paper.

33. statue/statute/stature

- *Statue* is a carved or moulded likeness.
    - *Statute* is law.
    - *Stature* means “height” or “status”.

34. Stint/Stent

- When the time to work comes, you’ve got to do your “stint”.
    - The medical device installed to keep an artery open is a “stent”.

35. Straight (not curved)**/Strait** (narrow place)

- *Straight* means “without bends”.
    - *Strait* is a passage of water.

36. Suit/Suite

- Your bedroom *suite* consists of the bed, the nightstand, and whatever other furniture goes with it.
    - *Suit* is your formal dress.

37. Sulking/Skulking

- That guy sneaking furtively around the neighborhood is *skulking* around.
    - *Sulking* is related to your not being in a good mood.

38. To see/To watch

- *To see* means to be aware of what is around you by using your eyes.
    - *To watch* means to look at something for a period of time, especially something that is changing or moving. We *watch* things that move, such as TV, a film, sport, etc. while we *look* at static things, such as a photograph, a painting, the stars, etc.

T

1. **Tack** (angle of approach)**/Tact** (sensitivity, diplomacy)
2. **Taken Back / Taken Aback**

- When you’re startled by something, you’re *taken aback* by it.
    - When you’re reminded of something from your past, you’re *taken back* to that time.

3. **Taut/Taught/Taunt**

- *Taut* means “tight” or “firm”.
    - *Taught* is the past tense of teach.
    - *Taunt* means “jeer” or “insult”.

4. **Tenant/Tenet**

- *Tenant* is one who rents a property.
    - *Tenet* is a principle or belief.

5. **Than** (word of comparison)**/Then** (at that time)
6. **That/Which/Who**

- *That* refers to persons or things,
    - *which* refers to things, and
    - *who* refers to persons.

7. **There/Their/They’re**

- *There* is a location.
    - *Their* is the possessive form of “they”.
    - *They’re* the short form of “they are”.

8. **Threw** (past of throw)**/Through** (by way of)
9. **Throes/Throws**

- *Throes* are violent spasms or painful struggles, though not always physical. *Throes* can also mean the “midst of”.
    - *Throws* means “to hurl” or “to toss”. As a noun, it means blankets or other types of covering.

10. **Throne/Thrown**

- A *throne* is a chair for a king to sit on.
    - *Thrown* is the past participle of “throw”.

11. **Tic/Tick**

- The word for a spasmodic twitch or habitual quirk of speech or behaviour is spelled the French way: “tic.”
    - Tick, as a noun, is a parasitic insect and, as a verb, it is “a mark”.

12. **Timber/Timbre**

- *Timber* is a type of wood.
    - The quality which distinguishes the sound produced by one

instrument or voice from others is *timbre*.

13. **To**(in the direction of)**/Too**(also)**/Two**(the number)

- *To* is a preposition meaning “towards”.
    - *Too* means “also” or “extremely” (as in “You are walking too fast for me”).
    - *Two* is the number after one.

14. **Trainee/Trainer**

- A *trainee* is a person who is learning and practising the skills of a particular job.
    - A *trainer* is a person who teaches skills for a particular job, activity or sport.

15. **Troop/Troupe**

- A group of performers is a *troupe*.
    - Any other group of people, military or otherwise, is a *troop*.

16. **Tussle/Tousled**

- *Tussle* is a struggle, fight or scuffle
    - *Tousled* means “messed up”.

U

1. **Unchartered/Uncharted**

- *Unchartered* means “lacking a charter” whereas
    - *uncharted* means “unmapped” or “unexplored.

2. **Undo/Undue**

- The verb “undo” is the opposite of “do.” *Undo* means “to erase or remove something that was done”.
    - The adjective “undue” is the opposite of “due” and means “unwarranted” or “improper.” It is used in phrases like “undue advantage”.

3. **Unique/Uncommon**

- The formal meaning of unique is “sole” or “only” or “being the only one of

its kind”.

- The meaning of “uncommon” is “rare” or “unusual”.

4. **Upmost/Utmost**

- *Upmost* means “uppermost” referring to something on top.
    - *Utmost* means “extreme or greatest or maximum”.

5. **Used to/Used to do**

- *Used to* can be used as an adjective and we use it to talk about things that have become familiar, and are no longer strange or new. You can also be used to doing something.
    - *Used to do*—If we say something *used to* happen we are talking about repeated events and actions in the past, usually things that happened a long time ago and are now finished.

V

1. **Vane/Vain/Vein**

- *Vane* is an instrument that shows from which direction the wind is blowing; it also means the sail of a windmill, the flat part on either side of the *shaft of a feather, a revolving fan or flywheel.*
    - *Vain* means too concerned about how one looks or being too conceited and also means useless as in “a vain attempt”.
    - *Vein* is a blood vessel, a channel.

2. **Vary/Very**

- *Vary* means “to change”.
    - *Very* describes an extreme form of anything like “very nice”,”very bad”, etc.

3. **Venal/Venial**

- *Venal* means “dishonest” or “dishonourable”.
    - *Venial* means “forgivable” or “unimportant” (as in “venial sins”).

4. **Veracious/Voracious**

- *Veracious* means “truthful, honest”. A truthful person has “veracity”.

- *Voracity* means “extreme appetite” and *voracious* means “insatiable” or “ravenous”.

5. **Verses/Versus**

- *Verses* are the plural of verse, something a poet writes.
    - *Versus* means “against” or “in comparison with”.

6. **Viable/Vie/Workable**

- Something that is *viable* is capable of living (from the Latin vita or “life”).
    - *Vie* means “compete for”.
    - *Workable* means “feasible”.

7. **Vicious/Viscous**

- *Vicious* means “savage” or “cruel”.
    - *Viscous* means “thick and gummy”.

W

1. **Wail/Whale**

- One informal meaning of “whale” is “to beat.” Whale also is a large mammal (fish-like).
    - To “wail” means “to cry loudly”.

2. **Waist** (middle of torso)**/Waste** (squander)

- *Waist* is that part of your body around which you fasten your belt.
    - *Waste* as a noun mostly refers to stuff that’s thrown away and as a verb it usually means “to squander”.

3. **Wander/Wonder**

- *Wander* (verb) means “to travel aimlessly”.
    - *Wonder* (verb) means “to consider or question or think about some issue”. *Wonder* (noun) means “the feeling aroused by something strange and surprising”.

4. **Wary/Weary**

- *Wary* means “careful”.

- *Weary* means “tired”.

5. **Wave/Waive**

- *Wave* means “to flap your hand in farewell” as a verb. As a noun, it is also a breaker on the beach.
- *Waive* means “to give up one’s rights or claim”.

6. **Waver/Waiver**

- *Waver* means “to be undecided”.
- *Waiver* means “the giving up of rights or claims”.

7. **Ways/Way**

- Use “way” when referring to distance.
- Use “ways” when referring to methods

8. **Weak** (feeble)/**week** (seven days)
9. **Wear** (carry on the body)/**where** (in what place)
10. **Weather** (atmospheric conditions)/**Whether** (if, in case)

- Use *whether* as in the phrase “whether or not”.
- Use *weather* when referring to atmospheric or climatic conditions.

11. **Wet/Whet**

- *Wet* as a verb means strictly to pour liquid on something.
- *Whet* means “to sharpen or stimulate”.

12. **Which** (what one, one of a group)/**Witch** (sorceress)
13. **Who/Whom**

- *Who* is the nominative case (“He is the one who will be elected”), while
- *whom* is the objective case (“He is the one whom you have been seeking”).

14. **Whole/Hole**

- *Whole* means “entire” (“He ate the whole pie”), while
- a *hole* is an empty hollow (“My dog dug a hole in my yard”).

15. **Whose** (possessive of who)/**Who’s** (contraction of who is)
16. **Wont/Won’t**

- *Wont* means “accustomed”.
- *Won’t* is short form for “will not”.

17. **Write/Right/Rite**

- *Write* means “to scrawl” or “to pen” or “to put thoughts into readable format”.
    - *Right* means “correct”.
    - A *rite* is a “ceremony”.

Y

1. **Yoke/Yolk**
    - The yellow center of an egg is its *yolk*.
- The link that holds two oxen together is a *yoke*; they are yoked.

2. **Your** (possessive of you)/**You’re** (contraction of you are)

SECTION

2

ns

This section will help you in the following ways:

- In the chapter on Synonyms, you would get to tackle question types related to words with similar meanings.
- In the chapter on Antonyms, you would get to tackle question types related to words that are opposite in meanings.
- In the chapter on Odd Man Out, you would get to tackle questions which are situation based and which require you to choose out of a group of words one which does not belong to the group.
- In the chapter on Analogies, you would get to tackle questions which are relationship based and are very commonly used in exams like MAT, IRMA, CET Maharashtra, etc. In this chapter you would learn to identify the various types of relationships that are used in Analogies.

List of Chapters

6. Synonyms
7. Antonyms
8. Odd Man Out
9. Analogies

Synonyms

Directions for Exercise 1 and 2: *Choose the option closest in meaning to the word given.*

Exercise 1

1. **Low-Key**

(a) official
(b) secret
(c) subdued
(d) complicated

2. **Stipulation**

(a) imitation
(b) signal
(c) excitement
(d) requirement

3. **Antithesis**

(a) fixed dislike
(b) musical reponse
(c) lack of feeling
(d) direct opposite

4. **Transitory**

(a) short-lived
(b) idle
(c) unexpected
(d) clear

5. **Entrenched**

(a) filled up
(b) fortified
(c) followed by
(d) kept down

6. **Lot**

(a) right
(b) folly
(c) fate
(d) oath

7. **Apprehension**

(a) gratitude
(b) apology
(c) dread
(d) punishment

8. **Amenable**

(a) religious
(b) masculine
(c) proud
(d) agreeable

9. **Affluent**

(a) neutral
(b) sentimental
(c) wealthy
(d) handsome

10. **Counterpart**

(a) hindrance

(b) peace offering

(c) password

(d) complementary

11. **Superficial**

(a) shallow

(b) unusually fine

(c) proud

(d) aged

12. **Disparage**

(a) separate

(b) compare

(c) refuse

(d) belittle

13. **Protagonist**

(a) prophet

(b) explorer

(c) talented child

(d) leading character

14. **Ludicrous**

(a) profitable

(b) excessive

(c) disordered

(d) ridiculous

15. **Intrepid**

(a) middle

(b) tolerant

(c) fearless

(d) rude

16. **Sage**

(a) wise man
(b) tale
(c) era
(d) fool

17. **Admonish**

(a) warn
(b) escape
(c) worship
(d) distribute

18. **Beset**

(a) plead
(b) assail
(c) pertain to
(d) deny

19. **Figment**

(a) perfume
(b) undeveloped fruit
(c) statuette
(d) invention

20. **Glib**

(a) dull
(b) thin
(c) weak
(d) fluent

Exercise 2

1. **Grandiose**

(a) imposing

(b) unpretentious
(c) boring
(d) lanky

2. **Parley**

(a) fraud
(b) paraphrase
(c) conclave
(d) spectacle

3. **Lassitude**

(a) lethargy
(b) puritan
(c) energy
(d) meeting

4. **Ruse**

(a) break
(b) stratagem
(c) maudlin
(d) guru

5. **Aphorism**

(a) prune
(b) wither
(c) aphis
(d) proverb

6. **Hybrid**

(a) pure
(b) benefactor
(c) partisan
(d) crossbreed

7. **Passe'**

(a) rude

(b) old-fashioned
(c) modern
(d) chic

8. **Louse**

(a) lukewarm
(b) beast
(c) parasitic insect
(d) infant

9. **Scuttle**

(a) rumor
(b) priority
(c) run hurriedly
(d) solemn

10. **Utopia**

(a) holiday home
(b) music
(c) vacant
(d) perfect state

11. **Idiocy**

(a) brilliancy
(b) privilege
(c) dogma
(d) absurdity

12. **Spry**

(a) doubtful
(b) nimble
(c) prognosticate
(d) leave

13. **Harbinger**

(a) forerunner

(b) reel
(c) epic
(d) footstool

14. **Simpleton**

(a) dunce
(b) tattler
(c) genius
(d) quack

15. **Brevity**

(a) corporal
(b) shortness
(c) moisture
(d) valour

Directions for Exercise 3: *Select the word having the same meaning as the given word.*

Exercise 3

1. **Vituperation**

(a) moisture
(b) parallel
(c) malediction
(d) recover

2. **Repeal**

(a) sharp
(b) applaud
(c) acceptance
(d) abrogation

3. **Foreclose**

(a) shut out
(b) nearby

(c) liberty
(d) indicate

4. **Qualm**

(a) concavity
(b) amplitude
(c) misgiving
(d) repute

5. **Controversial**

(a) pulse
(b) polemic
(c) record
(d) integrity

6. **Elation**

(a) happiness
(b) naturalize
(c) poverty
(d) parsimony

7. **Apportionment**

(a) coexist
(b) period
(c) appoint
(d) dispensation

8. **Vaunt**

(a) lack
(b) sufferance
(c) resign
(d) boast

9. **Equivocal**

(a) questionable
(b) resistance
(c) actual

(d) fall apart

10. **Fetid**

(a) comical
(b) ornament
(c) stinking
(d) regular

Directions for Exercises 4 and 5: *Choose the word which is **not** a synonym for the given word.*

Exercise 4

1. **Stingy**

(a) amicable
(b) penurious
(c) parsimonious
(d) frugal

2. **Persistence**

(a) perilous
(b) sedulity
(c) pertinacity
(d) plodding

3. **Untrue**

(a) spurious
(b) false
(c) meretricious
(d) chaste

4. **Relax**

(a) rest
(b) unwind
(c) ease
(d) relegate

5. **Accumulation**

(a) collection

(b) conglomeration
(c) assemblage
(d) collagen

6. **Sleep Inducing**

(a) soporific
(b) sedative
(c) somnolent
(d) hygroscopic

7. **Swelling**

(a) turgidity
(b) distention
(c) inflammation
(d) flaccidity

8. **Incline**

(a) trenchant
(b) slope
(c) acclivity
(d) gradient

9. **Shining**

(a) indolent
(b) dazzling
(c) gleaming
(d) glistening

10. **Loafer**

(a) vagrant
(b) lounger
(c) bantam
(d) idler

Exercise 5

1. **Emigrate**

(a) depart

(b) elude
(c) relocate
(d) resettle

2. **Eloquent**

(a) elusive
(b) articulate
(c) fluent
(d) expressive

3. **Defendant**

(a) accused
(b) appellant
(c) offender
(d) defoliant

4. **Abase**

(a) adjourn
(b) degrade
(c) humiliate
(d) mortify

5. **Aplomb**

(a) ease
(b) ribald
(c) repose
(d) serenity

6. **Porcelain**

(a) ceramics
(b) pottery
(c) earthenware
(d) mirror

7. **Eccentric**

(a) aberrant
(b) atypical

(c) facile
(d) bizarre

8. **Quagmire**

(a) fen
(b) morass
(c) swamp
(d) palisade

9. **Stockade**

(a) rampart
(b) fence
(c) paling
(d) shuttle

10. **Bestial**

(a) feral
(b) feminine
(c) fiendish
(d) savage

11. **Revelry**

(a) jollity
(b) slough
(c) conviviality
(d) feasting

12. **Fester**

(a) putrefy
(b) ulcerate
(c) rot
(d) retrieve

13. **Jiggle**

(a) squirm
(b) fret
(c) flighty

(d) twitch

14. **Paddock**

(a) filament
(b) glebe
(c) pasture
(d) mead

15. **Flake**

(a) scurf
(b) sliver
(c) chip
(d) bunting

16. **Canyon**

(a) ravine
(b) gorge
(c) pass
(d) kayak

17. **Capsule**

(a) lozenge
(b) mantle
(c) pill
(d) tablet

18. **Heresy**

(a) parole
(b) blasphemy
(c) dissent
(d) non conformity

19. **Anchorite**

(a) eremite
(b) recluse
(c) infirm
(d) hermit

20. **Dither**
(a) dilly-dally
(b) falter
(c) hum and haw
(d) doughty
21. **Abandon**
(a) cast away
(b) forsake
(c) butch
(d) maroon
22. **Negotiate**
(a) mediate
(b) milliner
(c) intercede
(d) liaise
23. **Itinerant**
(a) peripatetic
(b) nomadic
(c) wayfaring
(d) sprightly
24. **Nimble**
(a) adroit
(b) patrician
(c) nippy
(d) dexterous
25. **Clamorous**
(a) raucous
(b) blaring
(c) dissonant
(d) stately
26. **Oracular**

(a) clairvoyant
(b) soothsayer
(c) lineage
(d) sibyl

27. **Clannish**

(a) cliquish
(b) close-knit
(c) insular
(d) clanger

28. **Hook**

(a) brooch
(b) claque
(c) hasp
(d) buckle

29. **Masterpiece**

(a) classic
(b) archetypal
(c) urbane
(d) copybook

30. **Escort**

(a) convoy
(b) chattel
(c) entourage
(d) retinue

31. **Opening**

(a) ingress
(b) turnstile
(c) vestibule
(d) wheedle

32. **Entrails**

(a) viscera
(b) Eocene

(c) Guts
(d) Bowels
33. **Tawdry**
(a) Gimmick
(b) Gimcrack
(c) Shoddy
(d) Worthless
34. **Introverted**
(a) reserved
(b) contemplative
(c) introspective
(d) intrusive
35. **Jailer**
(a) warder
(b) jalousie
(c) gaoler
(d) guard
36. **Jargon**
(a) argot
(b) patois
(c) cant
(d) screw
37. **Container**
(a) amphora
(b) carafe
(c) chaff
(d) jar
38. **Clown**
(a) comedian
(b) jester
(c) buffoon
(d) Creole

39. **Quay**
(a) jetty
(b) lurch
(c) wharf
(d) breakwater
40. **Spray**
(a) squirt
(b) spurt
(c) gush
(d) jewry
41. **Election**
(a) poll
(b) plebiscite
(c) bandwagon
(d) referendum
42. **Bandage**
(a) gauze
(b) plaster
(c) lint
(d) bandy
43. **Highwayman**
(a) bandit
(b) marauder
(c) bandanna
(d) brigand
44. **Symbol**
(a) design
(b) pattern
(c) motif
(d) scrap
45. **Morose**
(a) churlish

(b) sullen
(c) humble
(d) taciturn

46. **Motionless**
(a) morel
(b) inanimate
(c) immobile
(d) paralysed

47. **Temporal**
(a) transient
(b) ephemeral
(c) mortal
(d) melancholy

48. **Speckled**
(a) blotchy
(b) rocky
(c) flecked
(d) mottled

49. **Motto**
(a) maxim
(b) sculpt
(c) aphorism
(d) precept

50. **Hilly**
(a) craggy
(b) rocky
(c) mountainous
(d) mounted

51. **Mouthful**
(a) gobbet
(b) morsel
(c) bite

(d) muzzle

52. **Portable**

(a) movable
(b) immovable
(c) mobile
(d) transferable

53. **Dirt**

(a) mire
(b) muck
(c) mud
(d) muff

54. **Hush**

(a) stifle
(b) mugger
(c) muffle
(d) quieten

55. **Pageant**

(a) spectacle
(b) ceremony
(c) show
(d) verso

56. **Essential**

(a) requisite
(b) mandatory
(c) imperative
(d) repugnant

57. **Rescue**

(a) liberation
(b) reredos
(c) salvage
(d) emancipate

58. **Optimistic**

(a) sanguine
(b) vitriolic
(c) buoyant
(d) hopeful

59. **Sarcasm**

(a) contumely
(b) acerbity
(c) derision
(d) sapphic

60. **Satanic**

(a) diabolical
(b) mephistophelean
(c) burlesque
(d) demonic

61. **Pan**

(a) skillet
(b) cauldron
(c) saucepan
(d) souse

62. **Compact**

(a) brief
(b) succinct
(c) indict
(d) condensed

63. **Stones**

(a) pebbles
(b) yokel
(c) gravel
(d) cobbles

64. **Graft**

(a) join
(b) gram

(c) splice
(d) implant

65. **Framework**
(a) grid
(b) mesh
(c) lattice
(d) leeway

66. **Larva**
(a) maggot
(b) grub
(c) lard
(d) caterpillar

67. **Flail**
(a) whip
(b) lash
(c) flog
(d) trellis

68. **Knock**
(a) rap
(b) tap
(c) thump
(d) stud

69. **Mindful**
(a) heedful
(b) attentive
(c) frantic
(d) observant

70. **Neglectful**
(a) oblivious
(b) temperate
(c) reckless
(d) heedless

71. **Hallowed**
(a) blessed
(b) phlegmatic
(c) consecrated
(d) holy
72. **Enchant**
(a) raze
(b) bewitch
(c) ravish
(d) entrance
73. **Titular**
(a) nominal
(b) official
(c) putative
(d) causative
74. **Vicarious**
(a) surrogate
(b) second-hand
(c) atrocious
(d) indirect
75. **Wordy**
(a) loquacious
(b) phrasing
(c) pleonastic
(d) garrulous
76. **Lament**
(a) dirge
(b) elegy
(c) lackey
(d) monody
77. **Fuzzy**
(a) frizzy

(b) fuffy
(c) furry
(d) fleecy

78. **Hinder**

(a) stoke
(b) inhibit
(c) foil
(d) impede

79. **Jittery**

(a) fretful
(b) petulant
(c) anxious
(d) testy

80. **Freight**

(a) cargo
(b) consignment
(c) chafing
(d) shipment

81. **Astern**

(a) aft
(b) abaft
(c) behind
(d) apt

82. **Ashamed**

(a) bashful
(b) venerable
(c) sheepish
(d) shy

83. **Attire**

(a) array
(b) raiment
(c) apparel

(d) assail

84. **Assert**

(a) engross
(b) vindicate
(c) aver
(d) insist

85. **Asperse**

(a) calumniate
(b) traduce
(c) slander
(d) disconcert

86. **Diligent**

(a) assiduous
(b) appendage
(c) industrious
(d) persevering

87. **Asylum**

(a) shelter
(b) refuge
(c) sanctuary
(d) presage

88. **Majestic**

(a) august
(b) heinous
(c) stately
(d) grand

89. **Aureate**

(a) brilliant
(b) gilded
(c) resplendent
(d) archaic

90. **Greed**
(a) avarice
(b) expiation
(c) rapacity
(d) cupidity
91. **Bamboozle**
(a) hoax
(b) mystify
(c) cheat
(d) gabble
92. **Bastille**
(a) fortress
(b) prison
(c) jail
(d) fop
93. **Blench**
(a) flinch
(b) prate
(c) wince
(d) quail
94. **Deprive**
(a) rob
(b) bereave
(c) reprove
(d) dispossess
95. **Cabal**
(a) plot
(b) machination
(c) conspiracy
(d) portend
96. **Melodious**

(a) musical
(b) canorous
(c) sprightly
(d) resonant

97. **Raw**
(a) unfledged
(b) callous
(c) inexperienced
(d) callow

98. **Caprice**
(a) whim
(b) fancy
(c) quirk
(d) brace

99. **Critical**
(a) carping
(b) censorious
(c) cardinal
(d) captious

100. **Gallant**
(a) quixotic
(b) chivalrous
(c) prudent
(d) honorable

101. **Cherish**
(a) tend
(b) foster
(c) nurture
(d) vouch

Directions for Exercise 6: *Choose the option which is a synonym or closest in meaning to the word in capitals:*

Exercise 6

1. **Pandemonium**

(a) lock
(b) instrumental
(c) garment
(d) uproar

2. **Manoeuvre**

(a) upset
(b) inflict
(c) scheme
(d) slow

3. **Relinquish**

(a) abandon
(b) relish
(c) proceed
(d) defeat

4. **Tumid**

(a) humid
(b) revolting
(c) mean
(d) inflated

5. **Veritable**

(a) obedient
(b) approval
(c) genuine
(d) false

6. **Canard**

(a) a bird
(b) spare
(c) offensive

(d) hoax

7. **Idolatry**

(a) admiration
(b) sadness
(c) corruption
(d) faithless

8. **Gratuitous**

(a) correct
(b) unkind
(c) absurd
(d) given freely

9. **Sagacious**

(a) appealing
(b) placid
(c) wise
(d) shaky

10. **Lethal**

(a) conventional
(b) deadly
(c) averse
(d) demonstrative

11. **Feint**

(a) religious
(b) digress
(c) pretense
(d) swoon

12. **Perambulate**

(a) withdraw
(b) obstruct
(c) retail

(d) walk

13. **Admonish**

(a) give

(b) warn

(c) accustom

(d) forgive

14. **Jettison**

(a) throw

(b) travel

(c) collect

(d) sympathize

15. **Expurgate**

(a) enjoy

(b) clear

(c) display

(d) harbour

16. **Surmount**

(a) climb

(b) dwindle

(c) conquer

(d) repair

17. **Nettle**

(a) knit

(b) vessel

(c) irritate

(d) restore

18. **Intercept**

(a) display

(b) arrest

(c) allot

(d) amaze

19. **Desultory**

(a) changeable
(b) result
(c) hazardous
(d) rivalry

20. **Salient**

(a) skillful
(b) seasonal
(c) prominent
(d) solitary

21. **Pester**

(a) irritate
(b) illuminate
(c) challenge
(d) choice

22. **Salutary**

(a) honest
(b) obedient
(c) dishonest
(d) beneficial

23. **Turbulent**

(a) unbiased
(b) agitated
(c) orderly
(d) shiny

24. **Credence**

(a) corrupt
(b) incredible
(c) virtue

(d) belief

25. **Imbibe**

(a) emit

(b) absorb

(c) imitate

(d) convince

26. **Baneful**

(a) fever

(b) quiet

(c) harmful

(d) over

27. **Eloquent**

(a) rhetoric

(b) legal

(c) edible

(d) feeble

28. **Explicit**

(a) clear

(b) obvious

(c) cautious

(d) exorbitant

29. **Putrid**

(a) pure

(b) decayed

(c) shallow

(d) sweet

30. **Flagrant**

(a) aroma

(b) fuming

(c) scandalous

(d) spreading

31. **Rectify**

(a) tip
(b) release
(c) compromise
(d) remedy

32. **Graphic**

(a) vivid
(b) fancy
(c) vague
(d) great

33. **Cadence**

(a) rhythm
(b) retreat
(c) fix
(d) final

34. **Duress**

(a) step
(b) constraint
(c) relapse
(d) credit

35. **Fumigate**

(a) upset
(b) submit
(c) disinfect
(d) rankle

36. **Bedraggle**

(a) reduce
(b) soiled
(c) hypnotize

(d) sell

37. **Penchant**

(a) liking
(b) hatred
(c) naughty
(d) good

38. **Scathing**

(a) tossing
(b) damaging
(c) hating
(d) fat

39. **Hilarious**

(a) hopeless
(b) comic
(c) hideous
(d) gloomy

40. **Taint**

(a) corrupt
(b) paint
(c) polish
(d) publish

41. **Absolve**

(a) accuse
(b) acquit
(c) bind
(d) colour

42. **Coalesce**

(a) fuel
(b) fiery
(c) amalgamate

(d) relate

43. **Switch**

(a) current

(b) swap

(c) circuit

(d) egress

44. **Rapier**

(a) svelte

(b) sabre

(c) wood

(d) wound

45. **Sycophantic**

(a) circular

(b) symmetrical

(c) servile

(d) fertile

46. **Syllabus**

(a) cutlass

(b) curriculum

(c) arboreal

(d) sylvan

Answer Key

Exercise 1

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

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

Exercise 2

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

14. (a)
15. (b)

Exercise 3

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

Exercise 4

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

Exercise 5

1. (b)
2. (a)
3. (d)

4. (a)
5. (b)
6. (d)
7. (c)
8. (d)
9. (d)
10. (b)
11. (b)
12. (d)
13. (c)
14. (a)
15. (d)
16. (d)
17. (b)
18. (a)
19. (c)
20. (d)
21. (c)
22. (b)
23. (d)
24. (b)
25. (d)
26. (c)
27. (d)
28. (b)
29. (c)
30. (b)
31. (d)
32. (b)
33. (a)
34. (d)
35. (b)

36. (d)
37. (c)
38. (d)
39. (b)
40. (d)
41. (c)
42. (d)
43. (c)
44. (d)
45. (c)
46. (a)
47. (d)
48. (b)
49. (b)
50. (d)
51. (d)
52. (b)
53. (d)
54. (b)
55. (d)
56. (d)
57. (b)
58. (b)
59. (d)
60. (c)
61. (d)
62. (c)
63. (b)
64. (b)
65. (d)
66. (c)
67. (d)

68. (d)
69. (c)
70. (b)
71. (b)
72. (a)
73. (d)
74. (c)
75. (b)
76. (c)
77. (b)
78. (a)
79. (d)
80. (c)
81. (d)
82. (b)
83. (d)
84. (a)
85. (d)
86. (b)
87. (d)
88. (b)
89. (d)
90. (b)
91. (d)
92. (d)
93. (b)
94. (c)
95. (d)
96. (c)
97. (b)
98. (d)
99. (c)

100.(c)
100. (d)

Exercise 6

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

29. (b)
30. (c)
31. (d)
32. (a)
33. (a)
34. (b)
35. (c)
36. (b)
37. (a)
38. (b)
39. (b)
40. (a)
41. (b)
42. (c)
43. (b)
44. (b)
45. (c)
46. (b)

Antonyms

Directions for Exercise 1: *Choose the option which is the antonym of the word mentioned.*

Exercise 1

1. **Amusing**

(a) silent
(b) later
(c) boring
(d) nice

2. **Egoism**

(a) familial
(b) altruism
(c) fabianism
(d) Marxism

3. **Separate**

(a) amalgamate
(b) lonely
(c) operate
(d) none of these

4. **Professional**

(a) conservative

(b) liberal

(c) amateur

(d) legal

5. **Ambiguity**

(a) lucidity

(b) basal

(c) lovable

(d) necessity

6. **Ancestor**

(a) peer

(b) seer

(c) descendant

(d) genetic

7. **Omega**

(a) beta

(b) gamma

(c) delta

(d) alpha

8. **Amass**

(a) demote

(b) remote

(c) scatter

(d) better

9. **Amplification**

(a) abbreviation

(b) operation

(c) observation

(d) application

10. **Hurry**

(a) worry

(b) amble

(c) sorry

(d) enable

11. **Hostile**

(a) alluvial

(b) able

(c) amicable

(d) alterable

12. **Ameliorate**

(a) mar

(b) west

(c) stuff

(d) fade

13. **Amnesty**

(a) loyalty

(b) punishment

(c) depth

(d) dearth

14. **Scanty**

(a) ample

(b) sample

(c) adore

(d) afore

15. **Anabolism**

(a) metabolism

(b) catabolism

(c) quantity

(d) autism

16. **Order**

(a) anarchy
(b) endarch
(c) mesarch
(d) none of these

17. **Angelical**

(a) magnanimous
(b) diabolical
(c) benevolent
(d) critical

18. **Ecstacy**

(a) anguish
(b) appeal
(c) amenable
(d) lucidity

19. **Antidote**

(a) medicine
(b) poison
(c) anodyne
(d) amity

20. **Apex**

(a) base
(b) zenith
(c) meridian
(d) median

21. **Haughtiness**

(a) unskilled

(b) affability
(c) adduce (d) abject

22. **Ally**

(a) aide
(b) opponent
(c) amor
(d) rely

23. **Alcoholic**

(a) drunk
(b) addict
(c) teetotaler
(d) venom

24. **Apocryphal**

(a) apocalypse
(b) authentic
(c) amusing
(d) disgusting

25. **Hidden**

(a) appealing
(b) apparent
(c) apparel
(d) none of these

26. **Appeasable**

(a) antecedent
(b) incident
(c) unrelenting
(d) unloved

27. **Applaud**

(a) placate
(b) denounce

(c) order
(d) conserve

28. **Stinking**

(a) smelly
(b) apathy
(c) aromatic
(d) acrobatic

29. **Mislead**

(a) alter
(b) separate
(c) malady
(d) apprise

30. **Aristocrat**

(a) plutarchy
(b) commoner
(c) royalty
(d) none of these

31. **Coloured**

(a) troubled
(b) anfractuous
(c) ashen
(d) complexion

32. **Disarray**

(a) disorder
(b) order
(c) bore
(d) store

33. **Assumption**

(a) aspertion

(b) aspiration
(c) proof
(d) prediction

34. **Denial**

(a) disturb
(b) avowal
(c) astern
(d) atonement

35. **Democrat**

(a) royalty
(b) anarchy
(c) autocrat
(d) plutocrat

36. **Awry**

(a) austere
(b) offend
(c) asthenia
(d) straight

37. **Silence**

(a) attune
(b) babble
(c) achromatic
(d) aurora

38. **Badger**

(a) bad
(b) sober
(c) pacify
(d) assure

39. **Bane**

(a) ban
(b) band
(c) boon
(d) bloom

40. **Civilised**

(a) palpable
(b) civic
(c) incongruent
(d) barbarian

41. **Audacious**

(a) silent
(b) polite
(c) astute
(d) avarice

42. **Barefaced**

(a) babel
(b) baffle
(c) concealed
(d) chaste

43. **Befoul**

(a) flounder
(b) cleanse
(c) buoyant
(d) flambé

44. **Unsuitable**

(a) sudorific
(b) soporific
(c) befitting
(d) bawdy

45. **Benign**

(a) benevolent
(b) malevolent
(c) blessing
(d) curse

46. **Peaceful**

(a) beatific
(b) belligerent
(c) belie
(d) belle

47. **Bellow**

(a) whisper
(b) tout
(c) stupor
(d) above

48. **Usual**

(a) bigotry
(b) bizarre
(c) bewail
(d) biased

49. **Blasphemous**

(a) irreligious
(b) inferior
(c) reverent
(d) blarney

50. **Darken**

(a) rejoice
(b) bleach
(c) inculpate
(d) corolla

51. **Lengthen**
(a) elongate
(b) evacuate
(c) abbreviate
(d) encompass
52. **Abhorrent**
(a) obnoxious
(b) attractive
(c) abeyance
(d) ablution
53. **Abrupt**
(a) brusque
(b) precipitous
(c) terse
(d) gradual
54. **Abstruse**
(a) esoteric
(b) obvious
(c) complex
(d) enigmatic
55. **Paradoxical**
(a) rational
(b) crazy
(c) daft
(d) zany
56. **Accepted**
(a) indisputable
(b) controversial
(c) accede
(d) axiomatic

57. **Proletariat**

(a) rationalist
(b) evangelist
(c) bourgeoisie
(d) Marxist

58. **Boundless**

(a) further
(b) astute
(c) abutting
(d) finite

59. **Braggart**

(a) modest
(b) harangue
(c) adept
(d) competent

60. **Brevity**

(a) prolixity
(b) niggardly
(c) reconciliation
(d) smoldering

61. **Bury**

(a) bristle
(b) exhume
(c) consume
(d) bombast

62. **Callow**

(a) mature
(b) oppose
(c) bustle
(d) burly

63. **Euphony**

(a) concord

(b) symphony

(c) cacophony

(d) sync

64. **Fortune**

(a) blessing

(b) calamity

(c) cabal

(d) blasphemy

65. **Calumniate**

(a) eulogise

(b) callous

(c) enervate

(d) temperate

66. **Truth**

(a) carnage

(b) canaille

(c) canard

(d) candid

67. **Candour**

(a) frankness

(b) cunning

(c) ingenuous

(d) sincere

68. **Capricious**

(a) lozenge

(b) acquiesce

(c) erratic

(d) steady

69. **Disgust**

(a) duress
(b) captivate
(c) repel
(d) rebel

70. **Anxious**

(a) crafty
(b) métier
(c) carefree
(d) slapdash

71. **Manikin**

(a) dwarf
(b) giant
(c) figure
(d) statue

72. **Retreat**

(a) haven
(b) shelter
(c) advance
(d) egress

73. **Affluence**

(a) poverty
(b) influence
(c) affinity
(d) prosperity

74. **Diffidence**

(a) ascent
(b) confidence
(c) penchant
(d) prescription

75. **Detraction**

(a) contraction
(b) flattery
(c) cannery
(d) deacon

76. **Inequity**

(a) law
(b) illegal
(c) slander
(d) libel

77. **Hope**

(a) beatitude
(b) platitude
(c) despair
(d) deign

78. **Oblivion**

(a) memory
(b) comely
(c) comfrey
(d) bijou

79. **Plaintiff**

(a) bigot
(b) defendant
(c) decoy
(d) frond

80. **Folly**

(a) wisdom
(b) antidote
(c) humility
(d) blame

81. **Affirmative**

(a) positive
(b) negative
(c) derogatory
(d) affiliate

82. **Carnal**

(a) infernal
(b) internal
(c) spiritual
(d) egoist

83. **Diffuse**

(a) concise
(b) incise
(c) temporal
(d) opulent

84. **Flaccid**

(a) exotic
(b) turgid
(c) insipid
(d) fresco

85. **Industrious**

(a) idle
(b) compatible
(c) buoyant
(d) adversity

86. **Immanent**

(a) impatient
(b) amiable
(c) transcendent
(d) diffident

87. **Profane**

(a) sacred
(b) denounce
(c) announce
(d) penance

88. **Figurative**
(a) literal
(b) liberal
(c) perennial
(d) annual

89. **Sprightly**
(a) bright
(b) effulgent
(c) indulgent
(d) dull

90. **Vigorous**
(a) feeble
(b) regal
(c) frugal
(d) immortal

91. **Condemn**
(a) convict
(b) acquit
(c) accuse
(d) enervate

92. **Repudiate**
(a) discharge
(b) disagree
(c) admit
(d) reject

93. **Expedite**

(a) extract
(b) distract
(c) delay
(d) defend

94. **Lament**

(a) languish
(b) anguish
(c) rejoice
(d) languor

95. **Absurd**

(a) funny
(b) expedient
(c) sensible
(d) gallant

96. **Augment**

(a) increase
(b) argument
(c) diminish
(d) delay

97. **Censure**

(a) appreciate
(b) reprimand
(c) apprehend
(d) comprehend

98. **Impertinent**

(a) blunder
(b) excuse
(c) polite
(d) insolent

99. **Commend**

(a) criticize
(b) comment
(c) forsake
(d) dexterity

100. **Obligatory**
(a) derogatory
(b) optional
(c) compulsion
(d) repulsion

101. **Ignore**
(a) adjudicate
(b) infallible
(c) anarchy
(d) infidel

102. **Agnostic**
(a) euphoric
(b) putrid
(c) evangelical
(d) abhor

103. **Blessing**
(a) malediction
(b) catholic
(c) engaging
(d) incredible

104. **Cleave**
(a) disjunction
(b) separate
(c) adjunct
(d) revoke

105. **Loose**

(a) lax
(b) vitiate
(c) astringent
(d) frigid

106. **Erase**

(a) arcane
(b) inscribe
(c) infallible
(d) invalidate

107. **Customary**

(a) aberrant
(b) harsh
(c) common
(d) ratify

108. **Gratuitous**

(a) unwarranted
(b) restrained
(c) anomalous
(d) viable

109. **Tremulous**

(a) fearful
(b) intrepid
(c) supplant
(d) whimsical

110. **Feeble**

(a) omniscient
(b) omnipotent
(c) heathen
(d) corporate

111. **Prevaricate**

(a) truth
(b) abate
(c) restrained
(d) tactful

112. **Multifarious**
(a) nonentity
(b) singular
(c) gallant
(d) invidious

113. **Circuitous**
(a) roundabout
(b) manifold
(c) rectilinear
(d) mechanical

114. **Overrule**
(a) ratify
(b) countermand
(c) sedge
(d) anomalies

115. **Humane**
(a) charitable
(b) philanthropic
(c) perturb
(d) callous

116. **Consanguinity**
(a) affinity
(b) corpulent
(c) estrangement
(d) anarchy

117. **Volatile**

(a) explosive
(b) immutable
(c) sedulous
(d) secretive

118. **Naive**

(a) sanctimonious
(b) ingenuous
(c) artless
(d) affable

119. **Impenetrable**

(a) translucent
(b) sinister
(c) queasy
(d) impede

120. **Glorification**

(a) exaltation
(b) aspersion
(c) vitreous
(d) sententious

121. **Dishearten**

(a) construe
(b) solace
(c) absolve
(d) attribute

122. **Unquestionable**

(a) veritable
(b) spurious
(c) temporal
(d) penultimate

123. **Revitalize**

(a) debilitate
(b) animate
(c) quicken
(d) feign

124. **Vapid**

(a) insipid
(b) prosaic
(c) pithy
(d) relieve

125. **Ally**

(a) epitome
(b) cleanse
(c) split
(d) comely

126. **Foster**

(a) interrogate
(b) satiate
(c) travesty
(d) impede

127. **Persevere**

(a) tenacity
(b) capitulate
(c) tawdry
(d) ululate

128. **Cosmopolitan**

(a) worldly
(b) sophisticated
(c) insular
(d) chic

129. **Master**

(a) tyrant
(b) tyro
(c) rodeo
(d) toreador

130. **Antagonistic**
(a) congenial
(b) neophyte
(c) vex
(d) menacing

131. **Preclude**
(a) obviate
(b) prevent
(c) augment
(d) segment

132. **Contemptible**
(a) venerable
(b) barbarous
(c) jocose
(d) sickening

133. **Inclination**
(a) propensity
(b) aversion
(c) liking
(d) attenuated

134. **Uninspired**
(a) pedestrian
(b) common
(c) stellar
(d) approbation

135. **Atrocious**

(a) grievous
(b) serious
(c) good
(d) tirade

136. **Garrulous**
(a) loquacious
(b) talkative
(c) quiet
(d) weary

137. **Kindly**
(a) comely
(b) homely
(c) sparse
(d) harsh

138. **Vital**
(a) inanimate
(b) alive
(c) strength
(d) excite

139. **Gluttonous**
(a) estrange
(b) abstemious
(c) sanctimonious
(d) contingency

140. **Impetuous**
(a) rash
(b) harsh
(c) cautious
(d) flighty

141. **Anathema**

(a) contravene
(b) love
(c) masquerade
(d) identify

142. **Admonish**
(a) censure
(b) censor
(c) approve
(d) prudent

143. **Diligent**
(a) indolent
(b) assiduous
(c) assimilate
(d) apprehend

144. **Indigent**
(a) opulent
(b) poor
(c) indomitable
(d) abatement

145. **Lampoon**
(a) mock
(b) satirize
(c) exalt
(d) energize

146. **Ennoble**
(a) eulogize
(b) dishonor
(c) salutary
(d) morbid

147. **Impromptu**

(a) intuitive
(b) deliberate
(c) portent
(d) bucolic

148. **Ephemeral**
(a) eternal
(b) internal
(c) inanimate
(d) sedate

149. **Familiar**
(a) nostalgic
(b) noxious
(c) foreign
(d) native

150. **Sullen**
(a) cynical
(b) blissful
(c) hopeless
(d) genuine

151. **Delay**
(a) curb
(b) advancement
(c) waylay
(d) warren

152. **Deride**
(a) scoff
(b) sedate
(c) laud
(d) deluge

153. **Sanguine**

(a) pessimistic
(b) mitigate
(c) exhibitionist
(d) modest

154. **Servile**

(a) accommodating
(b) indomitable
(c) demoralized
(d) hail

155. **Reticent**

(a) brazen
(b) reserved
(c) apathetic
(d) dull

156. **Perfunctory**

(a) careless
(b) thorough
(c) bold
(d) lazy

157. **Tranquilise**

(a) anesthetic
(b) energise
(c) atoll
(d) guzzle

158. **Inveigh**

(a) insinuate
(b) embezzle
(c) praise
(d) scold

159. **Necessary**

(a) exacerbate
(b) burgeon
(c) raconteur
(d) superfluous

160. **Guileless**

(a) hermit
(b) deceitful
(c) nebulous
(d) amorphous

161. **Tarnish**

(a) inchoate
(b) squander
(c) deride
(d) polish

162. **Subordination**

(a) stipulation
(b) cimmerian
(c) autonomy
(d) desalinize

163. **Contumacious**

(a) willful
(b) pliable
(c) mercurial
(d) temperamental

164. **Pernicious**

(a) drone
(b) travesty
(c) benign
(d) false

165. **Rampant**

(a) raging
(b) wanton
(c) quiescent
(d) apocryphal

166. **Bellicose**
(a) militant
(b) demagogue
(c) champion
(d) congenial

167. **Cantankerous**
(a) belligerent
(b) thimble
(c) gregarious
(d) cathartic

168. **Quixotic**
(a) exotic
(b) ruse
(c) pragmatic
(d) romantic

169. **Jingoistic**
(a) satisfied
(b) contemplative
(c) noncommittal
(d) zealous

170. **Strutting**
(a) cowering
(b) smocking
(c) confident
(d) dissipating

171. **Histrionic**

(a) dramatic
(b) sincere
(c) hermetic
(d) optic

172. **Deference**
(a) sequester
(b) deadpan
(c) sauciness
(d) entreaty

173. **Sardonic**
(a) cheeky
(b) pleasing
(c) impetuous
(d) ironic

174. **Pandemonium**
(a) confusion
(b) uproar
(c) laxity
(d) equanimity

175. **Hermetic**
(a) opulent
(b) airy
(c) confined
(d) refined

176. **Evanescent**
(a) convoluted
(b) fleeting
(c) enigma
(d) perpetual

177. **Blithe**

(a) puzzling
(b) uniform
(c) disconsolate
(d) vivacious

178. **Comity**
(a) argot
(b) dialect
(c) gracious
(d) curt

179. **Commend**
(a) please
(b) chastise
(c) discern
(d) famish

180. **Jaded**
(a) excited
(b) deployed
(c) employed
(d) exploit

181. **Repine**
(a) master
(b) delight
(c) innocent
(d) simplify

182. **Quell**
(a) subdue
(b) allay
(c) inflame
(d) deflate

183. **Enshroud**

(a) apprise
(b) incense
(c) wallow
(d) camp

184. **Odium**

(a) abhorrence
(b) approbation
(c) induce
(d) assimilate

185. **Dispassionate**

(a) essence
(b) innocent
(c) encoded
(d) torrid

186. **Fearless**

(a) intrepid
(b) craven
(c) vacillate
(d) oscillate

187. **Refractory**

(a) obstinate
(b) averse
(c) assess
(d) impressionable

188. **Listless**

(a) phlegmatic
(b) discredit
(c) spirited
(d) inanimate

189. **Garrote**

(a) strangle
(b) emancipate
(c) industrious
(d) impudent

190. **Minatory**
(a) inspiring
(b) menacing
(c) infuriated
(d) opaque

191. **Creative**
(a) seminal
(b) far-reaching
(c) stifling
(d) flinging

192. **Desiccated**
(a) flaccid
(b) sodden
(c) arid
(d) crushed

193. **Facile**
(a) burdensome
(b) effortless
(c) worthless
(d) opulent

194. **Nullify**
(a) void
(b) legitimize
(c) repose
(d) indomitable

195. **Fierce**

(a) pitiless
(b) generous
(c) augment
(d) cleanse

196. **Indenture**
(a) manumit
(b) enslave
(c) affix
(d) pungent

197. **Pursue**
(a) foster
(b) eschew
(c) judgmental
(d) debate

198. **Dark**
(a) vitreous
(b) obscure
(c) scarce
(d) devout

199. **Conclusive**
(a) definitive
(b) wanting
(c) singular
(d) distinguished

200. **Defamation**
(a) apotheosis
(b) obloquy
(c) limpid
(d) parochial

Answer Key

Exercise 1

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

27. (b)
28. (c)
29. (d)
30. (b)
31. (c)
32. (b)
33. (c)
34. (b)
35. (c)
36. (d)
37. (b)
38. (c)
39. (c)
40. (d)
41. (b)
42. (c)
43. (b)
44. (c)
45. (b)
46. (b)
47. (a)
48. (b)
49. (c)
50. (b)
51. (c)
52. (b)
53. (d)
54. (b)
55. (a)

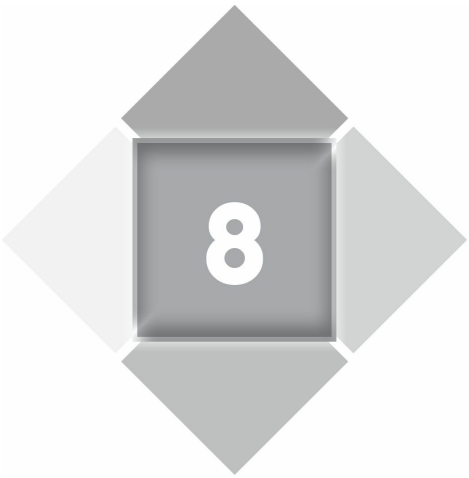
56. (b)
57. (c)
58. (d)
59. (a)
60. (a)
61. (b)
62. (a)
63. (c)
64. (b)
65. (a)
66. (c)
67. (b)
68. (d)
69. (b)
70. (c)
71. (b)
72. (c)
73. (a)
74. (b)
75. (b)
76. (a)
77. (c)
78. (a)
79. (b)
80. (a)
81. (b)
82. (c)
83. (a)
84. (b)

85. (a)
86. (c)
87. (a)
88. (a)
89. (d)
90. (a)
91. (b)
92. (c)
93. (c)
94. (c)
95. (c)
96. (c)
97. (a)
98. (c)
99. (a)
100. (b)
101. (a)
102. (c)
103. (a)
104. (c)
105. (c)
106. (b)
107. (a)
108. (b)
109. (b)
110. (b)
111. (a)
112. (b)
113. (c)

114. (a)
115. (d)
116. (c)
117. (b)
118. (a)
119. (a)
120. (b)
121. (b)
122. (b)
123. (a)
124. (c)
125. (c)
126. (d)
127. (b)
128. (c)
129. (b)
130. (a)
131. (c)
132. (a)
133. (b)
134. (c)
135. (c)
136. (c)
137. (d)
138. (a)
139. (b)
140. (c)
141. (b)
142. (c)

143. (a)
144. (a)
145. (c)
146. (b)
147. (b)
148. (a)
149. (c)
150. (b)
151. (b)
152. (c)
153. (a)
154. (b)
155. (a)
156. (b)
157. (b)
158. (c)
159. (d)
160. (b)
161. (d)
162. (c)
163. (b)
164. (c)
165. (c)
166. (d)
167. (c)
168. (c)
169. (c)
170. (a)
171. (b)

172. (c)
173. (b)
174. (d)
175. (b)
176. (d)
177. (c)
178. (d)
179. (b)
180. (a)
181. (b)
182. (c)
183. (a)
184. (b)
185. (d)
186. (b)
187. (d)
188. (c)
189. (b)
190. (a)
191. (c)
192. (b)
193. (a)
194. (b)
195. (b)
196. (a)
197. (b)
198. (a)
199. (b)
200. (a)



Odd Man Out

Directions for Exercise 1–5: *Pick the odd man out from the options.*

Exercise 1

1. (a) Haughty
(b) Reticent
(c) Sociable
(d) Aloof
2. (a) Mitigate
(b) Aggravate
(c) Ameliorate
(d) Assuage
3. (a) Consortium
(b) Guild
(c) Bloc
(d) Dole out
4. (a) Flabbergast
(b) Stupefy
(c) Dumbfound

(d) Zeal

5. (a) Disconcert

(b) Equivocal

(c) Ambivalent

(d) Ambiguous

6. (a) Amorous

(b) Carnal

(c) Ardent

(d) Loathe

7. (a) Ampersand

(b) Amperage

(c) Ammeter

(d) Current

8. (a) Happy

(b) Gladden

(c) Anaemic

(d) Mirth

9. (a) Pollard

(b) Truncate

(c) Amputate

(d) Capacious

10. (a) Munificent

(b) Ambulate

(c) Copious

(d) Voluminous

11. (a) Engross

(b) Pasty

(c) Sallow

(d) Wan

12. (a) Vexation

(b) Rancour

(c) Choler

(d) Metaphor

13. (a) Bedlam

(b) Anarchy

(c) Anatomize

(d) Insurrection

14. (a) Archangel

(b) Genealogy

(c) Progenitor

(d) Ancestry

15. (a) Antediluvian

(b) Superannuated

(c) Venerable

(d) Beatific

16. (a) Grate

(b) Badger

(c) Pique

(d) Elucidate

17. (a) Embrocate

(b) Anoint

(c) Umbrage

(d) Smear

18. (a) Colt

(b) Filly

(c) Steed

(d) Bull

19. (a) Aviator

(b) Bull

(c) Matador

(d) Toreador

20. (a) Purloin

(b) Usurp

(c) Appropriate

(d) Anodyne

Exercise 2

1. (a) Augury

(b) Aural

(c) Portent

(d) Omen

2. (a) Propitious

(b) Abstemious

(c) Parsimonious

(d) Exacting

3. (a) Avocado

(b) Papaya

(c) Mulberry

(d) Eucalyptus

4. (a) Awning

(b) Tarpaulin

(c) Canopy

(d) Endow

5. (a) Hatchet

(b) Cleaver
(c) Axe
(d) Spindle
6. (a) Eliminate
(b) Animate
(c) Stimulate
(d) Kindle
7. (a) Truss
(b) Bale
(c) Bundle
(d) Stark
8. (a) Balaclava
(b) Bonnet
(c) Beret
(d) Bagatelle
9. (a) Pushpin
(b) Tetris
(c) Blocks
(d) Cushions
10. (a) Chevron
(b) Bagpipes
(c) Crest
(d) Emblem
11. (a) Haversack
(b) Reticule
(c) Racquet
(d) Holdall
12. (a) Banshee
(b) Churl

(c) Heathen
(d) Vandal
13. (a) Putt
(b) Birdie
(c) Eagle
(d) Puck
14. (a) Halloween
(b) Mistletoe
(c) Bunting
(d) Santa Claus
15. (a) Incandescent
(b) Smouldering
(c) Ablaze
(d) Bursting
16. (a) Burrow
(b) Nest
(c) Rodent
(d) Rat
17. (a) Parody
(b) Satire
(c) Burdock
(d) Burlesque
18. (a) Play
(b) Pantomime
(c) Opera
(d) Banquet
19. (a) Abbey
(b) Chasm
(c) Abyss

(d) Crater

20. (a) Tornado

(b) Twister

(c) Cyclone

(d) Volcano

Exercise 3

1. (a) Breach

(b) Canny

(c) Fissure

(d) Cranny

2. (a) Astute

(b) Guileful

(c) Machiavellian

(d) Atavistic

3. (a) Fiend

(b) Fecund

(c) Ingenious

(d) Fertile

4. (a) Cube

(b) Cubicle

(c) Cuboid

(d) Cubic

5. (a) Cryptic

(b) Esoteric

(c) Recondite

(d) Crust

6. (a) Limousine

(b) Sedan

(c) Concorde
(d) Hatchback
7. (a) Masticate
(b) Scrunch
(c) Pulverize
(d) Sepulchre
8. (a) Cuirass
(b) Cudgel
(c) Bludgeon
(d) Cosh
9. (a) Ford
(b) Boeing
(c) Toyota
(d) General Motors
10. (a) Lufthansa
(b) Cathay-Pacific
(c) Eurail
(d) Biman
11. (a) Bolster
(b) Hassock
(c) Duvet
(d) Pillow
12. (a) Pierce
(b) Precis
(c) Bowdlerize
(d) Censor
13. (a) Misanthropic
(b) Cynosure

(c) Incredulous
(d) Cynical

14. (a) Cymbal
(b) Harp
(c) Bonito
(d) Bongo

15. (a) Tuna
(b) Octopus
(c) Electric Ray
(d) Salmon

16. (a) Phantom
(b) Diana
(c) Rex
(d) Mandrake

17. (a) Crown
(b) Enamel
(c) Dentine
(d) Dendrite

18. (a) Downgrade
(b) Abnegation
(c) Repudiation
(d) Contradiction

19. (a) Plummet
(b) Plunge
(c) Plume
(d) Sink

20. (a) Cradle
(b) Crib

(c) Cot
(d) Croft

Exercise 4

1. (a) Frugivore
(b) Carnivore
(c) Herbivore
(d) Graminivore

2. (a) Miscreant
(b) Defendant
(c) Accused
(d) Plaintiff

3. (a) Assault
(b) Extortion
(c) Attorney
(d) Battery

4. (a) Accelerometer
(b) Ammeter
(c) Galvanometer
(d) Voltmeter

5. (a) Cobol
(b) DOS
(c) C+
(d) Fortran

6. (a) Armada
(b) Corvette
(c) Flotilla
(d) Machete

7. (a) Lasso

(b) Rodeo
(c) Desperado
(d) Lariat

8. (a) Constable
(b) Bobby
(c) Policeman
(d) Major

9. (a) Barrister
(b) Attorney
(c) Juror
(d) Advocate

10. (a) Azure
(b) Turquoise
(c) Indigo
(d) Magenta

11. (a) Leotard
(b) Boots
(c) Galoshes
(d) Wellingtons

12. (a) Cardigan
(b) Pullover
(c) Tuxedo
(d) Sweater

13. (a) Croissant
(b) Croquet
(c) Crouton
(d) Croquette

14. (a) Cower

(b) Crouch
(c) Cringe
(d) Croup

15. (a) Dactyl
(b) Potter
(c) Paddle
(d) Dabble

16. (a) Stiletto
(b) Bayonet
(c) Blade
(d) Dacha

17. (a) Curdle
(b) Coagulate
(c) Clot
(d) Clout

18. (a) Flecked
(b) Blotchy
(c) Dingy
(d) Dotted

19. (a) Squalid
(b) Gauze
(c) Membrane
(d) Mesh

20. (a) Flavour
(b) Carrion
(c) Savour
(d) Taste

Exercise 5

1. (a) Circumvent
(b) Thwart
(c) Foil
(d) Foist

2. (a) Wary
(b) Gullible
(c) Credulous
(d) Naive

3. (a) Gusto
(b) Verve
(c) Burst
(d) Zest

4. (a) Diatribe
(b) Beatific
(c) Blithe
(d) Ecstatic

5. (a) Assonance
(b) Euphony
(c) Cacophonous
(d) Consonance

6. (a) Quirk
(b) Idiosyncracy
(c) Malingerer
(d) Peculiarity

7. (a) Plasma
(b) Pixel
(c) Flat
(d) Projection

8. (a) Fetish

(b) Phobia
(c) Mania
(d) Moribund

9. (a) Trappings
(b) Orifice
(c) Egress
(d) Vent

10. (a) Cache
(b) Reservoir
(c) Stockpile
(d) House-in

11. (a) Sleet
(b) Brook
(c) Rivulet
(d) Stream

12. (a) Smog
(b) Marsh
(c) Haze
(d) Mist

13. (a) Blackjack
(b) Flash
(c) Roulette
(d) Bridge

14. (a) Cloak
(b) Robe
(c) Shawl
(d) Jacket

15. (a) Coal
(b) Humus
(c) Loam

(d) Clay

16. (a) Spectre
(b) Apparition
(c) Hoodlum
(d) Phantom

17. (a) Ruminate
(b) Chew
(c) Ponder
(d) Wager

18. (a) Swim
(b) Swill
(c) Ablution
(d) Bathe

19. (a) Quack
(b) Imposter
(c) Knave
(d) Naïve

20. (a) Coalescence
(b) Fission
(c) Amalgamation
(d) Fusion

Answer Key

Exercise 1

1. (c)
2. (b)
3. (d)
4. (d)

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

Exercise 2

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

11. (c)
12. (a)
13. (d)
14. (a)
15. (d)
16. (b)
17. (c)
18. (d)
19. (a)
20. (d)

Exercise 3

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

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

Exercise 4

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

Exercise 5

1. (d)
2. (a)

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

9 Analogies

INTRODUCTION AND BASIC STRATEGY

The analogy question type is one of the common types of questions that appears in all exams of this nature. Normally, there would be around 5 questions on this in the CAT (although there have been years when analogies were missing from the CAT paper altogether.)

In this question type you are asked to identify and assess the logical relationship between a given pair of words (in the question). You then must choose a pair of words from the options given that exhibit the same logical relationship as the original pair in the question. Thus it can be said that the analogy question tests not only your vocabulary skills, but also your ability to identify the relationship between words. You are given four pairs of words from which to choose. Let's start off by looking at an extremely simple example.

ARTIST : PAINTING ::

A) driver : car
B) composer : symphony
C) surgeon : operation
D) novel : author

What are we asked to do? To tackle analogy questions, first read the initial pair of words, substituting words for the colons. The first colon (:) is translated “is to” and the two colons (::) are translated “as”. So for this example, we read the question as “artist is to painting as…” Next, we need to define the relationship between this pair of words. What is the relationship between an artist and a painting? An artist creates a painting. So, the relationship between the words is that the second word of the pair is created by the first. Because analogy problems require us to look for a pair of words that have the same relationship that the initial two words had, we are looking for a pair in which the second word of the pair is the creation of the first. Once you have determined the relationship between the given pair of words and stated it in your mind in sentence form (an artist creates a painting OR a painting is created by an artist), read through the answer choices substituting the possible pairs into the same sentence you have created to describe the initial pair. Let’s work through the answer choices. Is a car created by a driver? No, this does not make sense. The relationship for this pair is a driver drives a car. Is a symphony created by a composer? Yes, this makes sense, but let’s still look at the remaining choices to be sure. Is an operation created by a surgeon? No, a surgeon performs an operation, but is not the creator of an operation. Is an author created by a novel? No, but the reverse is true, i.e., a novel is created by an author. However, you need to be careful here as this is not the correct answer since it does not fit into the original sentence we created.

Hence, the correct answer is (B). Just as an artist creates a painting, a composer, creates a symphony.

Let’s look at another example:

PUPPY : DOG ::

A) sheep : flock
B) mare : goose
C) kitten : cat
D) child : adult

Again, read the initial pair of words, substituting words for the colons. So for this example, we read the question as “Puppy is to dog as…” Next, we need to define the relationship between this pair of words. What is the relationship between a puppy and a dog? A puppy is a young dog. So, the relationship between the words is that the first word of the pair is the name for the young of the second word. Because we are looking for a pair of words that have the same relationship as the initial pair, we are looking for a pair in which the first word of the pair is the name for the young of the second word. Once you have determined the relationship, between the given pair of words and stated it in your mind in a sentence form (a puppy is a young dog), read through the answer choices substituting the possible pairs into the same sentence you have created to describe the initial pair. Let’s work through the answer choices. Is a sheep a young flock? No, this does not make sense. The relationship for this pair is that a group of sheep is called a flock. Is a mare a young goose? No, these are different animals. Is a kitten a young cat? Yes, this makes sense, but let’s still look at the remaining choice to be sure. Is a child a young adult? Now this one may seem a little tricky, because a child will eventually age to become an adult, but we are not looking for the relationship of young to old, we are instead looking for the relationship of young of some kind of animal to that animal. If instead, the answer choice was child: human, then this relationship would be similar to that of kitten: cat, since child is the young of humans, and we would need to consider this choice further. In this case, however, the pair of words that exhibits the most similar logical relationship is choice C, giving us the completed analogy, puppy is to dog as kitten is to cat.

Note: It is extremely important to substitute the pairs of words into your sentence in the same order in which they are given. For example, if the answer choice was cat: kitten, we would substitute this into our original sentence as: a cat is a young kitten, and this would not make sense. Maintaining the same order for the two words in a pair when substituting into your sentence for checking an option’s relationship is a very critical point. You need to remember this when solving analogies.

Critical Points

There are seven critical points that the reader should keep in mind while solving analogy questions.

1) The study of analogy falls into nice neat patterns. Hence, it is one of the most learnable areas of the test. Once you gain familiarity with these patterns and learn to identify the traps, you will be able to increasingly develop your ability to solve analogy questions.

2) Always make it a point to create a short sentence that expresses the relationship between the two words of the question. This should be done before looking at the answer choices.

3) While defining the logical relationship between the component parts of a question, remember that analogies involve an exactness and precision to their solving.

In order to avoid errors you need to specify as exact a relationship as possible between the words in the question. The logical relationship between the given pair of words is sometimes obvious, but at other times, it may be more obscure, requiring you to be able to discern subtleties of meaning. The best sentence will explain the logical relationship explicitly and precisely. The more precise your sentence, the easier it will be to select the correct option that has the most similar logical relationship. On the other hand, if your sentence is too general, it is possible that more than one of the options would fit into that sentence.

In such a case, go back to the original pair of words again and make your sentence more specific. Let’s look at an example.

CARPENTER : HAMMER

A) painter : paint

B) pilot : airplane

C) philosopher : books

D) plumber : wrench

We are trying to create a sentence that describes a relationship between the words carpenter and hammer. Let’s say, we use the sentence, “A carpenter uses a hammer.” Now let’s look at the answer choices. Does a

painter use paint? Yes. Does a pilot use an airplane? Well, a pilot flies an airplane, so maybe this could be thought of as a type of use. Does a philosopher use books? Well, a philosopher might read books, so this might be a use. Does a plumber use a wrench? Yes. You see that by using an imprecise sentence to describe our original pair of words, we have not been very successful in eliminating incorrect word pairs. If we go back to the original word pair, we can make our sentence more precise as, “A carpenter uses a hammer as a tool.” Now if we work through the answer choices, substituting each word pair into our new sentence, we see that the only pair that can be substituted is choice D, a plumber uses a wrench as a tool. Thus, our analogy becomes carpenter is to hammer as plumber is to wrench.

This is especially important in case more than one answer choice fits in the logical relationship you may have defined. In such cases, you need to become more specific in your logical relationship defining sentence.

Let us look at an example:

RACKET : TENNIS

A) ball : football

B) glove : cricket

C) board : chess

D) bat : Cricket

If you define the logical relationship here as: A racket is used to play tennis, it will not eliminate any of the four answer choices. However, if you say that a racket is used to strike a ball in the game of tennis, then D becomes the obvious answer, since a bat is used to strike a ball in the game of cricket.

4) For analogies involving verbs, use the infinitive form of the verb to define the logical relationship. The structure you use in such analogies would be:

To _____ is to _____.

For example, sprint: run ◊ To sprint is to run quickly.

Or skim: read ◊ to skim is to read fast.

5) Often, you might need to reverse the order of the words while stating

the logical relationship. Be extra cautious about options that might have the same relationship as the original pair of words—but in the opposite order.

6) In all problems of analogies, the parts of speech are consistent between the question and the correct answer. Hence, if the given pair is a noun and an adjective, the answer pair will also be a noun and an adjective in that order.

7) Often, questions are formed in such a manner, that they contain an option that might remind you of the original pair, but might have a totally different relationship. For instance:

DEMOCRACY : MONARCHY

A) anarchy : government

B) Laptop : Desktop

The second word in the option A (government) reminds one of the capitalized pair. However, what you need to be mindful of is that Democracy and Monarchy are different forms of government and hence, the relationship is not maintained in this option. However, option B here is correct since the logical relationship is maintained (laptop and desktop are both types of computers.)

Such distracting options can be termed as eye washers, since they have a tendency to confuse the student.

However, as a thumb rule, remember that normally, eye washers will almost never be the correct option (especiallyin tough problems).

The Cream of the Piece

Summary of general strategy for solving analogy problems

1. Read the initial pair of words, substituting words for the colons. The first colon (:) is translated as “is to” and the two colons (::) are translated as “as”.
2. Define the logical relationship between the pair of words in the form of a sentence.
3. Go through the options, substituting the possible pairs into the sentence you created to describe the initial pair in the question.

4. In case the answer is unclear after looking at the options, and you are confused between two or more options, since more than one option fits into the sentence you have created, make your sentence describing the logical relationship between the initial pair of words more precise and work through the options again.

STRATEGIES FOR SOLVING THE PROBLEM WHEN THE MEANING OF THE WORDS ARE NOT KNOWN*

This does not mean the end of the problem. There are a few strategies elucidated below, which you could try to use in case you are unsure of the meanings of some of the words in the problem. The broad strategies are:

Strategy 1: Put the Unknown Word/s into a Context

In normal circumstances, we always come across words in some context. Hence, most of the times, we fill in the meaning of the word on the basis of the overall context and the context of the specific sentence in which the word is used. Due to this, many a time, we are unable to understand standalone words (even though we might be able to understand the same word in case it comes in some context.) Hence, in case you are not able to understand the word in isolation, it might not be a bad idea to try to put it into a natural sentence to try to guess the meaning.

This will be clear from the following examples:

1. Whet

This word will be better understood in the context of ‘whetting one’s appetite’.

2. Gumption

This will be better understood in the context of ‘grit and gumption’.

3. Gormandize

This will be better understood in the context of ‘gormandizing one’s food’.

4. Eerie

This will be better understood in the context of ‘an eerie feeling’.

5. Gruesome

This will be better understood in the context of ‘a gruesome murder’.

6. Obeisance

This will be better understood in the context of ‘Paying obeisance’.

7. Gory

This will be better understood in the context of ‘a gory battle’.

8. Prudent

This will be better understood in the context of ‘a prudent decision’.

9. Agog

This will be better understood in the context of ‘agog with expectations’.

10. Retrograde

This will be better understood in the context of ‘a retrograde step’.

11. Hackneyed

This will be better understood in the context of ‘a hackneyed plot or a hackneyed path’.

12. Kick Start

This will be better understood in the context of ‘Kick starting an event’.

13. Choc-a-Bloc

This will be better understood in the context of ‘choc-a-bloc with vehicles’.

14. Hunky dory

This will be better understood in the context of ‘a hunky dory situation’.

As you can clearly see in the above examples, words that you might have read in some context somewhere in your normal reading tasks and which you fail to recollect in isolation can be understood more clearly if you are able to recollect even vaguely, some of the contexts in which you have come across the word. This is a very important strategy to be used in the case of familiar words whose meaning you might not remember exactly.

Strategy 2: Change the Word into a More Common Form

Some words are by nature, more used in one form and hence, more familiar in that form. However, its appearance in another form results in the creation of confusion in the mind of the student solving the question. In such cases, it is often a good idea to try to change the form in which the word appears into a more common and used form. This has an effect of reducing the difficulty level of the word since we have converted it from an uncommon word to a common word. This might help us in deducing the meaning of the uncommon word. Let us look at a few uncommon words.

1. Tyranny

This can be understood through the more common word Tyrant.

2. Perturbation

This can be understood through the more common word Perturbed.

3. Tempestuous

This can be understood through the more common word Tempest or even through the very common Temper.

4. Voluminous

This can be understood through the very common word Volume.

5. Abstemious

This can be understood through the more common word abstain.

6. Virulent

This can be understood through the more common word Virus.

7. Ornate

This can be understood through the more common word Ornament.

8. Bejeweled

This can be understood through the very common words Jewel or Jewelry.

9. Applicatory

This can be understood through the very common word apply.

Strategy 3: Use the Roots (both Prefixes andSuffixes within the Word.)

A lot of times, the meaning of a word can be guessed through the roots in the form of prefixes and suffixes. Common roots and their meanings are given in detail in the section of vocabulary in this book. You are advised to look up these roots and consign them to your memory.

Strategy 4: Test Words for Positive and NegativeConnotations

Many a time, words having negative or positive connotations can be identified. This will help in understanding the meaning of the word better. This strategy is an extension of the third strategy of looking for roots of the words — since negative or positive connotations in a word normally emerge out of prefixes and/or suffixes that are attached to a word.

Hence, for example, you would normally (but not always) associate negative connotations with words having the following prefixes:

(a) Mal (e.g., malevolence, meaning bad intent or malice, maladroit: meaning clumsy, malicious: meaning spiteful, malediction: meaning a curse, malapropism: meaning the comical misuse of a word, malaise: meaning a feeling of uneasiness or illness, malady: meaning illness, malign: meaning to defame etc.)

(b) De (e.g., Delimitation: meaning removal of limits, devastate: meaning to lay waste, demerit: meaning a flaw, depletion: meaning exhaustion, decry: meaning to castigate, despot: meaning tyrant, deprivation: meaning scarcity, demean: meaning to degrade, demoralize: meaning to dishearten, denigrate: meaning to defame, denounce: meaning to condemn, derogatory: meaning degrading, deplore: meaning to condemn, depravity: meaning immorality, depredation: meaning plunder or preying on, deracinate: meaning to uproot, derelict: meaning negligent, etc.)

(c) Dis (e.g., disarray: meaning disorder, disdain: meaning contempt,

disfigure: meaning mar or ruin, disheveled: meaning disordered or untidy, disparage: meaning to belittle, dismal: meaning gloomy, etc.)

(d) Anti (e.g., antediluvian: meaning ancient or obsolete, antiquity: meaning ancient times, antithesis: meaning the opposite point of view, antibody: meaning proteins which destroy bacteria, anticlimax: meaning a disappointing conclusion to a series of events, antipathy: meaning dislike or hostility, antipyretic: meaning a drug that reduces fever, etc.)

(e) A (e.g., achromatic: meaning the removal of colour, atypical: meaning not typical, etc.)

(f) Re (e.g., repudiate: meaning to disavow, repugnant: meaning distasteful, reprove: meaning to rebuke or to scold sternly, restive: meaning nervous or uneasy, reproach: meaning to blame, repress: meaning to suppress, reprobate: meaning a miscreant, etc.)

Other negative prefixes and suffixes include dys, hypo, less, un, non, etc.[1] Similarly, you should associate positive connotations with words containing the following prefixes:

(a) Bene (e.g., Benevolent: meaning kind, benediction: meaning blessing, benefactor: meaning a patron, etc.)

(b) Sym (e.g., Symbiotic: meaning mutually beneficial, symmetrical: meaning harmonious, etc.)

(c) Omni (e.g., omnipotent: meaning having unlimited power, omniscient: meaning all knowing, omnipresent: meaning present everywhere, omnivorous: meaning eating all kinds of food, etc.)1

Strategy 5: Be Alert to Secondary (Often rarer) Meanings of the Original Word

Many a times, a word in the problem might have more than one meaning. In some cases, the problem might be framed on the basis of a rare meaning of the word than the more commonly understood and used meaning. In case, you are not being able to get a hold on the question by interpreting the words in the problem in their most common form, it might pay off to think of the more uncommon meaning of the word/s. Sometimes, this might give us the solution.

The following examples will make the above point clear:

The word **Champion** might be used in the context of 'Championing a cause', which is not as common as its normal usage.

The word **twilight** might be used in the context of 'twilight of one's career' where it means the fag end of one's career. This usage of the word is not as common as its normal usage.

The word **Air** might be used in the context of 'airing one's feelings' where it means to discuss publicly, which is not as common as its normal usage.

The word **Engage** might be used in the context of 'engaging an employee' where it means to hire someone as an employee, which is not as common as its normal usage of engagement or being busy.

The word **Franchise** might be used in the context of 'exercising one's franchise' where it means to vote. This meaning of the word is not as common as its normal usage.

The word **Admission** might be used in the context of 'admission of one's guilt' where it means to own up to one's guilt, which is different and less common than its normal usage of admission meaning entry.

COMMON RELATIONSHIPS

One of the advantages of questions on analogies is that the logical relationships between words are all clear-cut, common sense relationships that can be easily deduced (given, of course, that you know the definitions of the words contained in the question.) We now go ahead and look at some of

the typical and common logical relationships that appear often in the analogy section of the CAT and other multiple choice tests. Detailed examples are given for the important types of relationships, while others are mentioned in brief.

Type 1: Synonyms

Synonyms, as you are already aware, are words that have same or similar meanings. When you recognise the capitalised pair as a pair of synonyms, you will then look for a pair of words that also have the same or similar meanings. For example, polite: courteous are synonyms and so are engagement: betrothal.

EXTEMPORANEOUS : IMPROMPTU

A) reputable : elusive
B) antiquated : modern
C) depressed : ecstatic
D) morose : saturnine

Extemporaneous and impromptu are synonyms. Option A does not have any obvious relationship between its two words, while options B and C are both in the form of antonyms. Option D has to be the answer since morose describes someone who is gloomy or melancholy and saturnine is synonymous with morose.

Type 2: Antonyms

Antonyms as we have already seen earlier in the chapter dedicated to the same, are words that have opposite meanings. In the context of an analogy question, if the two words in the initial pair are antonyms, you are looking for an option that contains a pair of words that are opposite in meaning to each other. Consider the following example:

ZEALOUS : INDIFFERENT

A) diligent : hard working

B) perplexing : explicable
C) incorrigible : instantaneous
D) mysterious : exclusive

A zealous person is one who cares very strongly about something, while someone who is indifferent does not care about things. Option B contains an antonym since something that is perplexing is difficult to explain or inexplicable, while explicable describes something that can be explained. Thus, these two words are antonyms. The words in option A are synonyms while those in options C and D are irrelevant.

Type 3: Degree of Intensity

In this type of problem, the question contains a pair of words that are similar in meaning (similar to synonyms), however the two words vary in their intensity as one is more intense than the other. For example, in the pair jog: sprint, both words describe running, but a jog is a very slow run, while a sprint is a full-speed, extremely fast run. A similar relationship exists between sip and gulp, eat and hog, good and fantastic, etc.

ENTHUSIASTIC : FANATICAL

A) frugal : miserly
B) faithful : kind
C) admonish : warn
D) virtuous : wholesome

Fanatical is an extreme form of being enthusiastic while miserly describes a person who is extremely frugal. Options C and D are synonyms; while the relationship between the words in option B is unclear.

Type 4: Part to Whole

In this type of analogy, the first word is part of the second word (or vice versa). For example, in the word pair star: constellation, a group of stars makes up a constellation. Similarly, a toe is a part of a foot.

Consider the following example:

PARAGRAPH : ESSAY

A) scene : play
B) cast : actor
C) symphony : orchestra
D) dictator : oppressed

An essay (whole) is composed of a series of paragraphs(part). Likewise, a series of scenes (part) makes up a dramatic play (whole). Option B is close but the relationship is in the reverse direction. The relationship between cast and actor is one of part to whole, but a cast is composed of actors (this is whole : part). The other word pairs in options choices C and D are not related by the part to whole structure.

Type 5: Actor to Action

The relationship used in this kind of problem is that of a person or object with the action they commonly perform. In most cases, this includes professions, and the jobs that people in those professions perform. For example, in the word pair teacher : educate, a teacher's job is to educate, while in the word pair tailor : sew, the tailor's job is to sew. Remember when working analogies of this type that you are looking for the word pair in which the action most explicitly describes the major activity of the actor. This point will be amply illustrated through the example below:

ARBITRATOR : JUDGE

A) mechanic : repair
B) direction : orient
C) lawyer : legislate
D) musician : orchestra

An arbitrator judges or decides when there is a dispute while a mechanic works to repair things that are broken. If we consider option C, although you could envision circumstances in which a lawyer might work to legislate, but this would not be the primary action of a lawyer.

Type 6: Cause and Effect

In this type of problems, one of the words describes a condition or action (which is a cause), while the other word describes a response to that action or condition (which is the effect). For instance, the following word pairs describe cause and effect relationships (bacteria: infection, accident: injury, cold: fever, etc.) Remember to be careful of the direction of the relationship in such word pairs. Thus, if the original pair of words has the cause first and the effect later, the correct answer will also follow the same order. Consider the following example:

TREMBLE : FEAR

A) shiver : cold
B) stifle : sneeze
C) itch : scratch
D) irritate : nettle

While a tremble is a response to fear, a shiver is a response to cold. Option C is also a cause and effect but in the reverse order.

Type 7: Member and Class

In this type of problem on analogy, one of the words in the pair is an element of a class that the other word in the pair describes. For example, frog : amphibian means that frog is a kind of amphibian. An appropriate matching pair might be tuna : fish, since tuna is a kind of fish. (tragedy : drama and cow : mammal are other examples of the same.)

BALLET : DANCE

A) book : novel
B) theater : play
C) sonnet : poem
D) artist : sculptor

Ballet is one form of dance while sonnet is a kind of poem.

Type 8: Definition

In this type of problem, one of the words in the pair can be used to define the other word. For instance, someone who is frivolous is silly, someone who is careless is casual. Consider, the following example:

PHILANTHROPIST : ALTRUISM

A) nationalist : orthodoxy
B) ascetic : self-denial
C) writer : publication
D) general : soldier

A philanthropist practices altruism while an ascetic is one who practices self-denial. The other options do not fit into this structure and hence the answer is B.

Type 9: Function

In this type of analogy, the relationship between the two words is a functional one. For example, in the word pair gloves : hands, the gloves serve to protect the hands. Similarly in the word pair feet: walk, the two words are connected to each other through the relationship of function.

TRAINING : SKILL

A) neurological : brain
B) auspicious : event
C) speech : lesson
D) mnemonic : memory

Training can be used to improve skill just as a mnemonic is something that can be used to improve memory.

Type 10: Symbol and Representation

In this type of problem structure, one of the words in the pair is the representation of the concept or thing denoted by the other. Common symbols include punctuation marks. For example, comma : pause :: period : stop. Other examples are objects that now represent actions or events, such as

a white flag indicating surrender or hawk indicating warlike or a dove representing peace.

LAUREL WREATH : VICTORY ::

A) honor : pride
B) olive branch : peace
C) parentheses : continuous
D) light : darkness

An olive branch is a symbol of peace while a laurel wreath is a symbol of victory.

Type 11: Defining Characteristic

Stable : Horse :: Fire Station : Fire Engine

The defining characteristic of a stable is a horse while that of a fire station is a fire engine.

Type 12: Manner

Strut : Walk :: Yodel : Sing.

Strut is a type or manner of walking just as yodel is a type of singing.

Type 13: Articles Made by a Worker

Artist : Painting :: Carpenter : Table.

Just as an artist creates a painting, a carpenter makes a table.

Type 14: The Worker and his Tools

Artist : Paintbrush :: Programmer : Computer.

An artist uses a paintbrush while a programmer uses a computer.

Type 15: The Worker and his Task

Teacher : Teaches :: Driver : Drives.

A teacher teaches while a driver drives.

Type 16: The Worker and the Work Place

Teller : Bank :: Sergeant : Post.

A teller works in the bank while a sergeant works on his post.

Type 17: The Tool and the Object

Scissors : Paper :: Hammer : Nail.

Scissors are used on paper just as a hammer is used on a nail.

Type 18: The Tool and the Action

Scissors : Cut :: Screwdriver : Screw.

Scissors cut while a screwdriver screws.

Type 19: Actions and their Significance

Smile : Pleasure :: Frown : Displeasure.

A smile conveys pleasure while a frown conveys displeasure.

Type 20: Sequence of Time

Beginning : End :: Opening : Closing

Type 21: Gender

Duke : Duchess :: Prince : Princess

Type 22: Age

Calf : Cow :: Tadpole : Frog.

The calf is the young of the cow, while the tadpole is the young of a frog.

Practice Exercises

Exercise 1

1. SATURATED : WET ::

(a) acrid : acidic

(b) distant : faraway

(c) damp : drenched

(d) arid : dry

2. CACOPHONOUS : HARMONIOUS ::

(a) bellicose : pacific

(b) beauty : peace

(c) tempestuous : stormy

(d) considerate : sympathetic

3. KANGAROO : JOEY ::

(a) lion : pride

(b) goose : gosling

(c) bevy : beauties

(d) foal : horse

4. CAPRICIOUS : FIXED ::

(a) laughter : joy

(b) agitated : uneasy

(c) fickle : decisive

(d) biased : judgmental

5. UNHAPPY : MISERABLE ::

(a) vocal : quiet

(b) mournful : oblivious

(c) passionate : appreciative

(d) content : euphoric

6. EAST : ORIENTAL ::

(a) west : occidental

(b) global : universal

(c) forest : jungle

(d) west : east

7. YEAST : LEAVENING ::

(a) antibiotic : microorganisms

(b) water : valve

(c) illness : cure

(d) fertilizer : growth

8. BOTANY : PLANTS ::

(a) geology : earth

(b) stars: astronomy

(c) teacher : class

(d) disease : etiology

9. SNAKE : REPTILE ::

(a) snake : cobra

(b) bird : mammal

(c) wasp : insect

(d) lion : amphibian

10. ILLITERATE : EDUCATION ::

(a) naive : experience

(b) well-mannered : rude

(c) miserly : money

(d) pristine : elegance

11. EAT : GORGE ::

(a) drink : guzzle

(b) saunter : walk

(c) expel : admit
(d) advanced : primitive
12. LONELINESS : PRIVACY ::
(a) passion : apathy
(b) composure : equanimity
(c) destiny : fateful
(d) illusory : unpredictable
13. FAKE : GENUINENESS ::
(a) flawless : perfection
(b) nebulous : definition
(c) deceitful : intent
(d) amoral : wicked
14. OPAQUE : LIGHT ::
(a) absorbent : liquid
(b) desert : sand
(c) autoclave : germ-free
(d) hermetic : air
15. RUDE : BOORISH ::
(a) deadly : pernicious
(b) suspicious : pernicious
(c) patronise : support
(d) daring : daredevilry
16. MOSAIC : TILE ::
(a) fabric : tapestry
(b) portrait : paint
(c) document : author
(d) coverlet : cloth
17. GLASS : SHARD ::
(a) wood : splinter

(b) rock : stone
(c) soil : earth
(d) wood : tree
18. SCALE : TONE ::
(a) dark : light
(b) wave : amplitude
(c) spectrum : colour
(d) rainbow : shower
19. SKIN : DERMATOLOGIST ::
(a) physician : medicine
(b) conductor : orchestra
(c) bone : osteopath
(d) ventriloquist : throat
20. SAUNTER : STROLL ::
(a) perambulate : walk
(b) gyrate : twist
(c) amble : path
(d) baby carriage : walk
21. NIGHTLY : DAILY ::
(a) nocturnal : diurnal
(b) black : white
(c) sunset : sunrise
(d) opalescent : iridescent
22. PHYSICIAN : SURGEON ::
(a) nurse : doctor
(b) optometrist : ophthalmologist
(c) urologist : gynecologist
(d) optician : obstetrician
23. BULL : BUYS ::
(a) Wolf : Defrauds
(b) Lion : Brokers

(c) Tiger : Speculates
(d) Bear : Sells
24. CACOPHONY : EUPHONY ::
(a) belligerent : soothing
(b) loveliness : peace
(c) tempestuous : Atlantic
(d) horrific : sympathetic
25. FEATHER : BIRD ::
(a) snake : scale
(b) bark : tree
(c) human: epidermis
(d) hump : camel
26. REBELLIOUS : CONFORMIST ::
(a) accepting : taking
(b) courtesan : rude
(c) acquiescent : rebel
(d) darkness : lamp
27. AUTHOR : MANUSCRIPT ::
(a) architect : blueprint
(d) engineer : bridge
(c) optician : spectacles
(d) doctor : stethoscope
28. PENCIL : GRAPHITE ::
(a) pen : refill
(b) house : bricks
(c) car : steel
(d) dress : wool
29. FICKLE : STABLE ::
(a) laughter : barn
(b) equine : horse

(c) impulsive : considered
(d) fundamental : elemental
30. FEEBLE : POTENT ::
(a) borrow : give
(b) file : classify
(c) stroke : feel
(d) fertile : barren
31. MANIPULATE : CONTROL ::
(a) exacerbate : cure
(b) inanimate : dead
(c) distinguish : change
(d) articulate : speak
32. SOUND : DECIBEL ::
(a) earthquake : tremors
(b) noise : intensity
(c) light : radiance
(d) length : meters
33. WORD : DICTIONARY ::
(a) roe : fish
(b) cell : body
(c) teeth : mouth
(d) hair : scalp
34. VERTIGO : HEIGHT ::
(a) xenophobia : fear
(b) triskaidekaphobia : spiders
(c) agoraphobia : space
(d) claustrophobia : darkness
35. PUPIL : EYE ::
(a) elbow : wrist
(b) teeth : mouth

(c) arm : leg
(d) fist : hand
36. MATRIARCHAL : WOMEN ::
(a) patriarchal : men
(b) virago : female
(c) oligarchy : dictator
(d) patriotic : country
37. ASCETIC : LUXURY ::
(a) teacher : classroom
(b) capitalist : communist
(c) misogynist : women
(d) musician : composition
38. SLANDER : REPUTATION ::
(a) deceit : hope
(b) indiscretion : secrecy
(c) hypocrite : praise
(d) vandalism : property
39. CHRISTMAS : CHRISTIANITY ::
a) Holi : Jews
b) Sabbath : Hindus
c) Eid : Parsis
d) Diwali: Hindus
40. SUAVE : BLUNT ::
(a) refined : cultured
(b) pure : adulterated
(c) severe : intense
(d) eligible : qualify
41. UNRIDDLE : MYSTERY ::
(a) deactivate : bomb
(b) fish : anemone

(c) strike : harder
(d) crack : glass

42. ARTIST : PAINTING ::
(a) driver : car
(b) pedestrian : road
(c) composer : symphony
(d) surgeon : operation

43. STABLE : HORSE ::
(a) hotel : guest
(b) sty : pig
(c) teacher : school
(d) kennel : cat

44. ROCK : MARBLE ::
(a) ebony : ivory
(b) woods : mahogany
(c) scissors : glue
(d) tusk : elephant

45. MAMMAL : COW ::
(a) woods : tree
(b) school : fish
(c) reptile : snake
(d) wings : bird

46. CHANGE : IMMUTABLE ::
(a) constancy : unsteady
(b) mobile : movement
(c) implicit : notions
(d) impossible : plausible

47. LIBERTINE : IMMORALITY ::
(a) altruist : selflessness
(b) miser : selfishness

(c) victim : depravation
(d) policeman : law

48. AUTHORISATION : WARRANT ::
(a) warrant : arrest
(b) subpoena : summons
(c) permission : license
(d) indignation : protest

49. SCABBARD : SWORD ::
(a) gamble : cards
(b) cup : beverage
(c) wish : intuition
(d) foot : shoe

50. UNCLE : AVUNCULAR ::
(a) mother : maternity
(b) father : patricide
(c) brother : fraternal
(d) sister : sorority

Exercise 2

1. NECROMANCER : WITCHCRAFT ::
(a) puritan : excellence
(b) gourmand : starvation
(c) swindler : knavery
(d) lawyer : graft

2. EXTRACT : TOOTH ::
(a) cut : nail
(b) uproot : stump
(c) pull out : pin
(d) cut : wood

3. HUG : AFFECTION ::

(a) dour : humous
(b) nod : assent
(c) virus : influenza
(d) feet : walk

4. ISLAND : ARCHIPELAGO ::
(a) shoulder : arm
(b) stomach : intestine
(c) shoe : laces
(d) toe : foot

5. CODICIL : WILL ::
(a) book : chapter
(b) outhouse : premises
(c) annexure : book
(d) limb : extremity

6. GETS ON : BUS ::
(a) hopes : fear
(b) enters : account book
(c) disembarks : airplane
(d) boards : rowboat

7. MUMBLE : INDISTINCT ::
(a) scribble : illegible
(b) screech : gentle
(c) swagger : timid
(d) sneeze : deliberate

8. FOOTBALL : SPORT ::
(a) rhythm : poetry
(b) verse : literature
(c) dancing : ballet
(d) research : biology

9. SAILOR : LIGHTHOUSE ::

(a) snake : hiss
(b) air raid : siren
(c) car horn : driver
(d) sleeper : smoke alarm

10. SIMMER : BOIL ::
(a) glide : drift
(b) gambol : play
(c) drizzle : downpour
(d) stagnate : flow

11. MITIGATE : PUNISHMENT ::
(a) change : order
(b) place : placement
(c) monotonous : change
(d) alleviate : pain

12. SAPLING : TREE ::
(a) puppy : dog
(b) canine : feline
(c) cat : lion
(d) poodle : terrier

13. TYRE : RUBBER ::
(a) oasis : desert
(b) house : roof
(c) paper : wood
(d) pebble : boulder

14. ANGLER : BAIT ::
(a) mouse : mousetrap
(b) hunter : decoy
(c) language : code
(d) treasure : map

15. BACTERIUM : COLONY ::
(a) microbe : disease
(b) whale : school
(c) shoal : fish
(d) virus : immunization
16. CHILDISH : MATURITY ::
(a) pungent : poignancy
(b) profuse : extravagance
(c) obscure : clarity
(d) poised : serenity
17. TINY : HUGE ::
(a) chaotic : confuse
(b) sad : gloomy
(c) great : grand
(d) weak : strong
18. OPTIMISTIC : HOPE ::
(a) indecisive : idea
(b) impulsive : whim
(c) parsimonious : poverty
(d) garrulous : talk
19. WARDROBE : CLOTHES ::
(a) newspaper : headlines
(b) record : label
(c) album : stamps
(d) almanac : dates
20. DELUGE : WATER ::
(a) igloo : ice
(b) landslide : earth
(c) sleet : hail

(d) dew : rain

21. COBBLER : BOOT ::

(a) potter : kiln

(b) banker : deposit

(c) carpenter : cabinet

(d) musician : clarinet

22. SEETHE : ANGER ::

(a) chortle : distress

(b) fidget : uneasiness

(c) snarl : confusion

(d) waddle : embarrassment

23. MERCILESS : SYMPATHY ::

(a) needless : intelligence

(b) belligerent : detachment

(c) pathetic : pity

(d) frank : reticence

24. DISAGREEMENT : HARMONY ::

(a) predictability : routine

(b) predicament : dilemma

(c) advantage : agreement

(d) impartiality : prejudice

25. KEY : IGNITION ::

(a) helmet : motorcycle

(b) switch : light

(c) boot : saddle

(d) pad : helicopter

26. BUCKET : WATER ::

(a) milk : quart

(b) eggs : dozen

(c) shaker : salt

(d) river : ocean

27. HUMANS : SOTONNY ::

(a) kinsfolk : family

(b) spectators : game

(c) animals : jungle

(d) rivals : team

28. CATERPILLAR : LEAVES ::

(a) moth : wool

(b) silkworm : silk

(c) oyster : shell

(d) anthracite : coal

29. TALLY : VOTES ::

(a) census : population

(b) taxation : revenue

(c) government : laws

(d) team : athletes

30. LULL : STORM ::

(a) marriage : divorce

(b) battery : missiles

(c) recess : business

(d) bonfire : kindling

31. GRAPE : RAISIN ::

(a) corn : flake

(b) flesh : bone

(c) cane : sugar

(d) jaggery : cane

32. LIBRARY : BOOKS ::

(a) hotel : children

(b) zoo : animals

(c) office : sales

(d) park : car

33. SMELL : NOSE ::
(a) calligraphy : eye
(b) piquancy : taste
(c) noise : ear
(d) tracheotomy : throat
34. SLANDER : DISPARAGEMENT ::
(a) sorrow : death
(b) commendation : praise
(c) paean : anger
(d) reproof : confirmation
35. OUTPACE : SPEED ::
(a) outwit : cunning
(b) outline : thought
(c) outrage : wrath
(d) outreach : charity
36. SEE : LOOK ::
(a) feel : touch
(b) giggle : laugh
(c) sprint : lift
(d) drive : do
37. IMPERIL : DANGER ::
(a) emulate : model
(b) entangle : conflict
(c) chafe : restriction
(d) embarrass : pride
38. MOTEL : LODGING ::
(a) godown : storage
(b) closet : linen
(c) hangar : plane

(d) desk : typing

39. BRACELET : WRIST ::

(a) frame : picture

(b) bat : glove

(c) hat : head

(d) foot : shoes

40. WOODEN : RIGID ::

(a) fractious : whole

(b) mild : strident

(c) illegal : inconsiderate

(d) obstinate : stubborn

41. SATIN : SOFT ::

(a) polyester : expensive

(b) iron : hard

(c) soft : cotton

(d) wood : colored

42. CENTURY : YEARS ::

(a) rupees : paise

(b) yard : inches

(c) week : days

(d) centimeter : millimeters

43. AXLE : STEER ::

(a) tire : ride

(b) awl : puncture

(c) plane : soar

(d) knife : slice

44. INFERTILE : DESERT ::

(a) delicious : fruit

(b) diligent : worker

(c) verdant : jungle
(d) hot : weather
45. FOOT : SORE ::
(a) tree : cut
(b) skin : wrinkle
(c) toe : crushed
(d) hand : gnarled
46. TOP : SPINS ::
(a) earth : rotates
(b) car: accelerates
(c) moon : glows
(d) toy : plays
47. MILK : SPOIL ::
(a) metal : bend
(b) water : filter
(c) flower : wilt
(d) fish : swim
48. MUNIFICENT : GENEROSITY ::
(a) vivacious : happiness
(b) domineering : timidity
(c) indisputable : doubt
(d) fortunate : haplessness
49. SHIP : DISEMBARK ::
(a) train : board
(b) fail : arrest
(c) discharge : job
(d) horse : dismount
50. RETREATING : ADVANCING ::
(a) oblique : indirect

(b) red : crimson
(c) dorsal : ventral
(d) snowy : windy

Exercise 3

1. TEACHER : INSTRUCTION ::
(a) police : law
(b) army : soldier
(c) nurse : medicine
(d) sentinel : protection
2. USHER : THEATER ::
(a) anchor : show
(b) driver : truck
(c) conductor : train
(d) fiancee : girl
3. EXERCISE : STRENGTH ::
(a) business : resource
(b) practice : skill
(c) defeat : gain
(d) games : contest
4. PIPE : WATER ::
(a) sofa : furniture
(b) fan : air
(c) door : look
(d) chimney : smoke
5. DAMAGE : DEMOLISH ::
(a) construct : make
(b) yap : howl
(c) alleged : punished
(d) action : plan

6. STAMMER : TALK ::

(a) anxious : analyze

(b) stagger : walk

(c) trip : fall

(d) walk : run

7. FRET : RELAX ::

(a) sad : avoid

(b) sob : cry

(c) resist : surrender

(d) giggle : laugh

8. JOEY : KANGAROO ::

(a) fern : plant

(b) grain : wheat

(c) kitten : cat

(d) seed : fruit

9. SKATE : RINK ::

(a) park : bench

(b) play : stadium

(c) paint : picture

(d) build : column

10. LORD : SERF ::

(a) police : officer

(b) slave : misery

(c) capital : punishment

(d) ruler : subject

11. WHEEL : SPOKE ::

(a) tea : sugar

(b) pen : cap

(c) ladder : rung

(d) lever : balance

12. GAGGLE : GEESE ::
(a) tail : dog
(b) goat : bleat
(c) lion : roar
(d) bevy : bees
13. SCALES : FISH ::
(a) paws : tiger
(b) wings : butterfly
(c) feathers : bird
(d) tail : monkey
14. SHOVEL : TOOL ::
(a) cargo : hold
(b) brake : automobile
(c) car : means of transportation
(d) squadron : plane
15. GODOWN : GOODS ::
(a) penitentiary : guards
(b) arsenal : weapons
(c) courthouse : laws
(d) bank : mortgages
16. MUTINEER : REBELLION ::
(a) sluggard : haste
(b) hypocrite : condemnation
(c) renegade : accusation
(d) terrorist : terror
17. DEFERENTIAL : OBSEQUIOUS ::
(a) strong : sturdy
(b) loyal : optimistic
(c) reckless : daring
(d) astute : perceptive

18. TRIANGLE : PRISM ::
(a) circle : cylinder
(b) square : rhomboid
(c) sphere : earth
(d) polygon : diamond
19. HAND : ARM ::
(a) nose : head
(b) foot : toe
(c) eye : lid
(d) wrist : finger
20. PARROT : CROW ::
(a) eagle : ant
(b) goldfish : trout
(c) goat : butterfly
(d) sheep : mouse
21. TROUGH : ANIMALS ::
(a) carton : eggs
(b) den : bears
(c) manger : cattle
(d) flock : sheep
22. SUGAR : SWEETEN ::
(a) cinnamon : prepare
(b) pepper : season
(c) celery : plant
(d) accent : cook
23. MURMUR : SHRIEK ::
(a) merge : break
(b) run : hover
(c) crack : smash
(d) play : work

24. BALDNESS : HAIR ::
(a) curly : wig
(b) aridity : rain
(c) cooked : egg
(d) skin : rough
25. RUFFLE : EQUANIMITY ::
(a) flounce : turmoil
(b) flourish : prosperity
(c) provoke : discussion
(d) disturb : balance
26. UNVEILING : STATUE ::
(a) premiere : movie
(b) rookie : football
(c) debutante : teenager
(d) ruler : subject
27. DECREPITUDE : RENOVATION ::
(a) doctor : consultation
(b) estrangement : reconciliation
(c) credulity : fury
(d) reproof : confirmation
28. BRAGGART : MODEST ::
(a) dilettante : amateurish
(b) visionary : practical
(c) insurgent : revolutionary
(d) expert : refined
29. DOGGEREL : POET ::
(a) symphony : composer
(b) easel : painter
(c) caption : cartoonist

(d) potboiler : novelist

30. BONE : LIGAMENT ::

(a) knee : joint

(b) nails : finger

(c) fat : tissues

(d) muscle : sinew

31. GYMNAST : AGILE ::

(a) craftsman : dexterous

(b) actress : beautiful

(c) athlete : tall

(d) clown : fat

32. RECIPE : CHEF ::

(a) jury : trial

(b) novel : novelist

(c) soloist : music

(d) pattern : dressmaker

33. SOUND : HOMONYM ::

(a) ideas : acronym

(b) fake : pseudonym

(c) meaning : synonym

(d) confusion : antonym

34. WHALE : FISH ::

(a) hound : dog

(b) bat : bird

(c) alligator : crocodile

(d) fly : worm

35. DANCER : SPECTATORS ::

(a) king : country

(b) yardstick : dimension

(c) barometer : weather

(d) singer : audience

36. GLOVES : HANDS ::

(a) tyre : wheel

(b) hood : vehicle

(c) nail : screw

(d) socks : legs

37. PROTEIN : MEAT ::

(a) cream : calories

(b) salt : salty

(c) starch : potatoes

(d) diet : cyclamates

38. PRAISE : EXTOL ::

(a) hurry : run

(b) stuff : cram

(c) insure : rely

(d) dislike : loathe

39. GLASS : WATER

(a) ship : fuel

(b) car : petrol

(c) plate : food

(d) cup : sugar

40. SMELL : OLFACTORY ::

(a) touch : tactile

(b) feel : sense

(c) misnomer : word

(d) pleasant : jovial

41. SUAVE : SOPHISTICATED ::

(a) attitude : conduct

(b) adage : language

(c) calmness : placidity

(d) ally : foe

42. VIXEN : FOX ::
(a) mare : horse
(b) kitten : cat
(c) mouse : rat
(d) puma : cheetah
43. SLUGGISH : INERT ::
(a) axis : pivot
(b) fission : fusion
(c) bad : evil
(d) affect : effect
44. BOVINE : HERBIVOROUS ::
(a) ovine : omnivorous
(b) simian : monkey
(c) leonine : carnivorous
(d) masculine : portentous
45. BUZZ : HUM ::
(a) whisper : noise
(b) echo : sound
(c) crack : whip
(d) chime: ring
46. DEER : VENISON ::
(a) pig : hog
(b) cous : mutton
(c) pig : pork
(d) steer : steak
47. SYNAGOGUE : RELIGION ::
(a) court : law
(b) hospital : illness
(c) asylum : lunacy

(d) prison : crime

48. INSIPID : PIQUANT ::

(a) tasty : bland

(b) relish : spice

(c) sweet : dessert

(d) flat : spicy

49. TIPSY : DRUNKEN ::

(a) intelligent : dumb

(b) generous : cheerful

(c) sensible : lively

(d) pleased : thrilled

50. SPASM : PAIN ::

(a) touch : delicate

(b) flash : light

(c) hurt : agony

(d) love : hate

Exercise 4

From the choices given below, select the pair of words which exhibits the same relationship between each other as the given capitalised pair of words:

1. WRITING : PLAGIARISM ::

(a) confidence : deception

(b) money : misappropriation

(c) gold : theft

(d) germ : disease

2. LORRY : TRUCK ::

(a) torch : light

(b) motor : car

(c) coal : coke

(d) petrol : gasoline

3. WAITER : TIP ::

(a) professor : tenure

(b) pharmacist : prescription

(c) bank teller : interest

(d) sales person : commission

4. WHELP : DOG ::

(a) child : teenager

(b) herd : ship

(c) pup : seal

(d) student : teacher

5. CONDENSATION : REFRIGERATE ::

(a) evaporation : heat

(b) consumption : cook

(c) oration : listen

(d) exhaustion : buy

6. EYE : SOCKET ::

(a) heart : aorta

(b) chest : ribs

(c) bone : joint

(d) tooth : gum

7. MAN : HANDCUFF ::

(a) cat : mousetrap

(b) dog : kennel

(c) monkey : trick

(d) cow : tether

8. ILLNESS : HEALTH ::

(a) minotaur : nose

(b) sequela : heart

(c) halitosis : breath
(d) aphasia : memory
9. DRABBLE : DIRTY ::
(a) goof : wise
(b) cuesta : valley
(c) drench : wet
(d) furphy : freebooter
10. ONSET: EXPIRATION ::
(a) desires : aspirations
(b) drama : scene
(c) proposal : final
(d) tempo : time
11. SHOWER : INUNDATION ::
(a) inception : perception
(b) history : portent
(c) imagine : sight
(d) criticism : vilification
12. BEWILDERMENT : CONFUSION ::
(a) bursa : sack
(b) bewitched : alliteration
(c) fantod : nervousness
(d) coracle : lodestar
13. JINGOISM : WAR ::
(a) antagonism : support
(b) puritanism : austerity
(c) arianism : doctrine
(d) schism : unity
14. AGNOSTIC : ATHEIST ::
(a) misanthrope : misogynist

(b) agglomerate : accumulate
(c) philanthropic : patronizing
(d) agrophobia : agnosia
15. RIDICULE : LAMPOON ::
(a) knell : death
(b) canard : rumour
(c) jibe : remark
(d) derision : fact
16. JOG : FATIGUE ::
(a) sing : voice
(b) fast : hunger
(c) tight : choke
(d) camp : fire
17. LUMEN : LIGHT ::
(a) weight : mineral
(b) decibel : sound
(c) gallon : water
(d) band : signal
18. TAKE : STEAL ::
(a) leave : abscond
(b) interest : astound
(c) build : renovate
(d) evacuate : flee
19. LAMPOON : SATIRIZE ::
(a) ode : criticize
(b) tirade : entertain
(c) panegyric : eulogize
(d) ballad : stigmatize
20. JESTER : CLOWNING ::

(a) coquette : flirtation
(b) neophyte : mentoring
(c) termagant : encomium
(d) precocious : innocuous

21. PREAMBLE : STATUTE ::
(a) prologue : novel
(b) movement : sympathy
(c) sketch : drawing
(d) index : book

22. FARMER : FIELD ::
(a) ring : finger
(b) cricket : pitch
(c) wrestler : arena
(d) workshop : carpenter

23. MURAL : PAINTING ::
(a) symphony : dance
(b) editorial : journal
(c) preface : book
(d) ode : poetry

24. HAMMER : IRONSMITH ::
(a) car : driver
(b) seeds : farmer
(c) axe : woodcutter
(d) medicine : doctor

25. BEAUTIFUL : UGLY ::
(a) morose : dull
(b) priest : gangster
(c) good : bad
(d) criminal : padre

26. ANIMAL : FIRE ::
(a) child : work
(b) misogynist : women
(c) child : eating
(d) vegetarian : meat
27. HOST : GRACIOUS ::
(a) car : flies
(b) cheat : cunning
(c) doctor : handy
(d) blade : barber
28. PRUDE : MODESTY ::
(a) enemy : friendly
(b) blunt : politician
(c) pedant : erudition
(d) diplomat : tactful
29. PERFORM : ENTERTAIN ::
(a) virus : prevent
(b) heuristic : teach
(c) pedant : construct
(d) parable : obfuscate
30. HYPHEN : JOIN ::
(a) dash : shorten
(b) colon : introduce
(c) comma : possess
(d) semicolon : transfer
31. EXTORTION : INTIMIDATING ::
(a) in extremis : early
(b) non sequitur : vital
(c) redundant : useless

(d) caveat emptor : trivial

32. TREE : MAPLE ::

(a) barter : guid pro guo

(b) medicine : profession

(c) building : construction

(d) vehicle : passenger car

33. CHIMERA : AUTHENTICITY ::

(a) melodrama : subtlety

(b) parody : wit

(c) brief : abstract

(d) war : strategy

34. AIR CRAFT: JET ::

(a) climate : rain

(b) instrument : calibration

(c) atmosphere : stratosphere

(d) nimbus : cloud

35. NITTY : GRITTY ::

(a) nuts : bolts

(b) naked : clothed

(c) hard : soft

(d) bare : feet

36. FROSTING : CAKE ::

(a) lace: gown

(b) tie : shoe

(c) zipper : coat

(d) paint : enamel

37. SQUANDER : MONEY ::

(a) shirk : task

(b) dally : time

(c) achieve : victory
(d) trespass : land
38. ADMONISHMENT : CASTIGATION ::
(a) anxiety : fear
(b) perjury : corruption
(c) provocation : instigation
(d) peccadillo : sin
39. DEFORESTATION : TREES ::
(a) inoculation : vaccine
(b) defamation : enemies
(c) amnesty : deserters
(d) sterilization : microorganism
40. INTERPRET : EXAMINE ::
(a) foresee : perform
(b) plan : scheme
(c) interest : inveigle
(d) evaluate : suggest
41. TERMINATION : CLOSURE ::
(a) hospitalization : sickness
(b) majority : concession
(c) amendment : constitution
(d) quorum : filibuster
42. RESISTANCE : ADVERSARY ::
(a) dilettantism : connoisseur
(b) dogmatism : scholar
(c) espionage : felon
(d) humility : supplicant
43. FURNITURE : CHAIR ::
(a) landscape : tree

(b) apple : pear
(c) animal : cat
(d) club : player

44. PRATTLE : SUCCINCT ::
(a) tirade : critical
(b) circumlocution : direct
(c) bombast : pompous
(d) prose : economical

45. PRODIGAL : SPEND ::
(a) treacherous : trust
(b) querulous : complain
(c) laconic : talk
(d) humble : fawn

46. BILE : LIVER ::
(a) insulin : pancreas
(b) oxygen : heart
(c) honey : bee
(d) menthol : eucalyptus

47. HINT : SUGGESTION ::
(a) shade : spectrum
(b) trace : existence
(c) nuance : distinction
(d) remnant : preservation

48. ANAESTHETIC : INSENSIBILITY ::
(a) astringent : insensibility
(b) coagulant : euphoria
(c) stimulant : drowsiness
(d) analgesic : painlessness

For the following question, mark as your answer the option that represents

a relationship with the third word that is opposite to the first pair of words:

49. PHILISTINE : UNCULTURED :: PRECOCIOUS :

(a) clever

(b) mature

(c) doltish

(d) intelligent

For the following question, mark your answer as the option that represents a relationship not similar to the one exhibited by the given capitalized question pair of word.

50. LUGUBRIOUS : LACHRYMOSE :: SALUTARY:

(a) remedial

(b) consistent

(c) wholesome

(d) curative

Answer Key

Exercise 1

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

12. (b)
13. (b)
14. (d)
15. (a)
16. (d)
17. (a)
18. (c)
19. (c)
20. (a)
21. (a)
22. (b)
23. (d)
24. (a)
25. (b)
26. (c)
27. (a)
28. (a)
29. (c)
30. (d)
31. (d)
32. (d)
33. (b)
34. (c)
35. (b)
36. (a)
37. (c)
38. (d)
39. (d)
40. (b)

41. (a)
42. (c)
43. (b)
44. (b)
45. (c)
46. (a)
47. (a)
48. (c)
49. (b)
50. (c)

Exercise 2

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

19. (c)
20. (b)
21. (c)
22. (b)
23. (d)
24. (d)
25. (b)
26. (c)
27. (c)
28. (a)
29. (a)
30. (c)
31. (c)
32. (b)
33. (c)
34. (b)
35. (a)
36. (a)
37. (b)
38. (a)
39. (c)
40. (d)
41. (b)
42. (a)
43. (d)
44. (c)
45. (b)
46. (a)
47. (c)

48. (a)
49. (d)
50. (c)

Exercise 3

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

26. (a)
27. (b)
28. (b)
29. (d)
30. (d)
31. (a)
32. (d)
33. (c)
34. (b)
35. (d)
36. (d)
37. (c)
38. (d)
39. (c)
40. (a)
41. (c)
42. (a)
43. (c)
44. (c)
45. (d)
46. (c)
47. (a)
48. (a)
49. (d)
50. (c)

Exercise 4

1. (b)
2. (d)
3. (d)

4. (b)
5. (a)
6. (d)
7. (d)
8. (c)
9. (c)
10. (c)
11. (d)
12. (c)
13. (b)
14. (a)
15. (b)
16. (b)
17. (b)
18. (a)
19. (c)
20. (a)
21. (a)
22. (c)
23. (d)
24. (c)
25. (c)
26. (b)
27. (b)
28. (d)
29. (b)
30. (b)
31. (c)
32. (d)

33. (a)
34. (c)
35. (a)
36. (a)
37. (b)
38. (d)
39. (d)
40. (b)
41. (a)
42. (d)
43. (c)
44. (b)
45. (b)
46. (a)
47. (c)
48. (d)
49. (c)
50. (b)

Explanatory Note

Exercise 1

1. The relationship between arid and dry is one of degree of intensity. Aridity is an intense form of dryness, and saturated is an intense form of wetness. The correct choice is (d).
2. The relationship here is one of antonyms. Cacophonous and harmonious are opposites of each other, which is also the relationship between bellicose which means war-like, and pacific which means peace-loving.
3. The correct answer is (b). The relationship here is one of parent to

offspring—a kangaroo's baby is a joey. While option (d) also contains two words that have the parent–offspring relationship, the words are reversed. A foal is the offspring of a horse rather than the other way around (as in the original pair).

4. Something or someone who is fickle is not decisive, which is the relationship between something that is capricious and fixed.
5. This problem is based on degree of intensity. Someone who is miserable is extremely unhappy while someone who is euphoric is extremely content.
6. This is an analogy based on definition since oriental describes the east, just as occidental describes the west.
7. Fertilizer is used to stimulate growth, just as yeast is used for stimulating leavening (rising).
8. Botany is the study of plants, just as geology is the study of the earth. In option B and D, the same relationship holds but in the reverse order. Etiology is the study of disease and astronomy is the study of stars.
9. The relationship here is of member and class. A wasp is a kind of insect, as a snake is a kind of reptile.
10. This is a definitional type of analogy. Someone who is illiterate lacks an education, while someone who is naïve lacks experience.
11. This is a degree of intensity analogy. To guzzle is to drink a lot, rapidly. Likewise, to gorge is to eat intensely.
12. Just as loneliness and privacy are synonyms, describing the state of being alone or separate from others, composure and equanimity are synonyms describing a calm or peaceful state of mind.
13. Something that is fake is lacking in genuineness. Similarly, something that is nebulous is hazy or vague, lacking in definition.
14. Something that is opaque blocks light completely. Likewise, something that is hermetic is completely sealed against the escape or entry of air. (d) is the answer.
15. Deadly and pernicious are synonyms as are rude and boorish.
16. A coverlet is made up of many pieces of cloth, just as mosaic is made up

of many pieces of tile.

17. A splinter is a sharp piece of wood, while a shard is a sharp piece of glass.
18. This problem contains a part to whole analogy. A musical scale is a series of tones in a particular arrangement; similarly a spectrum is made up of a series of colours in a particular order.
19. The relationship here is person to tool (specialist to body part treated); the correct choice is (c) since a dermatologist treats the skin and an osteopath treats the bones.
20. The relationship between the two words here is that of intensity. A saunter is a leisurely stroll and a perambulate is a leisurely walk. Thus, the correct choice is (a).
21. The relationship here is that of opposite portions of the day. Nocturnal means nightly; diurnal means daily. Thus, (a) is the answer.
22. While the physician can diagnose and treat a patient with drugs, the surgeon treats a patient through an operation. The same relationship works in the case of an optometrist and an ophthalmologist.
23. The relationship here is one of action. A bull is a person who buys on the stock market, while a bear is one who sells on the stock market.
24. This is a problem based on antonyms. Just as cacophony (sound) is the opposite of euphony (pleasant sound), so also belligerent is the opposite of soothing.
25. This is a part to whole problem. The bird is covered by its feathers completely, just as a tree is covered completely by its bark. Neither (a) nor (c) can be correct since the order is reverse.
26. A conformist is one who is not rebellious, while a rebel is one who is not acquiescent.
27. The relationship is that just as an author creates a manuscript, an architect creates a blueprint.
28. The relationship here is one of tool to the product that makes it work. Thus, the answer is (a). A house does not work with bricks, and a car does not work with steel in order to run.

29. The answer is (c). The relationship here is one of opposites. Although the word pair fundamental : elemental is also opposite, it does not also show the idea of something that changes and something that is fixed.
30. Another question based on opposites. Feeble and potent are opposites, just as fertile and barren are opposites of each other.
31. The answer is (d). The relationship here is one of degree.
32. Sound is measured in decibels just as length is measured in meters.
33. The relationship here is one of part to whole.
34. The answer is (c). The relationship here is that of'Fear of'. So, Vertigo is the fear of heights while agoraphobia is the fear of spaces. The other options are using inaccurate definitions.
35. Just as the pupil is a part of the eye, so also the teeth are part of the mouth.
36. The obvious answer is (a).
37. An ascetic is defined as one who denounces luxury just as a misogynist is one who denounces women. Option (b) is incorrect since it is too broad. A capitalist might not like a communist, but that is in no way a defining characteristic.
38. Vandalism is the desecration of property just as slander is the desecration of a reputation.
39. Based on celebration. Option (d) is the best curser.
40. Based on opposites. Option (b) expresses a relationship of opposites just as the capitalized pair.
41. The answer is (a). One unriddles a mystery in thesame way that one deactivates a bomb.
42. An artist creates a painting just as a composer creates a symphony.
43. The relationship here can be described as: Horses stay in a stable, just as pigs stay in a sty.

Exercise 2

1. A necromancer is one who practices witchcraft, while a swindler practices knavery.

2. Just as you extract a tooth, you uproot a stump.
4. Islands are parts of an archipelago, just as a toe is a part of a foot. (A part to whole analogy)
5. A codicil is an addition to a will, just like an annexure is an addition to a book.
6. We get on a bus, just as we board a rowboat.
7. A mumble is indistinct, while a scribble is illegible.
8. Football is a type of sport, just as verse is a type of literature.
9. A sailor is warned by a light house, just as a person who is sleeping is warned by a smoke alarm.
10. This is a degree of intensity analogy. Simmer is a milder form of boiling just as a drizzle is a milder form of a downpour.
11. Just as we mitigate (lessen) punishment, we alleviate (lessen) pain.
12. A sapling is a baby tree, just as a puppy is a baby dog.
13. A tyre is made from rubber, while paper is made out of wood. In other words, rubber is a raw material for tyre as wood is a raw material for paper.
14. An angler uses a bait to attract fish, as a hunter uses a decoy.
15. A colony of bacterium, as a school of whales.
16. Opposites. Both the capitalized pair and option (c) represent opposite meanings.
17. Opposites. Both the capitalized pair and option (d) represent opposite meanings.
18. An optimistic person operates on hope, while an impulsive person operates on his will.
19. An album is a book designed to keep a collection of stamps just as a wardrobe is a locker designed to keep a collection of clothes.
20. A deluge is a sudden great or overwhelming rush of water just as a landslide is a sudden great or overwhelming rush of earth.
21. A carpenter constructs a cabinet just as a cobbler constructs a boot.
22. To fidget is to show uneasiness (mental or physical uneasiness). To seethe is to show anger.
23. Someone frank and candid lacks reticence just as someone merciless

lacks sympathy.

24. Disagreement is characterized by a lack of harmony. Similarly, impartiality is characterized by a lack of prejudice.
25. A key turns on an ignition. A switch turns on a light.
26. A bucket holds water and water can be poured from a bucket. A shaker holds salt and salt can be poured from a shaker.
27. Humans live in town as animals live in a jungle.
28. A caterpillar feeds on leaves, while a moth feeds on wool.
29. A tally is a recorded account of votes. A census is a recorded account of population.
30. A lull is a temporary halt in storm. A recess is a temporary halt in business.
31. Raisins are made from grapes, just as sugar is made out of cane.
32. Just as a library is a place for books, a zoo is a place for animals.
33. Noise is heard through the ear just as one smells through the nose.
34. A commendation is an expression of praise. A slander is an expression of disparagement.
35. To outpace someone is to surpass that person in speed, to outwit someone is to surpass that person in cunning.
36. When you look at something, you see it. Similarly, when you touch something, you feel it.
37. To imperil someone is to involve him in danger. To entangle someone is to involve him in conflict.
38. The purpose of a godown is storage of goods. The purpose of a motel is lodging people.

    Answer (b) is incorrect. It is a trap; although linen is stored in a closet, you cannot say that “the purpose of a closet is linen”.

    Answer (c) is also incorrect. It is also a trap; although a hangar is where you store a plane, you can’t say, “the purpose of a hangar is a plane”.
39. A bracelet is worn on the wrist just as a hat is worn on the head.
40. Wooden is used as a synonym of rigid here. Similarly, obstinate is the synonym of stubborn.

41. The feel of satin is soft, while the feel of iron is hard.
42. One-hundred paise make a rupee, just as a hundred years make a century.
43. An axle is used to steer a vehicle, just as a knife is used to slice things.
44. A desert is infertile, just as a jungle is verdant (green).
45. Sores represent damage to feet, just as wrinkles represent damage to skin.
46. Just as a top spins, the earth rotates.
47. Milk gets destroyed when it gets spoilt and a flower gets destroyed when it wilts.
48. Munificence represents generosity, just as vivaciousness represents happiness.
49. To get off a ship one disembarks. To get off a horse, one dismounts from it.
50. Retreating and advancing are opposite actions. Similarly, dorsal and ventral are adjectives which refer to the back and front of an animal's body. All other choices are synonyms in nature.

Exercise 3

1. A teacher gives instruction and a sentinel gives protection.
2. An usher shows people to their seats in a theater. A conductor shows people to their seats on a train.
3. Practice builds skill just as exercise builds strength.
4. This is a functional analogy. A chimney is used to conduct smoke, just as a pipe is used to conduct water.
5. This is a degree of intensity based analogy. Damage is a less intense degree of destruction than demolish. Similarly, yapping is much less intense than howling.
6. To stammer impedes talking, to stagger impedes walking.
7. The analogy is based on the relationship of opposites. Just as fret is the opposite of relax, resist is the opposite of surrender.
8. A joey is a young kangaroo, just as a kitten is a young cat.

9. A rink is a place to skate, just as a stadium is a place to play. Alternately, we skate in a rink, just as we play in a stadium.
10. A serf is bound to the bidding of his or her lord just as a subject is bound to the bidding of his or her ruler.
11. There are several spokes in a wheel just as there are several rungs in a ladder.
12. A gaggle is a group of geese. A bevy is a group of bees.
13. Scales cover the body of fish, just as feathers cover the body of birds. (a), (b), (d)—don't make sense when the relation is applied. Each is a filler.
14. A car is a kind of means of transportation just as a shovel is a kind of tool.
15. One stores goods in a godown just as one stores weapons in an arsenal.
16. A terrorist is someone who spreads terror just as a mutineer is someone who spreads a mutiny.
17. Reckless is the negative extreme of daring just as obsequious is the negative extreme of being deferential.
18. Just as a prism is a solid figure which is triangular, a cylinder is a solid figure that is circular.
19. The nose is a part of the head just as the hand is a part of the arm.
20. A goldfish and a trout are two different sorts of fish just as a parrot and a sparrow are two different sorts of birds.
21. A manger is a feeding bin for cattle just as a trough is a feeding bin for animals.
22. Sugar is added to food to sweeten it, while pepper is added to food to season it.
23. The relationship here is one of degree of intensity.To smash something is to do much greater damage than merely to crack it, just as shrieking has a muchgreater intensity than murmuring.
24. Baldness is the lack of hair, just as aridity is the lack of rain.
25. Equanimity is ruffled (when it is affected negatively) just as balance is disturbed.

26. A statue is unveiled just as a movie is premiered.
27. Renovation removes decrepitude, just as reconciliation removes estrangement.
28. A braggart (boaster) is not modest just as a visionary (dreamer) is not practical.
29. A potboiler is a trivial or inferior literary work produced by a novelist just as a doggerel is a trivial verse produced by a poet.
30. Ligaments connect bones just as sinews connect muscles.
31. It is necessary for a craftsman to be dexterous just as it is essential for a gymnast to be agile.
32. Just as a chef uses a recipe to make a particular meal, a dressmaker uses a pattern to enable the making of an article of clothing.
33. Meaning determines whether two words are synonyms. Sound determines whether two words are homonyms.
34. A bat is a mammal that is mistakenly thought to be a bird. A whale is a mammal that is mistakenly thought to be a fish.
35. A dancer performs to spectators just as a singer performs to an audience.
36. Gloves are worn in the hands, just as socks are worn on the legs.
37. Meat contains protein just as potatoes contain starch.
38. An analogy based on degree of intensity. Both praise and extol mean the same thing, however extol means praise very greatly. Similar is the case with dislike and loathe, since loathe is to dislike intensely.
40. Olfactory relates to the sense of smell, as tactile relates to the sense of smell.
41. Suave and sophisticated are synonyms of each other.
42. The vixen is the female of a fox, just as the mare is the female of the horse.
43. Sluggish and inert are synonyms of each other. So are bad and evil.
44. Something that is bovine (cow like) is herbivorous, just as something that is leonine (lion like) is carnivorous.
45. Buzz and hum are synonyms, just as chime and ring.
46. Venison is deer meat, while pork is pig meat.

47. A synagogue is a place of religion, just as a court is a place of law.
48. Relation of opposites.
49. A degree of intensity based analogy. Tipsy means slightly drunk, as pleased means slightly thrilled.
50. A cause and effect based analogy. Just as a spasm causes pain, hurt causes agony.

* The strategies explained here will also apply in the questions of antonyms, synonyms, odd man out as well as other vocabulary based questions.

[1] For more negative prefixes and suffixes, the student is advised to go to the relevant part of the vocabulary section.

1 For more positive prefixes and suffixes, the student is advised to go to the relevant part of the vocabulary section.

1 For more positive prefixes and suffixes, the student is advised to go to the relevant part of the vocabulary section.

SECTION

3

Fill in the Blanks

This section will help you in the following ways:

- In the chapter on Sentence Completion (fill in the blanks), you would get exposed to questions having single blanks, double blanks and multiple blanks in a paragraph. Single and double blank questions are a constant nowadays in the CAT, XAT and all other MBA entrance examinations.
- Besides the exercises at various levels of difficulty as also original CAT questions of this type would give you an opportunity to practise and benchmark your skills in Sentence Completion.

BLOCK

1

Theory

CHAPTER 10: Sentence Completion

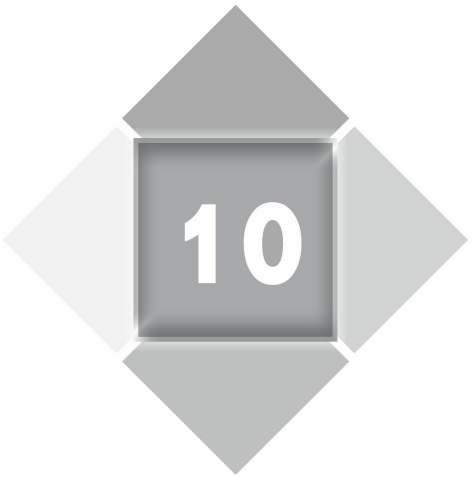
In this block, through the theory of sentence completion you will learn:

1. The difference between reactive and proactive solving of sentence completion questions.
2. The various steps you should go through when you are reading the sentence completion questions for the first time.
3. To identify the types of sentence structures and the process of identification of the key words.

Sentence structures you would learn to recognise and anticipate include:

(a) Cause and Effect
(b) Parallelism and Reiteration
(c) Similarity of Support
(d) Contrast

You are advised to go through the theory closely and use it to extend your basic understanding of language in all your reading activity.



Sentence Completion

WHAT ARE SENTENCE COMPLETION QUESTIONS?

Sentence completion questions test your vocabulary skills as well as your reading ability. These problems contain a single sentence expressing a complete idea that can be understood without any additional information. This is quite unlike the reading comprehension questions, which require you to read long passages. Each sentence contains one, two or three blanks, which need to be filled up appropriately. These questions typically contain four options to fill in the blanks in the sentence. From these choices, you need to select the words or phrases that fit into the blanks to best complete the sentence.

This question type tests the student's ability to understand the main idea of the sentence and the logical structure of the sentence. It also tests the ability of the student to anticipate what idea conveyed by a particular word will most aptly fit into the blank provided. Besides, your vocabulary is also tested because there is not much you can do if you are unaware of the word/s contained in the question or in the options. Your knowledge of roots, prefixes and suffixes will come in handy.

In order to successfully solve the sentence completion section, the

student should have a strong understanding of the relationships within the sentence. These relationships might include the use of equivalents, analogies, parallel sets, contrasts and word clusters. Solving the sentence completion section will draw on your adeptness and facility with antonyms and synonyms, your understanding of parallel sets, and the breadth and depth of your general vocabulary.

The Cream of the Piece

Needless to say, having a good vocabulary helps in doing better at this question type. The student is hence advised to work on his/her vocabulary simultaneously in order to improve his/her ability at this type of question. However, even if you are caught short in your vocabulary by a particular question, you can still try to solve it by following a few rules which are enumerated below.

REACTIVE SOLVING VERSUS PROACTIVE SOLVING

In our observation, a critical mistake that students end up committing while solving questions of sentence completion is trying to solve these questions by going through the options and trying to fit the options in the sentence.

We call this reactive solving and this process leads to students committing avoidable errors. Instead, the student should consciously follow proactive solving, which is explained below.

Proactive Solving

As a conscious strategy, the student is advised to use his/her anticipation by following the following three-step process while solving sentence completion exercises:

Step 1. Understand the Message and the Tone of the Author In simple language this implies understanding what he is trying to say (message) and how he is trying to say it (tone).

(a) Understanding the Message While doing this, the student should focus on identifying the principal subject/idea of the sentence—about what or whom the sentence is trying to talk. Note here that many a time, there might be more than one idea in the sentence. In such cases, the key is to understand how the two ideas are connected to each other.

While doing this, one should also try to identify the key words which the author has used to convey his message. Briefly, key words include words such as therefore, because, similarly, although, in contrast, etc.

(b) Identify the Logical Structure of the Sentence While doing this, look for whether the sentence has one or more parts, i.e., whether it is a simple sentence or it is a complex sentence having more than one part/s, which are connected to each other through a sentence connector.

(c) Understanding the Tone Ask yourself questions like whether the author is talking about the subject in a positive, neutral or negative way. Also, try to identify the degree to which the author is positive or negative about the subject.

Step 2. Anticipating Words This implies anticipating the meaning of the word/s that will fill in the blanks appropriately and in particular, that it should be in sync with what the author's message and tone are.

Step 3. Scanning Scan the choices to see if the word/s you have thought of figure(s) in these choices. If not, look for a synonym/s of the word/s. However, do look through all the choices before you actually select one. Try each answer choice in the blank to see which one suits the best.

Step 4. The Final Answer Reread the sentence with your answer choice and make your assessments about the smoothness of the flow of the idea. If you find that everything matches, then you have got the correct answer to the question.

Let's look at an example of how to apply this process to reach the correct

answer.

Because scientific research and the consequential assessments of whether or not global warming is occurring have been _____, it has been difficult to convince the public that this phenomenon is a critical problem that needs to be addressed.

Step 1) What are the ideas in this sentence?

The *first idea* in the sentence describes the "research and the consequential assessments of the occurrence of global warming."

From this part of the sentence, we are getting no clue about the nature of these assessments. Hence, we get no clue about the nature of the word to be used in the blank in the sentence (i.e., whether it is a positive word, a negative word or a neutral word.)

The *second part* of the sentence talks about the difficulty in convincing the public about the importance of global warming. How are these two parts of the sentence connected? Essentially, both the parts of the sentence are dealing with the issue of global warming. The kind of connecting/ key words used in the sentence will help us further determine the nature of the connection between the ideas contained in the two parts of the sentence.

The first word is "because." What does this tell us? It tells us that the information in the second part of the sentence in some way, is caused by the first part of the sentence. (As we will see later on in this chapter, this is one of the four common structures of sentence completion problems: cause-effect.)

Step 2) Think of a word that would make sense in the blank

Without even looking at the answer choices, use the information you have learned from the ideas and key words in the sentence, to guess at a possible choice of word to fill the blank. While doing this, just allow your instincts to run freely and simply react to the sentence—assuming you were the author of the same and try to fit in word/s with the most appropriate meanings into the blank/s.

If there are two blanks, think of a set of two words that would make sense for each one.

In our example, the presence of the word “because” tells us that the second idea is caused by the first idea. We know that some factor about the scientific research and the consequential assessments of global warming has made it difficult to convince the public that it is a problem.

What type of scientific research and assessments must these be?

They must not be convincing/believable or in some way, must be lacking in credibility, otherwise the public would know that this issue was important. Therefore, some appropriate words that might make sense in the blank would be words that describe the scientific studies as lacking in some way: unpersuasive, not credible, deficient, or unbelievable. If we again read the sentence with one of these words substituted into the blank, the sentence makes sense.

Step 3) Scan the Choices

Let us suppose that the options given to us were:

(A) well-designed
(C) substantial
(B) inconclusive
(D) irrefutable

We are looking for an answer choice that is similar in meaning to not credible, deficient, or unbelievable. Something that will make the public unconvinced about the gravity of the problem.

Well-designed is opposite to the idea we need; if the assessments were well-designed, it would be easy to convince the public.

Inconclusive seems to be similar to the idea we were looking for, so we can hold onto that one. The last two choices, substantial and irrefutable are again more opposite in meaning to our guess word, so we can eliminate these two.

Note

Even though inconclusive fits our idea in the first place, make it a habit to check out all the options. Very often, more than one word will have the same general meaning as your guess word, and you will need to narrow it down

and then choose the best-fitting word.

It is quite common in these problem types to find words opposite in meaning to your guess word among the answer choices.

Step 4) *The Final Answers*

If you have narrowed down to a particular answer choice that reflects the idea of your guess word, reread the sentence to see if the logic follows when you substitute that word into the blank. If you have only narrowed down your choices to a few, read the sentence with each of the possible choices. For problems with two blanks, it is often the case that you will be able to eliminate some of the choices because the first word does not fit well into the blank and others because the second word doesn't fit. Together, you can eliminate more of the incorrect answer choices and narrow it down to the correct choice.

TYPES OF SENTENCE STRUCTURES AND KEY WORDS

Having seen the process applied to one particular problem, let us now look at the four common types of sentence structures and some key words, which are the basis of the basic problem types, viz: Cause & Effect, Reiteration, Similarities/Parallelisms & Contrast.

Type I. Cause and Effect

As seen in the solved example above, a common sentence structure seen in the CAT is one that contains two ideas, where one causes the other. In other words, one is the cause of the other (which then becomes the effect). Needless to say, the two ideas have to be related to the same principal topic.

Key words that may indicate cause and effect include: because, as a result, thus, resulting from, hence, therefore, consequently, causes, leading to, due to.

The Cream of the Piece

The typical sentence structures of cause and effect are as follows. In the following notations, imagine

two ideas related to the same principal topic. Let A be the effect of B, which is the cause of A i.e. B ◊ A.

(i) A **Because** B,

(ii) **Because** B, **Hence** A

(iii) A **as a result of** B,

(iv) B **thus** A,

(v) B **therefore** A,

(vi) B **causes** A,

(vii) A **due to** B,

(viii) B **consequently** A

(ix) B **leading to** A

Let's look at an example:

Because of Jim Carrey's reputation as a comic actor, suited best for playing hilarious roles, the director was _____ considering him for the more serious role of the solemn monk.

(A) discouraged from

(B) encouraged to

(C) irrelevant to

(D) ambivalent of

The sentence structure here is:

Because A, Hence B.

Note here that the 'hence' is silent in this sentence and its meaning is implied.

The key word 'because' should indicate to you that this is a cause and effect sentence. The first part of the sentence gives us the cause—Jim Carrey's reputation as an actor playing comic roles. What impact would this history have on the suitability of the actor to play a more serious role? It is most likely, to cause some doubts in the director's mind, and he might be unwilling or reluctant to cast him in this new role. Looking through the answer choices, the correct answer is A, **discouraged from**.

Many a times, the effect is a chronological follow up of the cause, i.e., the effect comes later in time to the cause. Here's an example:

The mass *release* of green house gases causes a detrimental effect on the environment of the whole world.

Today, advanced computer technology can _____ information from a number of sources, then automatically _____ the data and draw conclusions from the same.

(A) collate…analyse

(B) extrapolate…assemble

(C) adjudicate…assemble

(D) research…expand

The first part of the sentence deals with something that computer technology can do; the second part deals with the next part of a two-part process. First, guess at a word that would fill the first blank and look through the answer choices.

One possible guess would be that computers "collect" or "compare" information. Choice A, collate, means to compare or examine, so this is a reasonable choice. Choice B—extrapolate—means to use existing data to make predictions. Although this does not fit with our guess word, this seems a reasonable thing to do with information, so let's keep this choice for now. Choice C—adjudicate—means to settle a dispute; this can be eliminated since it does not make sense in this situation. Choice D—research—can also be eliminated since computers are tools of research and cannot do research themselves.

Now move on to the second blank. Remember, the first part of the sentence describes something that must be done before what is done in the second part of the sentence (we know this because of the 'then'). Can we select between choices A and B now? Choice A makes sense: information is collated and then analysed to draw conclusions. Choice B does not make sense in terms of cause and effect. Extrapolation is done from existing information, and an assembly would not be a consequence. Hence, choice A is the correct answer.

Type II. Reiteration or Restatement/Parallelisms

Sentences of this type again, will usually have two ideas, one of which

clarifies or further supports the other. The ideas will have the same general meaning, but will be restated in a slightly more explanatory way. Sometimes, such sentences will also have the reiteration in the form of an explanatory example.

The Cream of the Piece

Key words to identify reiteration type sentences are: in fact, in other words, surely, to be sure, and, namely, that is, furthermore and likewise.

The typical sentence structure is (A and B are ideas):

(i) A **in fact** B,
(ii) A **in other words** B,
(iii) A **and** B,
(iv) A **likewise** B,
(v) A **that is** B,
(vi) A **namely** B,
(vii) A **surely** B

Here is an example:

He was the most _____ person he had ever met; in fact, his magnanimity knew no limits.

(A) charitable
(B) miserly
(C) reclusive
(D) prolific

Looking for the key words in the sentence, we notice the in fact connecting the two ideas contained in the two parts of the sentence. Hence, you should be able to identify the sentence as one wherein the two ideas are reiterations of one another. Hence, the second idea reiterates or supports the first idea. In this case, the second idea is complete in itself, describing the magnanimity of the person. The first part of the sentence has to be parallel to this part. Hence, the blank has to be filled in with a synonym for magnanimity. When we read the answer choices, we can see that the best match to our requirement is Option A.

Let’s look at another example:

The Age of Enlightenment, acknowledged as one of the greatest periods of history for intellectual activity, exhibited a proclivity for literalism and_____ argumentation.

(A) credible
(B) specious
(C) pensive
(D) congruous

The key word here is and, which shows that this sentence has a reiteration element in it. The two ideas should be parallel to each other and hence, should be reiterations of each other. The first part of the sentence describes that the kind of intellectual activity that occurred during the age of Enlightenment showed a proclivity for literalism. Now, if you don't know what literalism means, you will have difficulty in determining which of the choices is synonymous with it and will successfully complete the sentence. Literalism describes an argument that sounds plausible, but is actually misleading or fallacious. Since this is a negative comment, the second part of the sentence must also be negative. Option A and D are basically positive and can be eliminated. Choice B is negative; this turns out to be the correct answer as specious argumentation is synonymous with literalism. Choice C can be eliminated as it has no relevance in the current sentence (we are looking for an adjective to describe argumentation and there is nothing called pensive argumentation).

Type III. Similarity or Support

Sentences of this type compare distinct but similar ideas. When choosing a word to fill the blank, you must look for a word that allows the two ideas of the sentence to be similar in meaning.

The Cream of the Piece

Key words for similarity sentence completions are: likewise, in the same way, for instance, similarly, furthermore, as, same, just as, specifically, such as, as an example, resembles, like and also.

Examples of sentence structures used for similarities are (A and B are ideas):

(i) A **likewise** B,

(ii) **Just as** A, **similarly** B,

(iii) A **like** B

Just as television surpassed radio as the major source of entertainment and information for the world, it seems destined that the Internet will eventually _____ television.

(A) invigorate
(B) alter
(C) eliminate
(D) supplant

The key words here are ‘just as,’ and they suggest that this is a sentence based on the similarity of the argument. Hence, we should look for a word that will allow the two ideas of the sentence to be similar. The defining word in the first idea is surpassed. Since we need a word that will convey the same meaning as the first idea, we are looking for a word similar to surpass. If we work through the options, we can eliminate all but C and D. Both might make sense in the context of the sentence, but D, supplant, is more similar to the original idea of surpassing, rather than eliminating, which is too drastic in the context of the question.

It is characteristic of old age to sap a man’s ebullience and rob him of his natural_____.

(A) senility
(B) vigor
(C) maturity
(D) insensibility

The key connector here is ‘and’ which hints at the similarity of the ideas. The first part of the sentence describes a negative fact about old age, namely, that a man starts to lose his ebullience. Since the two parts of the sentence are joined by ‘and’, the second idea contained in the sentence must also state something negative related to aging. Just as a man’s ebullience is lost with old age, we are looking for a positive attribute that is lost with aging. Option A and D can be directly eliminated in this context since senility and insensibility are both negative attributes (in fact, senility generally arrives with old age and not the other way round.) Option C, maturity can also be eliminated since it is a positive that arrives with old age and does not go away. That leaves us with option B, vigor, which is a positive attribute that goes away with old age. As a further insurance of the answer, always make it a habit to reread the complete sentence with the selected option. Here, it

makes complete sense.

Type IV. Contrast

Contrast sentences contain ideas that are opposite to one another or are dissimilar to each other.

The Cream of the Piece

Key words indicating a contrast in the ideas of the sentence include:

Although, but, despite, inspite of, however, as against, as opposed to, whereas, on the contrary, yet, on the other hand, On the one hand…. On the other, surprisingly, unlike, in contrast, rather, and Even though.

Examples of sentence structures used for contrast (A and B are ideas).

(i) A **although** B,

(ii) A **yet** B,

(iii) A **on the contrary** B,

(iv) **On the one hand** A,

(v) **On the other** B

(vi) A **unlike** B

(vii) A **in contrast to** B

In a large group of people consisting of strangers, Aishwarya often seemed _____ and aloof, although among her friends and family she was quite _____.

(A) reticent…convivial

(B) gregarious…outgoing

(C) detrimental…multifarious

(D) unattainable…. taciturn

The "although" tells us that this is a sentence that contains a contrast in its ideas, so the two parts of the sentence should contain opposite ideas. Since both the parts describe Aishwarya's behavior, the two words should logically describe opposite behaviors. Hence, the description of Aishwarya's behavior in a large group of people should be different from her behavior when she is with her friends and family. (If we look through our answer choices, choices B and D can be removed immediately since they contain synonyms, not antonyms.)

What else do we know about the words that will best fit the blanks? Notice the use of the conjunction **‘and’** used to connect the word in the first blank and aloof. The use of and between two descriptive adjectives describing behaviors can only mean that the two should be similar to each other and should mean the same thing. Of our answer choices, which of the first words in the pair is most similar to aloof? Both reticent and unattainable are reasonable choices. Gregarious and detrimental don’t seem to make a lot of sense, so we can exclude those. Once you have narrowed down your options as much as possible on the basis of the first word, look at the second word, which has to be opposite in meaning to the first word. Between A and D, option A is the best choice.

The Cream of the Piece

Summary of basic strategy for sentence completion problems

Read the sentence and determine the principal idea/s to which the sentence is related. Learn the four main types of sentence completion problems and look for these problems in the exam.

Look for key words. Again, knowing the key words for each of the four major types of sentence completion problems will enable you to recognize the type of sentence and quickly know what kind of word you need to complete the logic of the sentence.

Think of a word that would make sense in the blank. Do this before even looking at the answer choices.

Look at the option choices that give you the closest fit to your guess word. Re-read the sentence with the filled in option to see the coherence of the sentence with the word before marking the answer.

2

BLOCK

LODs and CAT Questions

CHAPTER 11: Level of Difficulty—I

CHAPTER 12: Level of Difficulty—II

CHAPTER 13: Previous Years' Questions from CAT

Having seen and understood the theory and process of solving sentence completion questions, it is now time for you to work on applying what you have learnt.

The following chapters (13 to 15) contain Exercises on Sentence Completion on varying Levels of Difficulty (LOD).

- Chapter 13 contains LOD I questions
- Chapter 14 contains LOD II questions
- Chapter 15 contains Previous Years' Questions on Sentence Completion that have been asked in the CAT

You are required to solve each level of difficulty and try to find out the major sources of error for you—

Is it due to your lack of Vocabulary

Or

Due to your inability to understand the language and the relationships within the sentence?

Based on this analysis, you would need to get back to

the drawing board and work on improving your ability to solve such questions—either by working on your vocabulary or by working towards improving your ability to comprehend sentences.

Level of Difficulty—I

Exercise 1

Directions: *Fill in the blanks with the appropriate words from the options given below. Do not use the same word twice.*

Options: abolished, abated, abdicated, abandoned, able, rebates, capable, abridged, banished, capacious, abbreviation, about, bear, exile, bared, sale, war, barter, battle, above)

1. Lord Buddha ……his kingship and became a hermit.
2. The Indian government ……..slavery.
3. The residents ……the haunted house.
4. The rain ……after some time.
5. The shops offer …….in the off season.
6. Our government is …….to confront any type of situation.
7. He is …….of solving this problem.

8. Confucius possessed a …….mind.
9. B.A. is an ……of ‘Bachelor of Arts’.
10. ……versions of classics are easier to read than the original versions.
11. It was …….ten in the night when we reached home.
12. The painting was hung ……the window.
13. The Shah of Iraq was …….from his country.
14. Prospero, a character of Shakespeare’s play ‘The Tempest’, was living in…….
15. The patient …….his chest when the doctor examined him.
16. We have to ……..our own burdens.
17. Napoleon was killed in the …….of Waterloo.
18. The world is on the verge of a third world……..
19. ……..is an economic transaction involving exchange of articles.
20. This premises is for……

Exercise 2

Directions: *Fill in the blanks with the appropriate words from the options given below. Do not use the same word twice:*

Options: bend, calamity, bow, captivated, dainty, elect, captured, careful, deduced, select, catastrophe, tragedy, cautious, character, conduct, decimated, delicate, delicious, destroy, fascinating.

1. I can ……..my head till my toes.
2. Lord Rama had to break Shiva’s ……..in order to marry Sita.
3. Alexander the Great ……..many kingdoms.
4. The movie Sholay ……..whosoever saw it.
5. The Niagara Falls is a ……..place to visit.
6. Sita had to give a test of her ……..after coming back from the clutches of Ravana.

7. The codes of ……..are specified in every job.
8. We ……..our clothes from the choices that we have.
9. We ……..our own representatives.
10. The floods are a natural …….. .
11. The movie Titanic was a …….. .
12. The atom bomb dropped on Hiroshima and Nagasaki resulted in a …….. .
13. We should be ……..of wild animals when we are walking through a forest.
14. We should be ……..to speak the right thing at the right time.
15. The daisy is a ……..flower.
16. Porcelain statues are very …….. .
17. Lucknow is very famous for its ……..kebabs.
18. The Tsunami incident ……..a large number of people.
19. Some times one has to ……..to recreate.
20. This theory has been ……..from the observed data.

Exercise 3

Options: absolute, efficacious, anxious, ballad, curious, ballet, decrease, differs, reduce, diminishes, eagerly, effective, bail, effectual, elder, guarantee, older, deferred, efficient.

1. We should try to ……..our wants.
2. The payment was ……..
3. Coke ……..from coffee in taste and flavour.
4. There is a ……..in the sale of geysers in the summer.
5. With age, the physical beauty of every person …….. .
6. The students ……..wait for the exams to end.
7. Children by nature, are a ……..lot.
8. Akhil is ……..about the results of his examinations.
9. Lord Krishna’s advice to Arjuna proved …….. .

10. Rajeev used ……..methods to convince his students.
11. Sunil is an ……..worker.
12. The treatment given by the doctor to the patient was …….. .
13. Ram was Lakshman's ……..brother.
14. Balram was much ……..than Krishna.
15. A ……..is necessary to get the accused released from custody.
16. Nowadays, all companies give a ……..of their products.
17. A ……..is a type of traditional song, conveying a story.
18. The ……..dancers have to get initiated.
19. The ……..power in a democracy is in the hands of the common people.

Exercise 4

Options: accepted, quiet, accomplished, achievement, gathers, acquaintances, acquitted, incident, agreed, amassing, applauded, attaining, discharged, accident, factual, acclaimed, familiarity, obsolete, quite, accumulate,

1. The usage of a word like thou is ……..in common conversation.
2. The coffee is ……..good.
3. It was very ……..in the church.
4. Rahul ……..the offer given to him.
5. The teacher ……..to arrange for extra classes for weak students.
6. The boy was injured when he met with an ……. .
7. The tsunami ……..left a great impact on anyone who even remotely heard about it.
8. Amitabh is widely ……..as a great actor.
9. The mayor ……..the efforts of the citizens to protect the environment.
10. If dusting is not done regularly, wooden furniture has a tendency to ……..dust.
11. The politicians are only concerned with ……wealth.
12. It has been truly said that a rolling stone ……..no moss.

13. For India, to get a permanent place in the U.N Security Council will be a great …….. .
14. For management students, ……..the position of the C.E.O of a big company is the final goal.
15. Our first President, Dr. Rajendra Prasad was an ……..scholar.
16. All our ……..cannot become our friends.
17. The proverb that ……..breeds contempt holds true for all relationships.
18. Innocent people who have been falsely charged with a crime should be ……..as soon as they are proved not guilty.
19. The patient was ……..from the hospital.
20. He gave a ……..account of the accident.

Exercise 5

Options: accentuate, congenial, action, bow, actuate, adjoining, congenital, adjourned, diffused, auction, bend, benefactor, beneficiaries, benefits, bough, defusing, intrusive, pestilent, postponed, urge.

1. Every ……..has an equal and opposite reaction.
2. The sword of Tipu Sultan was recently bought at an ……..by an Indian.
3. The vitamins ……..the human body to fight against diseases.
4. We should ……..the right words while reciting poetry.
5. Sometimes, even the most honest people have to ……..the rules to do the right things.
6. We ……..before God to show our reverence.
7. The word ……..has been replaced by the word branch in common conversation.
8. The greatest ……..of all is God.
9. Adversity has its ……..too.
10. The areas ……..river banks are generally fertile as they are rich in alluvial soil.

11. The parliament is ……..at the end of each session.
12. The exams when …….., create problems for the students.
13. ……..should be thankful to their benefactors.
14. ……..lighting creates a pleasant ambience.
15. ……..a bomb requires skill as well as courage.
16. Some diseases are ……..and cannot be cured.
17. The atmosphere was ……..in the new workplace, so Shyam did not feel uneasy.
18. The online popup advertising is very ……..and distracts the surfer.
19. Sleeping sickness is caused by the bite of the ……..tse-tse fly.
20. An ……..can also be described as a strong inclination.

Exercise 6

Directions: *Choose the best option.*

1. This is a ……..on his character.
   (a) blot
(b) blur
(c) slur
(d) spot
(e) mark
2. This is a good ……..for a picnic.
(a) plot
(b) spot
(c) scene
(d) landscape
3. The ……..of the state is efficient.
(a) administration
(b) democracy
(c) policy
(d) autocracy

(e) plutscracy

4. The ……..of private limited companies is in the hands of its directors.

(a) managers
(b) administrators
(c) management
(d) department
(e) society

5. Ram the prince of Ayodhya ……..his siblings.

(a) adorned
(b) adored
(c) vitiated
(d) endangered
(e) abhored

6. The Christmas tree was ……..with stars and other decorative items.

(a) adorned
(b) endowed
(c) encased
(d) enticed
(e) encompassed

7. There is no place for ……..in an accountant's job.

(a) assets
(b) asserts
(c) errors
(d) duffers

8. A wise person is one who learns from his ……. .

(a) errors
(b) mistakes
(c) falsities
(d) lies
(e) bad manners

9. Many companies ask their employees to sign a ……..of secrecy.

(a) agreement
(b) bond
(c) bondage
(d) espionage
(e) treaty

10. Slaves were freed from ……..only after they died.

(a) ablution
(b) pilferage
(c) agreement
(d) bondage
(e) abolition

11. Before the ……..of the Europeans in India, India was a free country.

(a) entry
(b) amalgamation
(c) emigration
(d) advent
(e) immigration

12. Duryodhana was the main ……..of the Pandavas.

(a) enmity
(b) adversary
(c) effrontery
(d) adversity
(e) disparage

13. Gandhi ……..the cause of the untouchables.

(a) blessed
(b) held
(c) advocated
(d) argued
(e) confronted

14. All citizens should be ready to ……..their country.

(a) defend
(b) uphold
(c) nurture
(d) assert
(e) convoy

15. Smoking ……..health.
(a) effects
(b) kills
(c) affects
(d) rejects
(e) underestimates

16. The theory of cause and ……..explains many mysteries of the universe.
(a) affect
(b) effect
(c) reasons
(d) concept
(e) conquer

17. It is difficult to drink from a cup which is full to the …….. .
(a) top
(b) edge
(c) brim
(d) circumference
(e) topmost

18. ……..and ecstasy are two sides of a puzzle called life.
(a) pain
(b) penury
(c) agony
(d) anguish
(e) elation

19. Leo experienced great ……..when his pet dog died.
(a) pain

(b) anguish
(c) losses
(d) serendipity
(e) mourning

20. A ……..of fresh air relaxes a tense mind.
(a) breathe
(b) volley
(c) gulp
(d) breath
(e) brush

21. Pollution causes a lot of ……..problems.
(a) breath
(b) breathe
(c) breather
(d) breathing
(e) brethren

22. If a rider doesn't hold the ……..correctly, he can fall.
(a) bridle
(b) bridal
(c) whip
(d) saddle
(e) pedal

23. Ali's horse is of an excellent …….. .
(a) brood
(b) steed
(c) breed
(d) stood
(e) quality

24. Her complaints ……..with the complaints we have received from others.
(a) agree

(b) similar
(c) identical
(d) tally
(e) accord

25. His opinion ……..with the general opinion of the experts on this matter.

(a) concurs
(b) tally
(c) assert
(d) assimilate
(e) simulate

26. The ruling party found itself in full ……..with the opposition.

(a) opinion
(b) accord
(c) record
(d) discordant
(e) swing

27. The jury's views ……..with those of the lawyer on the issues of crime and punishment.

(a) coincided
(b) ally
(c) approve
(d) apprise
(e) assert

28. Her ideas do not ……..to the general definition of civilization.

(a) review
(b) conform
(c) opine
(d) confirm
(e) contrite

29. The committee ……..of all the changes in the report.

(a) dissent
(b) assented
(c) approved
(d) argued
(e) accorded

30. The political ……..of the1980s and 90s resulted in a civil war.

(a) accord
(b) discord
(c) contentment
(d) discretion
(e) descent

31. The president has ……..to the demands to release secret documents related to the army.

(a) acceded
(b) refused
(c) endorsed
(d) vetoed
(e) incited

32. The leading newspaper has revealed that the P.M. had ……..in the secret decision to sell arms to the dictator.

(a) countenance
(b) acquiesced
(c) forewarned
(d) accede
(e) espionaged

33. The King has ……..to a proposal to enhance the powers of the council of ministers.

(a) coincided
(b) allied
(c) assented
(d) opined

(e) identified

34. The disciplinary committee has ……..the use of detention after classes as a punishment for bad behaviour.

(a) extended
(b) authorised
(c) clamped
(d) embargo
(e) intended

35. The judge ……..the use of capital punishment for serious crimes.

(a) franchised
(b) endorse
(c) agreed
(d) condoned
(e) endured

36. The committee was in favour of the proposal but the president ……..it.

(a) vetoed
(b) countenance
(c) sanctioned
(d) condoned
(e) assented

37. The cabinet has ……..a proposal to change the way private educational institutions are funded and managed.

(a) acceded
(b) actualize
(c) endorsed
(d) approve
(e) franchised

38. The generals from the opposing armies declared a/an ……...

(a) armistice

(b) treaty
(c) parley
(d) accord
(e) summit

39. The two sides in the civil war signed a peace ……...

(a) truce
(b) accord
(c) partey
(d) pretext
(e) review

40. Tony offered his most heartfelt ……..for having offended everyone.

(a) sorry
(b) pardon
(c) excuse
(d) apology
(e) application

41. Wearing a safety helmet is ……..in this area.

(a) obligatory
(b) option
(c) compulsion
(d) resolved
(e) contented

42. Some courses are optional but Maths and English are ……...

(a) compulsion
(b) compulsory
(c) essential
(d) referential
(e) important

43. Jess caused her parents a lot of ……..when she was a teenager.

(a) problem

(b) yearning
(c) anxiety
(d) vex
(e) compulsion

44. In all ……..Hursh will get the job.
(a) likelihood
(b) odds
(c) options
(d) candidates
(e) evens

45. At first there were some ……..with the software, but it's okay now.
(a) pitfalls
(b) impediments
(c) ordeal
(d) snags

46. The only ……..with the proposal is that it is a little expensive.
(a) glitch
(b) blunder
(c) hardship
(d) dilemma
(e) snag

47. To use a sporting ……., middle age is like half-time at a hockey match.
(a) device
(b) analogy
(c) antonym
(d) synonym
(e) acronym

48. Jaya knew that to apologise would be ……..to admitting she had failed.

(a) equate
(b) assumed
(c) tantamount
(d) abrogate
(e) about

49. Mr. Sharma’s shop was ……..from all the others in the street.
(a) indistinguishable
(b) inalienable
(c) akin
(d) disreputable
(e) impregnable

50. There are several ……..categories of nouns in the English language.
(a) various
(b) disparate
(c) discrete
(d) divergent
(e) types

Answer Key

Exercise 1

1. abdicated
2. abolished
3. abandoned
4. abated
5. rebates
6. able
7. capable
8. capacious
9. abbreviation

10. abridged
11. about
12. above
13. banished
14. exile
15. bared
16. bear
17. battle
18. war
19. barter
20. sale

Exercise 2

1. bend
2. bow
3. captured
4. captivated
5. fascinating
6. character
7. conduct
8. select
9. elect
10. calamity
11. tragedy
12. catastrophe
13. cautious
14. careful
15. dainty
16. delicate
17. delicious

18. decimated
19. destroy
20. deduced

Exercise 3

1. reduce
2. deferred
3. differs
4. decrease
5. diminishes
6. eagerly
7. curious
8. anxious
9. effective
10. efficacious
11. efficient
12. effectual
13. elder
14. older
15. bail
16. guarantee
17. ballad
18. ballet
19. absolute

Exercise 4

1. obsolete
2. quite
3. quiet
4. accepted

5. agreed
6. accident
7. incident
8. acclaimed
9. applauded
10. accumulate
11. amassing
12. gathers
13. achievement
14. attaining
15. accomplished
16. acquaintances
17. familiarity
18. acquitted
19. discharged
20. factual

Exercise 5

1. action
2. auction
3. actuate
4. accentuate
5. bend
6. bow
7. bough
8. benefactor
9. benefits
10. adjoining
11. adjourned
12. postponed

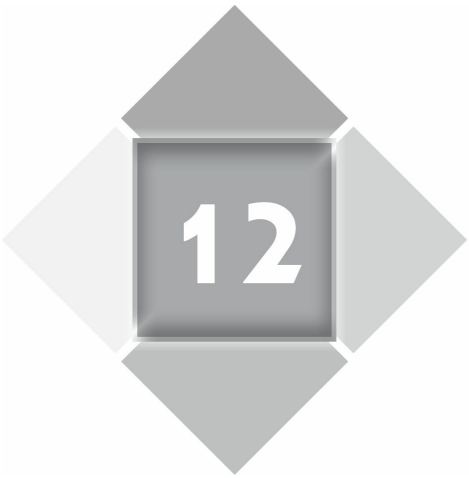
13. Beneficiaries
14. Diffused
15. Defusing
16. congenital
17. congenial
18. intrusive
19. pestilent
20. urge

Exercise 6

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

21. (d)
22. (a)
23. (c)
24. (d)
25. (a)
26. (b)
27. (a)
28. (b)
29. (c)
30. (b)
31. (a)
32. (b)
33. (c)
34. (b)
35. (d)
36. (a)
37. (c)
38. (a)
39. (b)
40. (d)
41. (a)
42. (b)
43. (c)
44. (a)
45. (d)
46. (a) _____
47. (b) _____
48. (c) _____
49. (a) _____

50. (c) _____



12 Level of Difficulty—II

Exercise 1

Directions: *Choose the correct option.*

1. George Bernard Shaw said that the contemporary social values could be flippant and _____ at some times.

(a) important (b) profound
(c) inane
(d) riveting
(e) absurd

2. _____ the general had been told by the field staff that continuing warfare would be _____ to his soldiers, he insisted on deploying more battle tanks.

(a) Although...detrimental
(b) Because...instrumental
(c) Although...formidable
(d) Because...immediate
(e) Because...incremental

3. The Senate warned the Prime Minister that if he did not accept their advice, the differences between the Legislative and the Executive

arms of the Government would be _____ .

(a) eliminated

(b) eroded

(c) exacerbated

(d) exemplified

(e) exasperated

4. Most journalistic writing could do with _____ of paragraphs to make the prose more _____ .

(a) suppression...legible

(b) removal...argumentative

(c) simplification...abstruse

(d) deletion...succinct

(e) exemplification...incoherent

5. Varun was accused of murdering his wife, and though he was never _____ , he never recovered from the shame and the scandal.

(a) charged

(b) booked

(c) indicted

(d) acquitted

(e) applauded

6. The earthquake warnings and the fragility of our houses make us certain that disaster is _____ .

(a) available

(b) imminent

(c) forthcoming

(d) catastrophic

7. The television serials are characterized by an _____ story line and _____ plots and sub-plots.

(a) unending...convoluted

(b) infantile...simple
(c) uniform...emotional
(d) extempore...routine
(e) erratic...forthcoming

8. The _____ transformation of the formerSoviet Union or Russia as it was popularly known, remains one of the biggest stories of the decade.

(a) smooth
(b) singular
(c) tumultuous
(d) prophetic
(e) traumatic

9. If mankind has to survive for long, it must _____ and deliberately renounce the fruits of _____ and whirling technology.

(a) wilfully...wild
(b) honestly...responsible
(c) sincerely...labor
(d) effectively...sliding
(e) knowingly...impending

10. Although similar to moths in many ways, butterflies may be _____ moths by the beauty of their wings.

(a) akin to
(b) in comparison with
(c) listed as
(d) distinguished from
(e) equal to the

11. Renu saw no _____ in the exercises that had been set for her and worked at them in a _____ manner.

(a) reason...organised

(b) point...desultory
(c) strength...careless
(d) meaning...dutiful
(e) sense...painful

12. Mother Teresa was _____ about her achievements and unwilling to _____ them before anyone.

(a) modest...discuss
(b) proud...promote
(c) unsure...reveal
(d) ignorant...eulogise
(e) immodest...play

13. Martin Luther strived for justice and fought against attempts to _____ ignorant peasants in the medieval ages.

(a) influence
(b) change
(c) exploit
(d) corrupt
(e) discharge

14. The instruction manual that came with the computer is no masterpiece of _____ prose because its instructions are so _____ that we still do not know how to set up the computer.

(a) clear...garbled
(b) valuable...intelligent
(c) worthless...clear
(d) confused...varied
(e) worth ... muffled

15. The strike will not end because both the management and the workers are _____ .

(a) insipid
(b) intransigent

(c) intricate
(d) inexplicable
(e) saddened

16. Book lovers who think of *Gone With The Wind* as a Southern romance miss its underlying _____ import.

(a) democratic
(b) novelistic
(c) thematic
(d) exceptional
(e) argumentative

17. The professors at Lucknow University have a permanent _____ on their positions and do not have to look for more secure _____ .

(a) fixture...jobs
(b) tenure...employment
(c) security...means
(d) right...employees
(e) eye ... seats

18. It is very difficult to overcome the _____ of habits such as smoking and taking drugs.

(a) stupidity
(b) tenacity
(c) insecurity
(d) insistence
(e) ravages

19. The _____ and _____ happenings in many talk shows annoy many viewers.

(a) aggravating...irritating
(b) trite...predictable
(c) happy...playful

(d) dramatic...eventful

(e) ranting ... jocular

20. Slander and libel laws stand as a protection of a person's reputation against the _____ dissemination of falsehood.

(a) inferential

(b) inevitable

(c) incontestable

(d) irresponsible

(e) semblance

21. Most of the settlements that grew up near the logging camps were _____ affairs, thrown together in a hurry because people needed to live on the job.

(a) nomadic

(b) protracted

(c) unobtrusive

(d) rickety

(e) uncouth

22. Pipes are not a safer _____ to cigarettes because, though pipe smokers do not inhale, they are still _____ higher rates of lung and mouth cancers than nonsmokers.

(a) preference...free from

(b) answer...responsible for

(c) alternative...subject to

(d) rejoinder...involved in

(e) offer...involved with

23. Author Anjali Agarwal was a rare phenomenon, a single woman who maintained and even _____ a respectable reputation while earning a living by her pen.

(a) impaired

(b) decimated
(c) avoided
(d) enhanced
(e) evacuated

24. Because Sherry is so _____ , we can never predict what he will do at any moment.

(a) old
(b) immature
(c) capricious
(d) lazy
(e) dormant

25. Paper money is merely a representation of wealth; therefore unlike gold or any other precious metal, it has no _____ value.

(a) financial
(b) fiscal
(c) inveterate
(d) intrinsically
(e) intrinsic

26. The law cannot and should not pardon such _____ act of violence.

(a) a flagrant
(b) a lavish
(c) a cautious
(d) a dull.
(e) condemn

27. As many students know, a/(an) _____ response, if skillfully worded, can imply at least a superficial _____ of knowledge about the subject.

(a) ambiguous...veneer
(b) garbled...ignorance
(c) inarticulate...piece

(d) elegant...lack
(e) wrong...lack

28. There are too many _____ and not enough serious students.
(a) dilettantes
(b) hunky dory
(c) lay-men
(d) novices
(e) nascent

29. Her parents were _____ when, despite losing the first three games, Sandy _____ to win the set by a 6–3 score.
(a) surprised...failed
(b) relieved...came back
(c) puzzled...refused
(d) alarmed...attempted
(e) shocked...failed

30. The reviews of Deepak Chopra's latest literary work were enjoyed by many of his readers, but the subjects of his analysis dreaded Mr. Chopra's comments; he was scathing, bitter, irritating and never _____ .
(a) illogical
(b) constructive
(c) uncharitable
(d) controversial
(e) acidic

31. In poor and under developed countries, trucks are the only means of getting about town, the public transportation being virtually _____ .
(a) indecipherable
(b) ubiquitous
(c) inadequate
(d) nonexistent

(e) negligent

32. Given the _____ state of published evidence, we cannot conclude here that exposure to low-level microwave energy is either hazardous or safe.

(a) inconclusive
(b) indulging
(c) descriptive
(d) immaculate
(e) descriptive

33. The clothes Nafees, the famous designer, designs for men are conservative, but her fashions for women are more _____ .

(a) subtle
(b) flamboyant
(c) tasteful
(d) expensive
(e) open

34. The equipments that were being used in the survey were _____ , and because of the below-zero temperature, it was feared they would freeze and _____ .

(a) icy...capsize
(b) frosty...shide
(c) fragile...shatter
(d) frozen...dehydrate
(e) useless...capsize

35. Because of its tendency to _____ , most Indian art is _____ Japanese art, where symbols have been minimized and meaning has been conveyed by using the method of the merest suggestion.

(a) imitate...superior to
(b) understate...reminiscent of

(c) overdraw...similar to

(d) sentimentalise...supportive of

(e) synergise ... half

36. Irony can sometimes become a mode of escape: to laugh at the terrors of life is, in a way, to _____ them.

(a) bolster

(b) approve

(c) evade

(d) foster

(e) avail

37. The negotiations for the deal were often surprisingly _____ , deteriorating at times into a volley of accusations and counter-accusations.

(a) insouciant

(b) sedate

(c) acrimonious

(d) propitious

(e) adequate

38. A _____ student is unlikely to gain admission to a top level institution.

(a) mediocre

(b) putative

(c) mendacious

(d) vicarious

(e) commerce

39. Either Japanese dishes are _____ , or the one I had was a poor example.

(a) delicious

(b) overrated

(c) underestimated

(d) unpopular

(e) horrible

40. A person who is _____ is slow to adapt to a new way of life.

(a) intractable
(b) furious
(c) insolent
(d) valiant
(e) constructive

41. Amit, who refrained from excesses in his personal life, differed markedly from Nirmal, who _____ notorious drinking bouts with his buddies.

(a) minimised
(b) indulged in
(c) shunned
(d) compensated for
(e) specialised

42. The library incharge proposed a new schedule of fines for overdue books with the _____ , if not the outright encouragement, of the faculty library committee.

(a) cynosure
(b) acquiescence
(c) scorn
(d) applause
(e) management

43. Maya's remarks were so _____ that Arun could not decide which possible meaning was correct.

(a) congruent
(b) impalpable
(c) ambiguous
(d) facetious
(e) incorrigible

44. By nature, Rahul was _____ , given to striking up casual

conversations with strangers he encountered at bus stops or check-out stands.

(a) gregarious
(b) reticent
(c) casual
(d) diffident
(e) indulgent

45. In the absence of native predators, to stop the spread of their population, the imported goats _____ to such an inordinate degree that they over grazed the country side and _____ the native vegetation.

(a) propagated...cultivated
(b) suffered...abandoned
(c) thrived...threatened
(d) dwindled...eliminated
(e) outnumbered ... cultivated

46. Jayashree was habitually so docile and _____ that her friends could not understand her sudden _____ her employers.

(a) accommodating...outburst against
(b) erratic...envy of
(c) truculent...virulence toward
(d) hasty...annoyance toward
(e) apologetic...hostile

47. That Amitabh's newest film is No. 1 at the box office this week is a testament to the star's _____ power and not the reviews, which were _____ at best.

(a) increasing...matchless
(b) ongoing...glowing
(c) drawing...modest
(d) waning...indifferent
(e) super...dismal

48. The _____ background music hinted of the dangers threatening the movie's protagonist.

(a) loud
(b) sardonic
(c) ebullient
(d) portentous
(e) icy

49. In order to ensure that she passed the exam, Asha _____ outlined every chapter of her course book, painstakingly noting the most obscure points.

(a) carefully
(b) playfully
(c) jokingly
(d) superficially
(e) cursory

50. Mr. Purty hastily _____ all the warnings of his friends. And now, he finds it difficult to complete the task within its time and budget _____ .

(a) accepted...amounts
(b) ignored...amounts
(c) listened to...problems
(d) disregarded...constraints
(e) acknowledged...schedule

51. Lacking confidence in his skills in English, Pervez was _____ when called on to speak in class.

(a) horrified
(b) reticent
(c) impolite
(d) sartorial

(e) shocked

52. The castle has been _____, we cannot even be sure exactly where it stood.

(a) obliterated
(b) burned down
(c) ruined
(d) debilitated
(e) spoilt

53. Being a bit hesitant about _____ the man as the complete fraud he suspected him to be, Bill chose to attack the weaker points of his theory, _____ them one by one.

(a) denouncing...debunking
(b) ridiculing...proving
(c) castigating...strengthening
(d) mocking...destroying
(e) mistrusting ... telling

54. The analysis of the coach's report was anything but _____ , but those of us who have learned to discount such dismal _____ are optimistic.

(a) pessimistic...confusion
(b) sanguinary...traps
(c) malicious...benefits
(d) pleasant...prognostications
(e) sugary...performances

55. Angered by the bureaucrat's _____ comments; the reporter insisted for a more _____ response.

(a) redundant...repetitive
(b) tactless...immediate
(c) phlegmatic...lackadaisical
(d) circumlocutious...direct

(e) jarcastic ... beneficial

56. Raman's _____ record collection included everything from Bach to rock.

(a) comprehensive
(b) rhapsodic
(c) eclectic
(d) inherent
(e) refulgent

57. My grandparents were such _____ followers of the soap opera that they taped every episode.

(a) avid
(b) skillful
(c) flagrant
(d) retentive
(e) hopeless

58. _____ the finer points of etiquette in high society, Devesh simply watched his host and followed his actions.

(a) Arguing for
(b) Unaware
(c) Ignorant of
(d) Saddened by
(e) looking at

59. This book of Covey creates a mood of _____, a (n) _____ of tranquility and calm.

(a) sombreness...atmosphere
(b) serenity...ambience
(c) melancholy...oasis
(d) formality...feeling
(e) tranquility ... sea

60. Although they seem amateurish, primitive art has become more

sophisticated as its creator becomes increasingly _____ .

(a) infamous
(b) aged
(c) jaded
(d) impotent
(e) ignorant

61. Though a _____ of four campaigns, Bush had never seen such demonstrations.

(a) watchman
(b) veteran
(c) volunteer
(d) witness
(e) follower

62. Carried away by the _____ effects of the experimental medication, the patient _____ his desire to continue as a subject for as long as he could.

(a) supplementary...announced
(b) noxious...proclaimed
(c) frantic...repeated
(d) salutary...reiterated
(e) painful...undermined

63. Confused and_____, Hogwart fumbled to make sense of seemingly inconsistent statements, _____ the impatience of his listeners.

(a) prostrate...listening to
(b) muddled...aware of
(c) philosophical...overlooking
(d) incoherent...oblivious to
(e) agitated...following

64. One of the most productive research _____ in contemporary

neuroscience is devoted to _____ maps of human consciousness.

(a) trajectories; reconnoitering
(b) designs; enunciating
(c) paradigms; elucidating
(d) declensions; obfuscating
(e) terminologies ... newal

65. Today computers can _____ information from a number of sources, then automatically create a picture of their data manipulations.

(a) collate
(b) inculcate
(c) extrapolate
(d) adjudicate
(e) execute

66. Just as a highway automobile accident leaves lasting marks of spilled coolant, _____ and oil, the smashing together of gigantic land masses releases and redirects fluids that flow, heat, _____ and deposit, leaving an enduring record of their presence.

(a) petrol...disappear
(b) fuel...evaporate
(c) paint…mark
(d) anti-freeze...drip
(e) gases...electric

67. Although publicity has been _____ the film itself is intelligent, well-acted, handsomely produced and altogether _____ .

(a) tasteless...respectable
(b) extensive...moderate
(c) sophisticated...amateur
(d) perfect...spectacular
(e) useless...entraneous

68. Ironically, his normally _____ speaker became shy and _____ when confronted with the approbatory stares of her eager audience.

(a) quiet...passionate
(b) garrulous...reticent
(c) dispassionate...passionate
(d) humble...supercilious
(e) soft...remorseful

69. Although the whole team acted in unison, each member was _____ for a(n) _____ of the production process.

(a) reliable...source
(b) responsible...element
(c) appointed...article
(d) agreeable...felony
(e) agreeable...amount

70. The studies of the children were _____ and _____ was the result of it.

(a) neglected...ignorance
(b) interrupted...incongruence
(c) off tracked...alienation
(d) instructed...genius
(e) ignored...negligence

71. The US has shown little — to go after the terrorist or help India get him.

(a) inclination
(b) urgency
(c) importance
(d) alacrity
(e) endeavour

72. Most young children are highly conformist and will _____ a classmate whose appearance or manners are _____ .

(a) ostracise … conventional
(b) emulate...different
(c) shun...unusual
(d) deride...ordinary
(e) choose ... deriding

73. The royal astrologers had to determine the most _____ date for the coronation ceremony.
(a) propitious
(b) sacred
(c) approximate
(d) resplendent
(e) expected

74. A satirical poem is often venom-filled, _____ with scorn.
(a) contained
(b) filled up
(c) dripping
(d) sardonic
(e) acidic

75. The _____ rites of the Black Magic cult were kept secret by the members and were never _____ to outsiders.
(a) eclectic...delegated
(b) esoteric...divulged
(c) inscrutable...introduced
(d) elusive... prescribed
(e) exclusive...delegated

76. Mr. Sharma, the critic was _____ enough to praise an author he detested.
(a) magnanimous
(b) loquacious
(c) parsimonious

(d) surreptitious
(e) verbose

77. The goodwill of its clients is a genuine _____ asset for any business.

(a) redolent
(b) dismissive
(c) intangible
(d) vigilant
(e) indolent

78. Though the law's _____ purpose is to curtail false advertising, its actual result is to _____ free speech.

(a) erroneous...eschew
(b) ostensible... repress
(c) illicit...reconcile
(d) recalcitrant... characterise
(e) elusive...contain

79. _____ by her children, Radha Devi ultimately agreed to sell the house.

(a) Decimated
(b) Importuned
(c) Interpolated
(d) Designated
(e) apportioned

80. There was a _____ all about the palace, and the _____ concerned the security guards.

(a) gift...distribution
(b) silence...quiet
(c) tranquil...temper
(d) feast...circulation
(e) commotion...quiet

81. Guilliano Benetton _____ a small neighborhood business into a worldwide chain of stores.

(a) renovated
(b) infused
(c) parlayed
(d) blessed
(e) decimated

82. The football team was once _____ by injuries; of 11 members, only 5 were fit to play.

(a) decimated
(b) isolated
(c) boycotted
(d) heckled
(e) ambushed

83. Displeased with the _____ of the novel, the writer abandoned the idea of a film to be made on his writings.

(a) adaptation
(c) transfer
(d) transfusion
(b) resurgence
(e) imagination

84. Because of his indecisive nature, Mr Bhushan has a reputation for _____ .

(a) impartiality
(b) tenacity
(c) prevarication
(d) vacillation
(e) wandering

85. The conspirators met _____ in order to plot a(n) _____ against the oppressive governance of Julius Ceaser.

(a) clandestinely...revolt
(b) wickedly...invocation
(c) craftily...referendum
(d) wittily...ban
(e) aggressively...crime

86. Vinay is much too _____ in his writings: he writes a paragraph when a sentence should suffice.

(a) benevolent
(b) skilled
(c) verbose
(d) lucid
(e) crafted

87. With one _____ motion, Rakesh disarmed his assailant.

(a) swift
(b) ponderous
(c) superficial
(d) boisterous
(e) levitational

88. The patient put up with the pain _____ , neither wincing, nor whimpering when the surgeon made an incision to drain the pus of his abscess.

(a) surprisingly
(b) miserably
(c) logically
(d) stoically
(e) enduringly

89. In relation to the interrelationships among a number of the Indo-Pakistani stalwarts treated in this compilation there is surely a certain amount of _____ in some of the essays presented here.

(a) overlap

(b) indulgences
(c) exaggerating
(d) objectivity
(e) obligation

90. Being an advocate of consumer rights, Sharad has spent much of his career trying to _____ the fraudulent claims of the businessmen of his hometown Patna.

(a) reprove
(b) debunk
(c) immortalise
(d) import
(e) improve

91. The report was _____ since the information on which it was based was erroneous, but it was brilliantly presented.

(a) intelligent
(b) wonderful
(c) worthless
(d) verbose
(e) elegant

92. Pretending not to notice the toys in the shop, Aryan the small boy, acted in a _____ manner.

(a) doleful
(b) nonchalant
(c) convincing
(d) ordinary
(e) indulgent

93. As several shops have _____ across the street, the old directory is _____ .

(a) relocated...obsolete
(b) reversed...enticing

(c) transferred...dismantled
(d) vanished...beautiful
(e) transferred...upto date

94. The _____ room in this apartment has not been used for a long time.

(a) derelict
(b) contractual
(c) bereaved
(d) crowded
(e) interpolated

95. Salman the superstar, felt that certain incidents in his life were too _____ to be divulged.

(a) intriguing
(b) derivative
(c) private
(d) rudimentary
(e) incremental

96. Distressed at an increasing _____ for books, Amrita, the famous novelist has turned to painting.

(a) disregard
(b) imagination
(c) panacea
(d) prominence
(e) derelict

97. The bank is negotiating with Group 4 security to devise a system to provide _____ security to account holders.

(a) accurate
(b) prompt
(c) reliable

(d) tough

(e) proactive

98. As the rate of life expectancy has increased due to tremendous progress in medical science, the overpopulation problem has _____ .

(a) aggravated

(b) minimised

(c) distorted

(d) encouraged

(e) unfazed

99. The story of the novel, *The Deranged*, is very _____ . It shows how a man cut off from the world for a long time becomes a mad man.

(a) absorbing

(b) irritating

(c) controversial

(d) useless

(e) derived

100. Although Agatha is arguably as good a mystery writer as Grundy, she is clearly far less _____ than Grundy, having written only six books in comparison to Grundy's sixty.

(a) prolific

(b) equivocal

(c) verbose

(d) gripping

(e) astronomical

101. Being cynical, Ashish was reluctant to _____ the _____ of any kind act until he had ruled out all possible secret, uncharitable motives.

(a) acknowledge...wisdom

(b) accept...unselfishness

(c) endure...loss

(d) witness...outcome

(e) uncover .... outcome

102. A golden rule which should always be followed by an investor is that: never invest on sentiment or on a tip; look for stocks with promising _____ potential for growth.

(a) fast

(b) long-term

(c) higher

(d) quick

(e) string

103. At the world's finest educational institutes, only students with the _____ to succeed are selected.

(a) luck

(b) drive

(c) resources

(d) experience

(e) reliable

104. Jamshedji Tata, the founder of the Tata Group in India, knew that only dedication and _____ could ensure that the customer gets the very best.

(a) commitment

(b) money

(c) perception

(d) supervision

(e) doubt

105. Parveen fascinated the world with her beauty and her charm, and her life mixed public spectacle with private anguish; her tragic death _____ a flood of grief on every continent.

(a) brought
(b) prompted
(c) called
(d) managed
(e) revoked

106. As Shyam _____ retirement, he became more intelligent and active.

(a) awarded
(b) withdrew
(c) derived
(d) neared
(e) recollected

107. As a steadfast _____ of our right to liberty time, Mishra had few _____ .

(a) defender...equals
(b) opponent...enemies
(c) follower...enemies
(d) advocate...defenders
(e) leader...unequals

108. A careful _____ of the premises revealed some useful clues.

(a) autopsy
(b) incarceration
(c) examination
(d) incineration
(e) emphases

109. Almost everyone was _____ by the cheerful, lively sound of the dance music.

(a) revived
(b) tired

(c) fired
(d) bored
(e) withdrawn

110. The _____ of the aircrash could have been avoided if more safety _____ had been taken.

(a) sad event ..preservers
(b) disaster...reservations
(c) scientist...measures
(d) tragedy...precautions
(e) aftermath...steps

111. They were disappointed to see the armed guards. It _____ them from doing anything disruptive.

(a) inspired
(b) prevented
(c) encouraged
(d) irritated
(e) encouraged

112. The _____ politician thought that all bureaucrats should be polite to him.

(a) insolent
(b) merciless
(c) civilised
(d) docile
(e) amateur

113. The newspaper accused the politician of _____ for making promises he knew he could not _____ .

(a) revulsion...condone
(b) liability...improve
(c) impunity...reprise
(d) hypocrisy...fulfill

(e) forgery...overcome

114. Paula was _____ as a child, accepting without a question, everything she was told.

(a) reticent
(b) taciturn
(c) recalcitrant
(d) credulous
(e) impatient

115. Cautioned by an anonymous phone call that an explosion was _____ , the anti bomb police squad _____ the building immediately.

(a) expected…filled
(b) ubiquitous...purged
(c) imminent ... evacuated
(d) eminent..checked
(e) eminent...entered

116. The route between the two cities has always been known to wind its _____ way through steep mountain passes and coarse terrain.

(a) easy
(b) smooth
(c) elusive
(d) tortuous
(e) trajectory

117. As there were not enough seats to _____ so many people at the venue of the address, they had to put up a big tent outside.

(a) entertain
(b) ascertain
(c) welcome
(d) accommodate

118. This _____ old stone farmhouse has been a landmark since before the Independence.

(a) fragile
(b) sturdy
(c) ramshackle
(d) flimsy
(e) rickety

119. The Chief Minister was _____ in his commitment to _____ the rise of crime and unemployment among his constituents.

(a) uncertain...staunch
(b) headstrong...stem
(c) faltering...identity
(d) firm...uphold
(e) sturdy...counter

120. Sahil's clear _____ of the situation kept the meeting from breaking up into _____ .

(a) idea...humor
(b) notion...anarchy
(c) understanding...chaos
(d) wit...tumult
(e) report ... tumult

121. In the past, the coach had always viewed Kapil's ideas with _____ , but today he surprised the team by enthusiastically _____ his proposal.

(a) disdain … rejecting
(b) empathy ... considering
(c) objectivity ... forgetting
(d) skepticism ... adopting
(e) temerity ... dissuading

122. The embarrassed host felt that the uninvited guest's rude comments and offensive jokes were _____ .

(a) steadfast

(b) reactionary
(c) intolerable
(d) partisan
(e) alarming

123. The celebrated trainer's _____ for helping his trainees to learn and achieve their goals was highly _____ .

(a) propensity … commendable
(b) distinction ... enigmatic
(c) predilection ... reprehensible
(d) derision … admissible
(e) decisiveness ... desired

124. A few decades ago, _____ about gender roles made it somewhat difficult for a woman to study veterinary science, but today, female veterinarians are quite _____ .

(a) diatribes … affluent
(b) preconceptions ... prevalent
(c) Mindsets … poor
(d) lectures … negligent
(e) analysis ... prominent

125. Greg Chappell was impressed by the _____ of the youthful Railways team.

(a) ardor
(b) corpulence
(c) languor
(d) impertinence
(e) turbulence

126. 1n the plots of most Bollywood movies, there is/are a character/s with _____ intentions, whose primary role is to try to _____ the handsome hero in his noble mission.

(a) furtive … abet

(b) malevolent ... thwart
(c) unsavory ... depict
(d) inappropriate ... derail
(e) benevolent ... obstruct

127. After a natural spring was discovered in the arid region, the family's old, abandoned farm was quickly _____ into a profitable private business, centered around a state-of-the-art well that _____ valuable water.

(a) turned ... expiates
(b) configured … manipulates
(c) transformed ... emanates
(d) expropriated ... eradicates
(e) transpired ... exhaled

128. The young boy's _____ attempts to explain to his girlfriend why he had failed to show for their movie date did little to ease her _____ feelings.

(a) impassioned ... disconsolate
(b) veracious ... vacuous
(c) unbelievable ... gluttonous
(d) chronic ... vicarious
(e) immeasurable ... vacuous

129. For some politicians, charm is a mere _____ adopted to get votes and _____ criticism.

(a) prerequisite ... distort
(b) affectation ... alleviate
(c) tool … inflict
(d) ruse ... condone
(e) contender ... earn

130. Although the food in the hostel mess was barely _____ , after six months, the residents of the hostel had become _____ to it.

(a) edible…immune
(b) edible…inured
(c) palatable… immune
(d) palatable ... inured
(e) affordable ... attuned

131. During childhood and adolescence, individuals acquire habits that are _____ to good health: which include having a sedentary lifestyle, frequently eating fatty and fast foods, and developing poor sleep patterns.

(a) perilous
(b) harmless
(c) inimical
(d) unsuitable
(e) despicable

132. Divyansh's disciplined and _____ study habits resulted in his earning numerous honors and awards which also included an academic scholarship.

(a) painstaking
(b) sedulous
(c) unhealthy
(d) taciturn
(e) pecuniary

133. The old miser's _____ did him little good when he died without heir or friend, and all his precious money was _____ to the state.

(a) frugality … escheated
(b) miserliness … ordained
(c) exemplariness … given
(d) frugality … ordained
(e) indulgence ... willed

134. To most modern day readers, the language in Shakespeare's plays seems obscure and inaccessible, lacking the _____ of modern day authors.

(a) elegance
(b) impertinence
(c) perspicuity
(d) perceptibility
(e) diligence

135. Unlike the other photojournalists, Rochelle despised the _____ nature of the newspaper business because she craved _____ .

(a) permutable .. habitude
(b) flexible…chaos
(c) permutable…chaos
(d) flexible…stable
(e) heinous ... posterity

Exercise 3

CLOSE TESTS

Test 1

I shall here take leave to ……1…..a brief argument much ……2…..at a few years ago when it was still ……3…..to consider Hegel a greater philosopher than Plato. Abbreviating it, I repeat it, because I believe in it yet today, when Hegel (for causes unconnected with pure right and wrong) has gone somewhat out of ……4…..for a while.

As the tale, then, is told by Plato, in the tenth book of *The Republic,* one Er, the son of Arminius, a Pamphylian, was slain in ……5…..; and ten days afterwards, when they collected the dead for burial, his body alone showed no ……6…..of corruption. His relatives, however, bore it off to the …… 7…..pyre; and on the twelfth day, lying there, he returned to life, and he told them what he had seen in the other world. Many wonders he related

concerning the dead, for example, with their rewards and ……8…..: but what had impressed him as most wonderful of all was the great spindle of Necessity, reaching up to Heaven, with the planets ……9…..around it in graduated whorls of width and spread: yet all ……10…..and so timed that all complete the full circle punctually together. ‘The Spindle turns on the knees of Necessity; and on the rim of each ……11…..sits perched a Siren who goes round with it, hymning a single note; the eight notes together forming one ……12…...’

Now, as we have the divine word for it — upon two great ……13…..hang all the law and the prophets, so all religions, all philosophies, hang upon two steadfast and faithful beliefs; the first of which Plato would show by the above ……14…...

(a) Sneered,
(b) Recapitulate,
(c) Parable,
(d) Funeral,
(e) Revolving,
(f) Punishments,
(g) Fashion,
(h) Taint,
(i) Battle,
(j) Harmony,
(k) Commandments,
(l) Concentric,
(m) Whorl,
(n) Fashionable.

Test 2

What sacred ……1…..did inspire
My ……2…..in childhood with a hope so strong?
What ……3…..force moved my desire

To expect new joys beyond the ……4….., so young?
Felicity I knew
Was out of view,
And being here alone,
I saw that ……5…..was gone
From me! *For* this
I thirsted absent bliss,
And thought that sure beyond the seas,
Or else in something ……6…..at hand —
I knew not yet (since naught did please
I knew) my Bliss did stand.
But little did the ……7…..dream
That all the treasures of the world were by:
And that ……8…..was so the cream
And ……9…..of all which round about did lie.
Yet thus it was: the Gem,
The Diadem,
The Ring enclosing all
That stood upon this earthly ball,
The ……10…..Eye,
Much wider than the sky,
Wherein they all included were,
The glorious Soul, that was the King
Made to possess them, did appear
A small and little thing!

(a) instinct,

(b) Soul,
(c) secret,
(d) seas,
(e) happiness,
(f) near,

(g) infant,
(h) himself,
(i) crown,
(j) Heavenly

Test 3

Now the other and second great belief is, that the Universe, the ……1….., cannot be apprehended at all except as its rays converge upon the eye, brain, soul of Man, the ……2…..: on you, on me, on the tiny percipient centre upon which the immense cosmic circle focusses itself as the sun upon a burning-glass — and he is not shrivelled up!

(a) macrocosm,

(b) microcosm,

Test 4

Other nations have received their laws from conquerors; some are indebted for a constitution to the suffering of their ……1…..through revolving centuries. The people of this country, alone, have formally and …… 2…..chosen a government for themselves, and with open and uninfluenced consent, bound themselves into a social compact. Here, no man ……3…..his birth or wealth as a title to honorable distinction, or to sanctify ignorance and vice, with the name of hereditary authority. He who has most ……4…..and ability to promote public ……5….., let him be the servant of the public. This is the only line of distinction drawn by nature. Leave the bird of night to the ……6…..for which nature intended him, and expect only from the eagle to brush the clouds with his wings and look ……7…..in the face of the sun.

(a) zeal

(b) boldly

(c) obscurity

(d) ancestors
(e) felicity
(f) proclaims
(g) deliberately

Test 5

Ye darkeners of counsel, who would make the property, lives, and religion of millions depend on the evasive ……1…..of ……2…..parchments; who would send us to antiquated charters of uncertain and ……3…..meaning, to prove that the present generation are not bound to be victims to cruel and unforgiving ……4….., tell us whether our pious and generous ancestors …… 5…..to us the miserable privilege of having the ……6…..of our honesty, industry, the fruits of those fields which they purchased and bled for, wrested from us at the will of men over whom we have no ……7….... Did they …… 8…..for us that, with ……9…..arms, we should expect that justice and mercy from brutal and inflamed invaders which have been denied to our supplications at the foot of the throne?

(a) contract
(b) contradictory
(c) musty
(d) check
(e) folded
(f) rewards
(g) despotism
(h) interpretations
(i) bequeathed

Test 6

Were we to hear our character as a people ……1…..with indifference? Did they promise for us that our ……2…..and patience should be insulted, our coasts harassed, our towns ……3…..and plundered, and our wives and

offspring exposed to nakedness, hunger, and death, without our feeling the resentment of men, and exerting those powers of self-preservation which God has given us?

No man had once a ……4…..veneration for Englishmen than I entertained. They were dear to me as ……5…..of the same parental trunk, and ……6…..of the same religion and laws; I still view with respect the remains of the Constitution as I would a lifeless body which had once been ……7…..by a great and heroic soul. But when I am aroused by the din of arms; when I ……8…..legions of foreign assassins paid by Englishmen to imbrue their hands in our blood; when I tread over the ……9…..bodies of my countrymen, neighbors, and friends; when I see the locks of a …… 10…..father torn by savage hands, and a ……11…..mother, clasping her infants to her bosom, and on her knees imploring their lives from her own slaves, whom Englishmen have ……12…..to treachery and murder; when I ……13…..my country, once the seat of industry, peace, and plenty, changed by Englishmen to a theater of blood and misery, Heaven forgive me if I cannot root out those passions which it has …14……..in my bosom, and ……15…..submission to a people who have either ceased to be human, or have not virtue enough to feel their own ……16…..and servitude!

(a) behold,

(b) greater,
(c) branches,
(d) meekness,
(e) demolished,
(f) venerable,
(g) wretchedness,
(h) ridiculed,
(i) feeble,
(j) partakers,
(k) implanted,
(l) behold,

(m) allured,
(n) feeble,
(o) animated,
(p) uncoffined

Test 7

Men who content themselves with the ……1…..of truth, and a display of words talk much of our ……2…..to Great Britain for protection. Had she a single eye to our advantage? A ……3…..of shopkeepers are very seldom so disinterested. Let us not be so ……4…..with words! the ……5…..of her commerce was her object. When she defended our ……6….., she fought for her ……7….., and convoyed our ships loaded with wealth, which we had acquired for her by our ……8….. She has treated us as ……9…..of burden, whom the lordly masters ……10…..that they may carry a greater load. Let us inquire also against whom she has protected us? Against her own …… 11…..with whom we had no quarrel, or only on her account, and against whom we always readily exerted our wealth and strength when they were required. Were these Colonies backward in giving assistance to Great Britain, when they were called upon in 1739 to aid the ……12…..against Cartagena? They at that time, sent three thousand men to join the British army, although the war commenced without their consent.

(a) industry,
(b) cherish,
(c) extension,
(d) enemies,
(e) nation,
(f) customers,
(g) coasts,
(h) semblance,
(i) expedition,
(j) obligation,

(k) amused,
(l) beasts.

Test 8

But the last war, it is said, was purely American. This is a vulgar ……1….., which, like many others, has gained ……2…..by being confidently repeated. The …3...between the courts of Great Britain and France related to the limits of Canada and Nova Scotia. The controverted ……4…..was not claimed by any in the Colonies, but by the crown of Great Britain. It was therefore their own ……5…... The ……6…..of a right which England had, by the treaty of Utrecht, of trading in the Indian country of Ohio, was another cause of the war. The French seized large quantities of British manufactures and took possession of a fort which a company of British merchants and factors had erected for the security of their commerce. The war was therefore …… 7…..in defense of lands claimed by the Crown, and for the protection of British ……8…... The French at that time, had no quarrel with America, and, as appears by letters sent from their ……9…..to some of the Colonies, wished to remain in peace with us.

(a) commander-in-chief,
(b) property,
(c) quarrel,
(d) waged,
(e) dispute,
(f) infringement,
(g) territory,
(h) credit,
(i) error

Test 9

Sir, there are two ….1…..which have a powerful influence in the affairs of men. These are ambition and avarice — the love of ……2…..and the love of

……3…... Separately, each of these has great force in prompting men to action; but, when united in view of the same object, they have, in many minds, the most ……4…..effects. Place before the eyes of such men a post of honor, that shall, at the same time, be a place of profit, and they will move ……5…..and ……6…..to obtain it. The vast number of such places it is that renders the British government so ……7…... The struggles for them are the true source of all those ……8…..which are ……9…..dividing the nation, distracting its councils, hurrying it sometimes into ……10…..and mischievous wars, and often compelling a submission to ……11…..terms of peace.

(a) fruitless

(b) heaven
(c) factions
(d) earth
(e) power
(f) violent
(g) perpetually
(h) money
(i) tempestuous
(j) passions
(k) dishonorable

Test 10

And of what kind are the men that will strive for this profitable ……1….., through all the bustle of ……2….., the heat of contention, the infinite mutual abuse of parties, tearing to pieces the best of characters? It will not be the wise and moderate, the lovers of peace and good order, the men fittest for the trust. It will be the bold and the violent, the men of strong passions and …… 3…..activity in their selfish pursuits. These will thrust themselves into your government and be your rulers. And these, too, will be mistaken in the

expected happiness of their situation, for their ……4…..competitors, of the same spirit, and from the same motives, will perpetually be ……5…..to distress their administration, ……6…..their measures, and render them odious to the people.

(a) endeavoring,

(b) vanquished,
(c) thwart,
(d) cabal,
(e) preeminence,
(f) indefatigable

Test 11

WHAT is the sum of ……1…..science? Compared with the …… 2…..universe and with ……3…..time, not to speak of infinity and eternity, it is the observation of a mere ……4….., the experience of an ……5…...Are we ……6…..in founding anything upon such data, except that which we are obliged to found upon them — the daily rules and processes ……7…..for the natural life of man? We call the discoveries of science ……8…..; and truly. But the sublimity belongs not to that which they ……9….., but to that which they suggest. And that which they suggest is, that through this material glory and beauty, of which we see a little and imagine more, there speaks to us a being whose nature is akin to ours, and who has made our hearts capable of such converse. Astronomy has its practical uses, without which man's …… 10…..would scarcely rouse itself to those speculations; but its greatest result is a ……11…..of immensity pervaded by one informing mind; and this revelation is made by astronomy only in the same sense in which the …… 12…..reveals the stars to the eye of the astronomer.

Science finds no law for the thoughts which, with her aid, are ministered to man by the starry skies. Science can ……13…..the hues of sunset, but she cannot tell from what urns of pain and ……14…..its pensiveness is poured.

These things are felt by all men, felt the more in proportion as the mind is higher. They are a part of human nature; and why should they not be as sound a basis for ……15…..as any other part? But if they are, the solid wall of …… 16…..law melts away, and through the whole order of the material world pours the influence, the personal influence, of a spirit ……17…..to our own.

If they could not show a Newton as we show an ape, or a Newton's discoveries as we show the feats of apish cunning, it was because Newton was not a mere intellectual power, but a moral being, laboring in the service of his kind, and because his discoveries were the reward, not of sagacity only, but of virtue. We can imagine a mere organ of vision so constructed by omnipotence as to see at a glance infinitely more than could be discovered by all the Newtons, but the animal which possessed that organ would not be higher than the moral being.

Reason, no doubt, is our appointed guide to truth. The limits set to it by each dogmatist, at the point where it comes into conflict with his dogma, are human limits; its providential limits we can learn only by dutifully exerting it to the utmost. Yet, reason must be impartial in the acceptance of data and in the demand of proof. Facts are not the less facts because they are not facts of sense; materialism is not necessarily enlightenment; it is possible to be at once chimerical and gross.

(a) philosophy

(b) instant
(c) corresponding
(d) comprehensible
(e) point
(f) telescope
(g) material
(h) explain
(i) pleasure
(j) revelation
(k) intellect

(l) warranted
(m) sublime
(n) reveal
(o) physical
(p) necessary,
(q) conceivable.

Answer Key

Exercise 1

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

21. (d)
22. (c)
23. (d)
24. (c)
25. (e)
26. (a)
27. (a)
28. (a)
29. (b)
30. (b)
31. (d)
32. (a)
33. (b)
34. (c)
35. (b)
36. (c)
37. (c)
38. (a)
39. (b)
40. (a)
41. (b)
42. (b)
43. (c)
44. (a)
45. (c)
46. (a)
47. (c)
48. (d)
49. (a)
50. (d)

51. (a)
52. (a)
53. (a)
54. (d)
55. (d)
56. (a)
57. (a)
58. (c)
59. (b)
60. (c)
61. (b)
62. (d)
63. (d)
64. (c)
65. (a)
66. (b)
67. (a)
68. (b)
69. (b)
70. (a)
71. (a)
72. (c)
73. (a)
74. (c)
75. (b)
76. (a)
77. (c)
78. (b)
79. (b)
80. (b)

81. (c)
82. (a)
83. (a)
84. (d)
85. (a)
86. (c)
87. (a)
88. (d)
89. (a)
90. (b)
91. (c)
92. (b)
93. (a)
94. (a)
95. (c)
96. (a)
97. (c)
98. (a)
99. (a)
100. (a)
101. (b)
102. (b)
103. (b)
104. (a)
105. (b)
106. (d)
107. (a)
108. (c)
109. (a)
110. (d)

111. (b)
112. (a)
113. (d)
114. (d)
115. (c)
116. (d)
117. (d)
118. (b)
119. (b)
120. (c)
121. (d)
122. (c)
123. (a)
124. (b)
125. (a)
126. (b)
127. (c)
128. (a)
129. (b)
130. (d)
131. (c)
132. (b)
133. (a)
134. (c)
135. (a)

Exercise 3

Test I

1. (b)
2. (a)
3. (n)

4. (g)
5. (i)
6. (h)
7. (d)
8. (f)
9. (e)
10. (l)
11. (m)
12. (j)
13. (k)
14. (c)

Test II

1. (a)
2. (b)
3. (c)
4. (d)
5. (e)
6. (f)
7. (g)
8. (h)
9. (i)
10. (j)

Test III

1. (a)
2. (b)

Test IV

1. (d)

2. (g)
3. (f)
4. (a)
5. (e)
6. (c)
7. (b)

Test V

1. (h)
2. (c)
3. (b)
4. (g)
5. (i)
6. (f)
7. (d)
8. (a)
9. (e)

Test VI

1. (h)
2. (d)
3. (e)
4. (b)
5. (c)
6. (j)
7. (o)
8. (a)
9. (p)
10. (f)
11. (n)

12. (m)
13. (l)
14. (k)
15. (i)
16. (g)

Test VII

1. (h)
2. (j)
3. (e)
4. (k)
5. (c)
6. (g)
7. (f)
8. (a)
9. (l)
10. (b)
11. (d)
12. (i)

Test VIII

1. (i)
2. (h)
3. (e)
4. (g)
5. (c)
6. (f)
7. (d)
8. (b)
9. (a)

Test IX

1. (j)
2. (e)
3. (h)
4. (f)
5. (b)
6. (d)
7. (i)
8. (c)
9. (g)
10. (a)
11. (k)

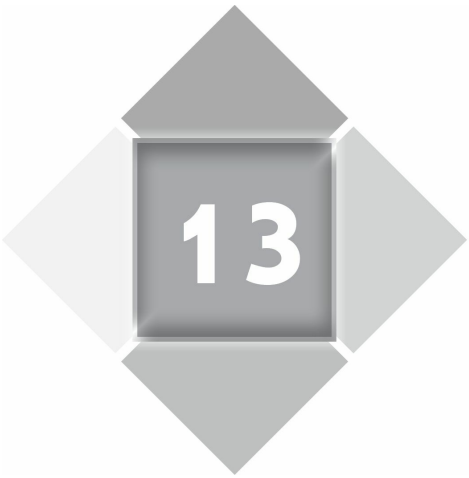
Test X

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

Test XI

1. (o)
2. (d)
3. (q)
4. (e)
5. (b)
6. (l)
7. (p)
8. (m)

9. (n)
10. (k)
11. (j)
12. (f)
13. (h)
14. (i)
15. (a)
16. (g) 17. (c)



13 Previous Years' Questions from CAT

CAT 1996

Directions for Questions 1 and 2: *In each of the following sentences, a part of the sentence is left unfinished. Beneath each sentence, four different ways of completing the sentence are indicated. Choose the best alternative among the four.*

1. ————————————, the more they remain the same.

(a) The more the merrier

(b) The less the dynamism

(c) The more things change

(d) The more pronounced the transformation

2. The stock market is probably————————————. And the way the market has been plunging says a lot about investor's confidence.

(a) the best barometer to assess the sentiment of the public.

(b) an ideal indication of the health of public sentiment.

(c) the least imperfect mechanism for judging the quantity of the sentiment of the public.

(d) the best indicator of public sentiment.

CAT 1997

1. ———————— that in this apparent mess, two things need not be interfered with.

(a) It is important

(b) It is of cardinal importance

(c) It should be urgently understood

(d) It cannot be emphasised

2. The highest reward for a man's toil is not what he gets for it, but what ————————

(a) he makes out of it.

(b) he gets for others

(c) he has overcome through it.

(d) he becomes by it.

3. Wines that yield a good commercial profit————————in the same limited areas of France as now.

(a) seem to have been produced.

(b) appear to have a remarkable semblance

(c) bear a significant similarity in terms of production to those grown

(d) appear to have been similarly produced

CAT 1998

Directions for Questions 1 to 5: *In each of the following sentences, part/parts of the sentence is/are left blank. Beneath each sentence, four different ways of completing the sentence are indicated. Choose the best alternative from among the four.*

1. In pursuance of their decision to resist what they saw as anti-labour policies, the company employees' union launched agitation to _____ .

(a) show their virility

(b) reaffirm their commitment to the company

(c) bring down the government

(d) demonstrate their strength

2. The safest general characterisation of the European philosophical tradition as it has developed up to now, with all its diverse proponents, is that it consists of a _____ Plato.

(a) series of footnotes to

(b) set of prologues to

(c) collection of chapters on

(d) string of commentaries to

3. The interest generated by the soccer World Cup is_____ compared to the way cricket _____ the nation.

(a) milder, fascinates

(b) lukewarm, electrifies

(c) tepid, inspires

(d) unusual, grips

4. No doubt, it was our own government but it was being run on borrowed ideas, using _____ solutions.

(a) worn out

(b) second hand

(c) impractical

(d) appropriate

5. The telephone symbolises that awkward _____ in all communication technologies; while it _____ to bring us together, it keeps us apart.

(a) paradox, needs

(b) irony, intends

(c) paradox, tries

(d) irony, wishes

CAT 2000

Directions for Questions 1 to 5: *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.*

1. 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

2. 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

3. 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

4. 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) spiraling, booming

(c) spiraling, soaring

(d) ascending, debilitating

5. 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

CAT 2002 (I)

Von Neumann and Morgenstern assume a decision framework in which all options are thoroughly considered, each option being independent of the others, with a numerical value derived for the utility of each possible outcome the expected utility. (1)…….. such a model reflects major simplifications of the way decisions are made in the real world. Humans are not to process information as quickly and effectively as the model assumes; they tend not to think (2) …….. as the model calls for, they often deal with a particular option without really assessing its (3) …….. and when they do assess alternatives, they may be externally nebulous about their criteria of evaluation.

1. (a) Regrettably

(b) Firstly

(c) Obviously

(d) Apparently

2. (a) Quantitatively

(b) Systematically

(c) Scientifically

(d) Analytically

3. (a) Implications

(b) Disadvantages

(c) Utility

(d) Alternatives

CAT 2002 (II)

In a large company, (1) ……. people is about as common as using a gun or a switch-blade to (2) ……. an argument. As a result, most managers have little or no experience/of firing people, and they find it emotionally traumatic, as a result, they often delay the act interminably, much as an unhappy spouse will prolong a bad marriage. And when the firing is done, it's often done clumsily, with far worse side effects than are necessary.

Do the world-class software organizations have a different way of firing people? No; but they do the deed swiftly, humanely and professionally.

The key point here is to view the fired employee as a "failed product" and to ask how the process (3)……. such a phenomenon in the first place.

1. (a) dismissing

(b) punishing

(c) firing

(d) admonishing

2. (a) resolve

(b) thwart

(c) defeat

(d) close

3. (a) derived

(b) engineered

(c) produced

(d) allowed

CAT 2003

1. The Internet is a medium where users have nearly _____choices and _____ constraints about where to go; and what to do.

(a) unbalanced, non-existent

(b) embarrassing, no

(c) unlimited, minimal

(d) choking, shocking

2. The best punctuation is that of which the reader is least conscious; for when punctuation, or lack of it, _____ itself, it is usually because it _____ .

(a) obtrudes, offends

(b) enjoins, fails

(c) conceals, recedes

(d) effaces, counts

3. The argument that the need for a looser fiscal policy to _____ demand outweighs the need to _____ budget deficits is persuasive. -

(a) assess, minimise

(b) outstrip, eliminate

(c) stimulate, control

(d) restrain, conceal

4. The Athenians on the whole, were peaceful and prosperous; they had _____ to sit at home and think about the universe and dispute with Socrates, or to travel abroad and _____the world.

(a) leisure, explore

(b) time, ignore

(c) ability, suffer

(d) temerity, understand

5. This simplified _____ to the decision-making process is a must read for anyone _____ important real estate, personal, or professional decisions.

(a) primer, maximising

(b) tract, enacting

(c) introduction, under

(d) guide, facing

6. Physicians may soon have _____ to help paralysed people move their limbs by bypassing the _____ nerves that once controlled their muscles.

(a) instruments, detrimental

(b) ways, damaged

(c) reason, involuntary

(d) impediments, complex

7. Their achievement in the field of literature is described as _____; sometimes it is even called _____.

(a) magnificent, irresponsible

(b) insignificant, influential

(c) significant, paltry

(d) unimportant, trivial

8. From the time she had put her hair up, every man she had met had groveled before her and she had acquired a mental attitude toward the other sex which was a blend of _____ and _____ .

(a) admiration, tolerance

(b) indifference, contempt

(c) impertinence, temperance

(d) arrogance, fidelity

CAT 2004

1. Early _____ of maladjustment to college culture is _____by the tendency to develop friendship networks outside college which mask signals of maladjustment.

(a) treatment, compounded

(b) detection, facilitated

(c) identification, complicated

(d) prevention, helped

2. The British retailer, M&S, today formally _____ defeat in its attempt to _____ King's, its US subsidiary, since no potential purchasers were ready to cough up the necessary cash.

(a) admitted, acquire

(b) conceded, offload

(c) announced, dispose

(d) ratified, auction

3. Companies that try to improve employees' performance by _____ rewards encourage negative kinds of behaviour, instead of _____ a genuine interest in doing the work well.

(a) giving, seeking

(b) bestowing, discouraging

(c) conferring, discrediting

(d) withholding, fostering

4. A growing number of these expert professionals _____having to train foreigners as the students end up _____the teachers who have to then unhappily contend with no jobs at all or new jobs with drastically reduced pay packets.

(a) resent, replacing

(b) resist, challenging

(c) welcome, assisting

(d) are, supplanting

5. The _____ regions of Spain all have unique cultures, but the _____ views within each region make the *issue* of an acceptable common language of instruction an even more contentious one.

(a) different, discrete

(b) distinct, disparate

(c) divergent, *distinct*

(d) different, competing

CAT ARCHIVES

I. At that time, the White House was as serene as a resort hotel out of season. The corridors were __[1]_____. In the various offices, __[2]_____ gray men in waistcoats talked to one another in low-pitched voices. The only color, or choler, curiously enough, was provided by President Eisenhower himself. Apparently, his __[3]_____ was easily set off; he scowled when he___[4]_____ the corridors.

1. (a) striking
(b) hollow
(c) empty
(d) white

2. (a) quiet
(b) faded
(c) loud
(d) stentorian

3. (a) laughter
(b) curiosity
(c) humour
(d) temper

4. (a) paced
(b) strolled
(c) stormed
(d) prowled

II. "Between the year 1946 and the year 1955, I did not file any income tax returns." With that [1] statement, Ramesh embarked on an account of his encounter with the Income Tax Department. "I originally owed Rs 20,000 in unpaid taxes. With [2] and [3], the 20,000 became 60,000. The Income Tax Department then went into action and I learned first hand just how much power the Tax Department wields. Royalties and trust funds can be [4]; automobiles may be [5] and auctioned off.

Nothing belongs to the [6] until the case is settled."

1. (a) devious
(b) blunt
(c) tactful
(d) pretentious
2. (a) interest
(b) taxes
(c) principal
(d) returns
3. (a) sanctions
(b) refunds
(c) fees
(d) fines
4. (a) closed
(b) detached
(c) attached
(d) impounded
5. (a) smashed
(b) seized
(c) dismantled
(d) frozen
6. (a) purchaser
(b) victim
(c) investor
(d) offender

III. It was __[1]_____ , and the new sun sparkled gold across the ripples of a gentle sea. A mile from shore, a fishing boat __[2]_____ the water, and the word for Breakfast Flock flashed through the air, till a crowd of a thousand seagulls came to __[3]_____ the fight for bits of food. It was another busy day ___[4]_____.

But way off __[5]____, out by himself beyond boat and shore, Jonathan Livingston Seagull was practicing. A hundred feet in the sky, he lowered his webbed feet, lifted his beak, and strained to hold a painful hard twisting curve through his wings. The curve meant that he would fly slowly, and now he slowed until the wind was a whisper in his face, until the ocean stood __[6]_____ beneath him. He __[7]____ his eyes in fierce concentration, held his breath, forced one single more inch of curve. Then his feathers ruffled, he stalled and fell.

1. (a) morning
(b) twilight
(c) dawn
(d) mendicant
2. (a) meandered
(b) chummed
(c) anchored
(d) languished
3. (a) dodge
(b) lodge
(c) nudge
(d) vacillate
4. (a) culminating
(b) beginning
(c) practicing
(d) gainsaying
5. (a) shore
(b) scared
(c) alone
(d) brood
6. (a) deep
(b) akimbo

(c) still
(d) conspicuous
7. (a) narrowed
(b) widened
(c) opened
(d) decreed

Answer Key

CAT 1996

1. (c)
2. (d)

CAT 1997

1. (a)
2. (d)
3. (a)

CAT 1998

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

CAT 2000

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

CAT 2002 (I)

1. (c)
2. (a)
3. (d)

CAT 2002 (II)

1. (c)
2. (a)
3. (d)

CAT 2003

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

CAT 2004

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

CAT Archives – I

1. (c)
2. (a)
3. (d)

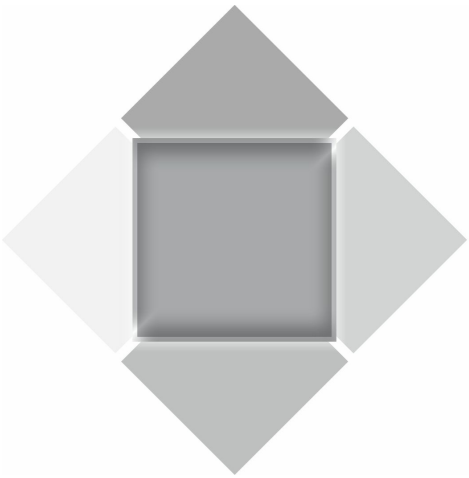
4. (a)

CAT Archives – II

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

CAT Archives – III

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



Flavour of Exams

WORD LEVEL

XAT 2012

1. “On a wing and a prayer the Indian team landed in Heathrow to take on their formidable opponents”.

From the above sentence it can be inferred that the Indian team was (1 mark)

(a) high in spirits

(b) well prepared

(c) over confident

(d) under prepared

(e) buoyant

2. It _____ not look like a great deal today, but back then it was a coup: no man before _____ to import tea directly into Ireland.

The option that will best fill the blanks in the above sentences would be: (1 mark)

(a) may, has dared

(b) may, had dared

(c) might, have dared

(d) might, have ever dared

(e) may, ever dared

3. "It was AC Milan's success in Europe in the sixties that introduced the *'libero'* as the Italian default and a quarter of a century later, it was AC Milan's success in Europe that killed it off."

Which of the following was **not** implied in the above sentence? (1 mark)

(a) AC Milan was successful in Europe in the sixties with the help of a 'libero'

(b) AC Milan was successful in Europe in the late eighties without a 'libero'

(c) The 'libero' was an Italian default for almost a quarter of a century.

(d) AC Milan was not successful in Europe for almost a quarter of a century.

(e) The Italians seldom used a 'libero' since late eighties.

4. **Choose the odd one:** (1 mark)

(a) Chaos/Order

(b) Fact/Fiction

(c) Virtue/Vice (d) Study/Analyse

(e) Light/Darkness

5. The head _____ was annoyed to see a _____in the soup.

The option that would best fill the blanks in the above sentence would be: (1 mark)

(a) chief, house fly

(b) chef, housefly

(c) chief, house-fly

(d) chef, house fly

(e) chef, house-fly

6. Which word is the opposite of the word 'hypothesize'? (1 mark)

(a) posit
(b) propose
(c) conjecture
(d) refute
(e) speculate

7. Concurrence means all of the following except:
(1 mark)

(a) Agreement
(b) Accord
(c) Consensus
(d) Coincidence
(e) Harmony

8. Not wanting to present an unwanted optimistic picture in the board meeting, the CEO estimated the sales growth _____.
The option that will best fill the blank in the above sentence would be: (1 mark)

(a) strictly
(b) liberally
(c) fancifully
(d) pessimistically
(e) conservatively

XAT 2013

Question nos. 1-3: *Fill in the blanks with the most appropriate option that follows.*

1. _____ wolf, meeting with _____ lamb astray from _____ fold, resolved not to lay violent hands on him, but to

find some plea to justify to _____ lamb _____ wolf's right to eat him.

(a) a, a, the, the, the

(b) the, a, the, a, the

(c) a, a, a, the, the

(d) the, the, the the, the

(e) the, a, the, a, a

2. _____ bat who fell upon _____ ground and was caught by _____ weasel pleaded to be spared his life. _____ weasel refused, saying that he was by nature _____ enemy of all birds. _____ bat assured him that he was not _____ bird, but _____ mouse, and thus was set free.

(a) a, the, a, the, the, the, the, a

(b) a, the, a, the, a, the, a, a

(c) the, a, a, the, the, a, the, the

(d) a, the, a, the, the, the, a, a

(e) the, a, a, a, the, the, a, a

3. He got _____ next morning, to be sure, and had his meals _____ usual, though he ate _____ and had more, I am afraid, than his usual supply of rum, for he helped himself _____ the bar, scowling and blowing _____ his nose, and no one dared _____ cross him.

(a) Down, like, a little, out of, out, to

(b) Down, as, little, of, out, to

(c) Downstairs, as, little, out of, out of, through

(d) Downstairs, like, a little, out, of, to

(e) Down, like, a little, of, of, through

XAT 2014

Directions for question nos. 1-6: *Fill in the blanks with the most*

appropriate option that follows:

1. The defense proposes to show that the incident that the prosecution so _____ rejects as _____ did indeed take place.
   (a) blithely, undesirable
   (b) cavalierly, apocryphal
   (c) vehemently, factual
   (d) persuasively, pointless
   (e) convincingly, inevitable
2. Not just the absence of _____ but also the presence of _____ and honesty is required to bind up the nation's wound.
   (a) retribution, camaraderie
   (b) guilt, religion
   (c) crime, religion
   (d) love, austerity
   (e) recrimination, insight
3. In many cases in physics, one has to deal simultaneously with collective and single-particle excitations of the system. The collective excitations are usually bosonic in nature while the single-particle excitations are often fermionic. One is therefore led to consider a system which includes bosons and fermions. Hence, _____ .

   Which of the following options is most likely to follow the paragraph given above?
   (a) in this book, we discuss application of bosonic particles and their consequences on physics.
   (b) in this book, we discuss applications of a general algebraic theory of mixed Bose-Fermi systems to atomic nuclei.
   (c) in this book, we discuss excitations of collective and single particles separately.
   (d) in this book, we prove how collective excitations are bosonic and singular excitation are fermionic.
   (e) in this book, we prove that collective and singular excitation cannot

exist together

4. Peter has suggested to me that the _____ of highly systematic and _____ planning techniques may have led to a substantial _____ in firms' notions of what is likely to happen in the future, and thus to a_____ in the incidence of mistakes, especially 'on the part of the _____ modern corporations.
   (a) progressive development, exact, decline, decrease, tiny
   (b) progress deterioration, exact, increase, decrease, tiny
   (c) progressive development, precise, improvement, reduction, large
   (d) progressive development, precise, increase, decrease, large
   (e) gradual growth, exact, increase, decline, large
5. Clinical practitioners _____ integrated mindfulness _____ treatment of _____host of emotional and behavioral disorders, _____ borderline personality disorder, major depression, chronic pain, or eating disorders. Number of such practitioners _____ increased substantially.
   (a) have, in the, a, such as, has
   (b) have, in the, the, like, have
   (c) were, for, a, like, has
   (d) have, for, a, like, has
   (e) could, in the, the, such as, have
6. Ontologics are _____ equated with taxonomic hierarchies of classes, class definitions, and _____ subsumption relation, _____ontologies need not be limited to _____ forms.
   (a) often, a, but, such
   (b) often, the, yet, such
   (c) frequently, a, yet, such
   (d) often, a, yet, these
   (e) often, the, but, these

XAT 2015

1. Which of the following is not a term of ‘disapproval’?

(a) Infantile

(b) Charlatan

(c) Imbecile

(d) Childlike

(e) Awful

2. Six words are given below:

I. Cacophonic

II. Cacographic

III. Calamitous

IV. Catastrophic

V. Contraindicative

VI. Cataclysmic

Which of the above words have similar meanings?

(a) IV and VI only

(b) I, II and V only

(c) II, V and VI only

(d) III, IV and VI only

(e) III, IV, V and VI only

3. Read the four sentences given below:

(i) He is the most _____ of the speakers to address us today.

(ii) The belief in _____ justice is the essence of his talk.

(iii) The hall would have been full but for the _____ rain.

(iv) Many in the audience have achieved _____ in their respective fields.

Which of the following sequence of words would most appropriately fit the blanks?

(a) (i) Eminent, (ii) Imminent, (iii) Immanent, (iv) Eminence

(b) (i) Immanent, (ii) Imminent, (iii) Imminence, (iv) Eminence

(c) (i) Eminent, (ii) Immanent, (iii) Imminent, (iv) Eminence

(d) (i) Eminent, (ii) Immanent, (iii) Imminent, (iv) Imminence

(e) (i) Immanent, (ii) Imminence, (iii) Eminent, (iv) Eminence

4. Identify the correct sequence of words that apply fit in the blanks in the following passage.

It is _____ (i) _____ that the accused had _____ (ii) _____ _____ (iii) _____ from all criminal activities by adopting the _____ (iv) _____ of a *sanyasi*. However, despite repeated requests from the counsel for prosecution, the court has _____ (v) _____ a lie detector to ascertain the truth.

(a) (i) inferred, (ii) feigned, (iii) separation, (iv) deportment, (v) prescribed

(b) (i) inferred, (ii) forged, (iii) parting, (iv) deportment, (v) proscribed

(c) (i) implied, (ii) faked, (iii) separation, (iv) demeanour, (v) prescribed

(d) (i) implied, (ii) feigned, (iii) separation, (iv) demeanour, (v) prescribed

(e) (i) inferred, (ii) faked, (iii) cessation, (iv) deportment, (v) proscribed

XAT 2016

1. Which of the following options best captures the relationship similar to INSPECT:

(a) Enquire: Observe

(b) Inquire: Explore

(c) Investigate: Interrogate

(d) Querry; Survey

(e) Question: Respond

2. “Assumptions are analogous to the basic ingredients in a gourmet recipe. Only the final product of the recipe dictates whether the ingredients suffice……”

Which of the following is ANALOGOUS to the statement above?

(a) Good wine needs no advertisement!

(b) The apple never falls far from the tree!
(c) All is well that ends well!
(d) As you sow, so shall you reap!
(e) The Proof of the pudding is in the eating!

3. Choose the best pronounciation of the word, *Sobriquet*, from the following options:

(a) soh-bruh-key
(b) sub-rry-ka
(c) sob-bee-ri-kwet
(d) soub-rick-kaat
(e) Sobb-rik-kwet

4. The subject of this book is *knavery, skullduggery, cheating, betrayel, unfairness, crime, sneakiness, malingering, cutting corner, immorality, dishonesty, betrayel, graft, wickedness* and *sin.*

Which of the following best captures ALL the *italicized* words above?

(a) Aggressive behaviours
(b) Illegal behaviours
(c) Deviant behaviours
(d) Banned behaviours
(e) Vetoed behaviours

IIFT 2012

Directions for questions 1 to 2: *From the choices provided, identify the pair of words with a relationship similar to that of the given word pair.*

1. *Indefatigable: Inveterate::*

(a) Tireless: Tired
(b) Tired: Habitual
(c) Tireless: Habitual
(d) Impoverished: Habitual

2. *Misanthrope: Humanity::*

(a) Chauvinist: Patriot

(b) Misogynist: Women

(c) Agnostic: God

(d) Witch: Magic

Direction for questions 3 to 4: *Choose the option which gives the correct meaning in the same order as the words.*

3.

1	Arrogate	i	clinch or seize without right
2	Arraign	ii	embarrassment due to disappointment
3	Chagrin	iii	to enroll for compulsory service
4	Conscript	iv	to swing back and forth
5	Vacilate	v	To bring before court of law

(a) 1 – v, 2 – i, 3 – iv, 4 – iii, 5 - ii

(b) 1 – i, 2 – v, 3 – ii, 4 – iii, 5 - iv

(c) 1 – ii, 2 – v, 3 – iii, 4 – i, 5 - iv

(d) 1 – iii, 2 – iv, 3 – ii, 4 – v, 5 - i

4.

1	Ephemeral	i	an alcoholic drink taken before a meal
2	Ethereal	ii	fleeting/short lived
3	Aperitif	iii	frankness
4	Candour	iv	illusion
5	Chimera	v	spiritual/not of this world

(a) 1 – v, 2 – ii, 3 – iii, 4 – i, 5 - iv

(b) 1 – ii, 2 – iv, 3 – i, 4 – iii, 5 – v
(c) 1 – iv, 2 – v, 3 – i, 4 – ii, 5 - iii
(d) 1 – ii, 2 – v, 3 – i, 4 – iii, 5 - iv

Directions for question 5 to 6: *Choose the most appropriate option for filling in the blanks. The sequence of words in the correct option should match the sequence of the sentences in which they should be used.*

5. i. There is so much love _____ the two of them.
ii. I have not seen Aditi _____ Friday.
iii. I started my exam preparation _____ January.
iv. The three sisters did not look for new friend as they were quite happy playing _____ themselves.
v. I have not seen Mohan _____ six months.
(a) between, from, since, among, for
(b) among, from, for, between, since
(c) among, since, for, between, from
(d) between, since, from, among, for

6. i. He succeeded _____ perseverance and sheer hard work.
ii. _____ the power vested in me, I hereby declare these premises sealed.
iii. _____ his illness he could not finish his work in time.
iv. _____ need, please contact me at the emergency number indicated.
(a) by virtue of, by dint of, in case of, in consequence of
(b) by dint of, by virtue of, in consequence of, in case of
(c) by virtue of, in consequence of, by dint of, in case of
(d) by dint of, in consequence of, by virtue of, in case of

7. Which of the following is a metaphor?
(a) He fought like a lion
(b) She is as cool as a cucumber
(c) Man proposes, God disposes

(d) He was a lion in the fight

8. Which of the following is an oxymoron?

(a) She accepted it, as the kind cruelty of a surgeon's knife

(b) The camel is the ship of the desert

(c) Art lies in concealing art

(d) Death lays his icy hands on Kings

Direction for questions 9 to 10: *Pick the correct antonym for the word given*

9. PUERILE

(a) Adult

(b) Servile

(c) Peaceful

(d) Ambiguous

10. PROSAIC

(a) Predisposed

(b) Useful

(c) Interesting

(d) Mundane

Directions for questions 11 to 12: *Pick the word with the correct spelling*

11.

(a) Exorbitant

(b) Exhorbitant

(c) Exhobitant

(d) Exxorhbitant

12.

(a) Acqueisence

(b) Acquiescence

(c) Acaueiscence

(d) Acquescience

Directions for questions 13 to 14: *Pick the odd word out*

13.

(a) Perilous

(b) Precarious

(c) Hazardous

(d) Copious

14.

(a) Propitiate

(b) Appreciate

(c) Appease

(d) Conciliate

IIFT 2013

Directions for questions 1 and 2: *Match the word in column 1 with its meaning in column 68.*

1.

Column 1	Column 2
i Anthromorphous	a Moving upwards
ii Anachronistic	b A collection of extracts from the writings of various authors
iii Anthology	c Having or resembling human form
iv Ascension	d Occurring in the wrong time period

(a) i-b, ii-a, iii-d, iv-c

(b) i-c, ii-b, iii-d, iv-a

(c) i-c, ii-d, iii-b, iv-a

(d) i-b, ii-c, iii-a, iv-d

2.

Column 1	Column 2
i Cacology	a Study of human character
ii Ethology	b Study of snow and ice
iii Misology	c Poor diction or poor choice of words
iv Cryology	d Hatred of reasoning

(a) i-d, ii-c, iii-a, iv-b

(b) i-c, ii-a, iii-d, iv-b

(c) i-a, ii-b, iii-c, iv-d

(d) None of the above

Direction for questions 3 and 4: *For each of the questions below, select the word that fits well in all the four given sentences.*

3. i. The Bill _____ reduction in electoral expenses.
   ii. The plan _____ ten percent growth in production.
   iii. The budget _____ a two-fold increase in this year's turnover.
   iv. The company _____ a good production year due to better harvest.

(a) seeks

(b) envisages

(c) hopes

(d) demands

4. i. We _____ the room with an electric heater.
   ii. His mother _____ lunch for all his friends.
   iii. The will _____ the each child will receive half of the money.
   iv. He _____ for his family by working overtime.

(a) prepared
(b) equipped
(c) arranged
(d) provided

Directions for questions 5 and 6: *Select a word to replace the blank spaces.*

5. Alleviate : Aggravate : : Elastic :_____

(a) Rigid
(b) Flexible
(c) Malleable
(d) Strong

6. Benevolent : Kind : : Unclear : _____

(a) Bright
(b) Thick
(c) Luminous
(d) Muddy

Directions for questions 7 to 11: *Select one word/phrase which is closest in meaning to the given phrase.*

7. Person who know or can speak many languages

(a) Polyglot
(b) Potable
(c) Plebiscite
(d) Paramour

8. Deserving blame for an offence or crime

(a) Hedonist
(b) Culpable
(c) Misanthrope
(d) Regicide

9. To have a jaundiced eye

(a) to be prejudiced

(b) to have an ailing eye
(c) to have ill-feeling for someone
(d) none of the above

10. To lose one's bearings
(a) to become tried
(b) to give up
(c) to become mentally unstable
(d) to be uncertain of one's position

11. As busy as a bee is an example of:
(a) an oxymoron
(b) a metaphor
(c) an adage
(d) a simile

Directions for questions 12 and 13: *Select the option with incorrect spelling.*

12.
(a) Accidentally
(b) Asseverate
(c) Assassination
(d) Ammelioration

13.
(a) Gazzette
(b) Lustre
(c) Sergeant
(d) Bucolic

Directions for questions 14 and 15: *Select the most appropriate antonym for the given word.*

14. Apocryphal

(a) authentic
(b) audacious
(c) blasphemous
(d) none of these
15. Capricious
(a) crafty
(b) obvious
(c) erratic
(d) consistent

IIFT 2014

1. Which of the following words is spelled correctly?
(a) Decrepit
(b) Descrepit
(c) Deceript
(d) Decript
2. Which of the following options has both words spelled correctly?
(a) Receive, Deceive
(b) Perceive, Believe
(c) Deceive, Percieve
(d) Receive, Beleive

Directions for questions 3 and 4: *Fill in the blanks with the most appropriate option.*

3. Mrs. Kapoor hovered around the patient in a display of great _____.
(a) Solicititude
(b) Chivalry
(c) Solicitude
(d) Chivelry
4. Whenever she asked the doctor how long she had left to live, he would

dive off into long-winded explanations about the incertainties inherent in medicines, and eventually tail off as if he had forgotten her original question altogether; it was the worst form of _____ she'd ever come across.

(a) Prevarication
(b) Insinuation
(c) Preambulation
(d) Abrogation

Directions for questions 5 and 6: *Select the option which expresses a relationship similar to the one expressed in the capitalized pair.*

5. *Mumble* : *Indistinct::*
   (a) Swagger : Timid
   (b) Exacerbate : Cure
   (c) Scribble : Illegible
   (d) Drizzle : Downpour
6. *Ruffle* : *Equanimity::*
   (a) Bewilderment : Confusion
   (b) Disturb : Balance
   (c) Interest : Astound
   (d) Flounce : Turmoil

Directions for questions 7 and 8: *Pick out the odd option.*

7.
(a) Expiate
(b) Banish
(c) Expatriate
(d) Exile
8.

(a) Brevity
(b) Circumlocution
(c) Conciseness
(d) Succinctness

Directions for questions 9 and 10: *Fill in the blanks with the word or phrase that completes the idiom correctly in the given sentences.*

9. The bigger they come, _____ they fall, or so it is said.
(a) the greater
(b) the harder
(c) the more
(d) the less

10. You almost frightened the life _____ me.
(a) from
(b) of
(c) into
(d) out of

IIFT 2015

Directions for questions 1-2: *Identify the option which gives the correct meaning of the Idiom/Phrase given below:*

1. To drive home
   (a) To find one's roots
   (b) To return to place of rest
   (c) To lose all money in betting
   (d) To emphasize
2. To have an axe to grind
   (a) To have a private end to serve
   (b) To fail to arouse interest

(c) To have no result

(d) To work for both sides

Directions for questions 3-4: *In each of the following options, the same word has been used in different sentences in different ways. Choose the option where the word has been used incorrectly.*

3. (a) He got carried away with the unruly mob and indulged in stone pelting.

(b) She carried on with life in spite of her personal difficulties.

(c) It will be difficult to carry out the plan now.

(d) If they get carried on with their overspeeding, they will soon be bankrupt.

4.(a) Hang over for a minute, and I will attend to you.

(b) He decided to hang up his boots after his poor form in the last season.

(c) Please do not hang around outside our gate.

(d) She was hanging on to each word I spoke.

Directions for questions 5-6: *Each of the following questions has a sentence with two blanks. Given below in the options are four pairs of words. Choose the pair that best completes the sentence.*

5. Not for the last time, the British had grossly _____ the toughness of local fighters, and the very _____ kind of terrain from Europe.

(a) misrepresented; mild

(b) underestimated; different

(c) miscalculated; similar

(d) understood; hostile

6. The complicated processes, which often _____ reason, forced us to become very creative in finding ways to work _____ the challenges.

(a) explained; out

(b) reflected; over
(c) defied; around
(d) beyond; about

Directions for questions 7-8: *Given below are some French words commonly used in English language. What is the meaning of these French words?*

7. Milieu
(a) Millennium
(b) Century
(c) Social Environment
(d) Feudal
8. Gaffe
(a) Blunder
(b) Loud laughter
(c) Iron hook
(d) House

Directions for questions 9-10: *In the following sentences, fill in the blank spaces with the correct word from the options provided.*

9. During the winter, many deer become _____ and die because of a food shortage.
(a) emancipated
(b) enunciated
(c) elevated
(d) emaciated
10. Though fictional, the story of Shylock is not entirely removed _____ Venetian reality.
(a) of
(b) with
(c) from

(d) through

11. Choose the option closest in meaning to the word ‘Qualm’.

(a) Concavity

(b) Misgiving

(c) Amplitude

(d) Repute

Directions for questions 12-13: *Choose the correct option to fill in the blank spaces in the given sentences.*

12. Pipes are not a safer _____ to cigarettes because, though pipe smokers do not inhale, they are still _____ higher rates of lung and mouth cancers than non-smokers.

(a) option……likely to

(b) answer……responsible for

(c) alternative……subject to

(d) preference……involved with

13. The conspirators met _____ in order to plot a(n) _____ against the oppressive governance of Julius Caesar.

(a) aggressively……referendum

(b) clandestinely……revolt

(c) wittily……upheaval

(d) wickedly……invocation

For questions 14 and 15. *Oxymoron is a figure of speech in which two opposite ideas are joined together to form an effect.*

Directions for Questions 14–15: *Identify the Oxymoron*

14. (a) Behave properly

(b) Act naturally

(c) Speak honestly

(d) Drive slowly

15. (a) Original Copy
(b) Small Crowd
(c) Open Secret
(d) All of the above

16. A part of the following sentence is left unfinished. From the alternatives given to complete the sentence, choose the best alternative.

Although these injuries are not fatal, _____

(a) they are not ranked among the top causes of death.
(b) they are certainly incapacitating and tragic.
(c) there is no proof of the same.
(d) they do not get reported.

17. The words in the following pair have a certain relationship with each other. Given in the options are four pairs of related words. Select the pair with the same relationship as the given pair.

Cacophony: Euphony::

(a) Belligerent: Serene
(b) Loneliness: Peace
(c) Horrific: Sympathetic
(d) Nocturnal: Diurnal

18. Choose the option which is the antonym of the word 'Blasphemous'.

(a) Ascetic
(b) Reverent
(c) Inferior
(d) Blarney

IIFT 2016

Directions for questions 1-4: *Use the words in the table below to solve the questions.*

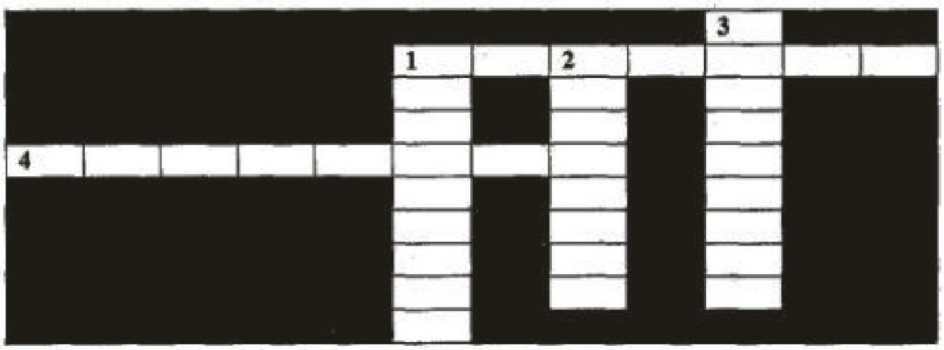
(i) Equipoise
(ii) Assiduous
(iii) Emollient

(iv) Noxious
(v) Nebulous
(vi) Dogmatic
(vii) Tedious
(viii) Obviate
(ix) Espouse
(x) Enigmatic
(xi) Soliloquy
(xii) Tranquil
(xiii) Militate
(xiv) Tenacity
(xv) Endemic
(xvi) Pursuant
(xvii) Encomium
(xviii) Obloquy
(xix) Digitise
(xx) Tousled

1. Complete the crossword using the words from the above table. There are more words than required.

Hint:

1. **Across:** native to or confined to a certain region;
    1. **Down:** balance of forces or interests; **2.** inclined to lay down principles as undeniably true; **3:** attempting to avoid confrontation or anger, calming or conciliatory; **4.** a speech or piece of writing that praises someone or something highly



(a) 1-Across-(ix); 1-Down-(i); 2-(xvi); 3-(xi); 4-(vi)
(b) 1-Across-(iv); 1-Down-(v); 2-(xiv); 3-(xi); 4-(xvii)
(c) 1-Across-(xv); 1-Down-(i); 2-(vi), 3-(iii); 4-(xvii)
(d) 1-Across-(xii); 1-Down-(xiv); 2-(v); 3-(ii); 4-(xi)

Directions for questions 2-4: *Each question has explained the meaning of two words from the above table. Identify the correct matching words from the table.*

2. (a) A formal expression of praise
(b) Take up the cause, support

(a) (a)-(ii); (b)-(xvi)
(b) (a)-(xvii); (b)-(ix)
(c) (a)-(ii); (b)-(viii)
(d) (a)-(iii); (b)-(vii)

3. (a) Devoid of cheer or comfort, dreary
(b) Stubbornly persevering, doggedness

(a) (a)-(vii); (b)-(xiv)
(b) (a)-(vi); (b)-(xiv)
(c) (a)-(x); (b)-(iv)
(d) None of the above

4. (a) Having a softening or soothing effect
(b) Verbal abuse, defamation

(a) (a)-(xii); (b)-(ii)

(b) (a)-(xvii); (b)-(iv)

(c) (a)-(iii); (b)-(xviii)

(d) (a)-(iii); (b)-(ix)

Directions for questions 5-6: *Match the words in Column A with their Antonyms in Column B*

Column A	Column B
(i) Lament	(a) Unique
(ii) Irascible	(b) Unjustified
(iii) Itinerant	(c) Benevolent
(iv) Apogee	(d) Celebrate
(v) Baleful	(e) Secret
(vi) Vexation	(f) Extrovert
(vii) Warranted	(g) Amiable
(viii) Epiphany	(h) Static
(ix) Recluse	(i) Happiness
(x) Archetypal	(j) Nadir

5.

(a) (iv)-j; (vii)-b; (viii)-e; (x)-a

(b) (i)-d; (iii)-h; (viii)-e; (v)-f

(c) (vi)-i; iv)-g; (iii)-b; (ix)-e

(d) (x)-g; (iii)-j; (ii)-h; (vii)-b

6.

(a) (vii)-b; (x)-a; (iii)-j; (ii)-h

(b) (iv)-j; (i)-d; (iii)-h; (ix)-b

(c) (vi)-i; (v)-e; (ix)-f; (iii)-h

(d) (viii)-e; (iv)-j; (vii)-b; (x)-g

Directions for questions 7 to 9: *Etymological description of the 'word' is given in each question. Identify the origin/source of the 'word'*

7. **Debutante (noun)**

The origin of the word dates back to early Nineteenth Century. The word is used to describe a female stage actor making her first public performance.

(a) Portuguese

(b) Italian

(c) Greek

(d) French

8. **Obvious (adjective)**

It means "frequently met with". The origin of the word comes from obvius "that is in the way, presenting itself readily, open, exposed, commonplace," also from obviam (adv.) "in the way", from ob "against" + viam, accusative of via "way", meaning "plain to see, evident" is first recorded in 1630.

(a) Latin

(b) German

(c) Hebrew

(d) Italian

9. **Soccer (noun)**

The origin of the word dates back to 1889 (socca), later 1891 (socker), 1895 (soccer); originally university slang from a shortened form of Assoc., abbreviation of Association in Football Association.

(a) French

(b) English

(c) Arabic

(d) Italian

Directions for questions 10 to 11: *Four words are given in each question, out of which one word is correctly spelt. Find the correctly spelt word.*

10.

(a) Danseus

(b) Dansueses

(c) Densuace

(d) Dacseuse

11.

(a) Norcoctic

(b) Permentant

(c) Pesimist

(d) Acoustic

Directions for questions 12 to 15: *In the following passage, fill in the blank spaces with the most appropriate word from the option provided.*

Come October and you are burnt by mid-day Sun. The storm and the sizzle is particularly __**12**__ as it comes after the relatively cool monsoon months. Though it is hot and muggy, that does not prevent people from coming out on the streets to __**13**__ the traditional festivals. And it must be shopping time also, colourfully decorated showrooms are __**14**__ the passerby to let his hair down, splurge and take a __**15**__ of gifts home for family. After all, the New Year is just around.

12.

(a) traumatic

(b) pleasant

(c) sultry

(d) fantastic

13.

(a) herald

(b) moot

(c) invite

(d) boycott

14.

(a) drawing

(b) exhorting

(c) fascinating

(d) pursuing

15.

(a) token

(b) list

(c) bagful

(d) placement

Directions for questions 16 to 18: *Fill up the blanks with appropriate word (idiom/colloquial) given in the options.*

16. Mark is always eager to argue about how this business should be run. He seems to have a real _____ on his shoulder about it.

(a) Head

(b) Score

(c) Chip

(d) Bluebird

17. Vishnu thought the last problem on the test was a real _____. It was much harder and more complex than any of the previous problems.

(a) Doozy

(b) Whooper

(c) Carp

(d) Snafu

18. I used to be kind of a _____ when I was little, but I lost most of the weight in my teenage years.

(a) Runt
(b) Beanpole
(c) Doughboy
(d) Punk

Answer Key

XAT 2012

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

XAT 2013

1. (a)
2. (d)
3. (b)

XAT 2014

1. (b)
2. (e)
3. (b)
4. (c)
5. (a)

6. (e)

XAT 2015

1. (d)
2. (d)
3. (c)
4. (c)

XAT 2016

1. (b)
2. (e)
3. (a)
4. (c)

IIFT 2012

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

IIFT 2013

1. (c)
2. (b)

3. (b)
4. (d)
5. (a)
6. (d)
7. (a)
8. (b)
9. (a)
10. (d)
11. (d)
12. (d)
13. (a)
14. (a)
15. (d)

IIFT 2014

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

IIFT 2015

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

7. (c)
8. (a)
9. (d)
10. (c)
11. (b)
12. (c)
13. (b)
14. (b)
15. (d)
16. (b)
17. (a)
18. (b).

IIFT 2016

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

Explanatory Notes

WORD LEVEL

XAT 2012

1. Phrase – 'On a wing and a prayer' means without much preparation thus little hope of success. As per meaning of the idiom, Option (a) (High in spirits), Option (b) (Well prepared), Option (c) (Over confident) and Option (e) (Buoyant) disqualify. Option (d) – Under prepared means the same as the idiom hence correct answer is Option (d).

2. As per the blanks provided in the question the first blank should be filled by the present form and the second blank following but should be in past. Option (a) and Option (c) disqualify as the second part are in present form while option (d) and Option E disqualify as the usage of word 'Ever' means all the time is erroneous in context to the sentence.

Option (b) qualifies as the correct option as the first part is in Present and second part corresponding to the blank following 'but' is in Past form.

3. Option (a) and Option (c) are part of the sentence, clearly depicted in the given sentence. Option (b) and Option (d) can be inferred from the line 'a quarter of century later, it was AC Milan's success in Europe that killed it off'. Option (e) is not implied in the given sentence and gives incorrect interpretation.
4. All words forming the pair are antonyms of each other except in Option D.
5. Option (a) and Option (c) disqualify as correct choice as Chef is correct choice to fill the first blank while in options (c) and (e) housefly is hyphenated which gives it incorrect meaning and in option 4 it has space between house and fly. Option (b) only qualifies as correct choice as it consist of correct words to fill both the blanks.

6. Option (d) is the correct choice as it is anonym of the word 'hypothesize' while other options are synonyms.

7. Option (d) is correct choice as Harmony is not synonym of word concurrence.
8. Option (e) qualifies as correct choice as words conservatively correctly highlights the cautious stance of CEO.

XAT 2013

1. (a); Options (b), (d) and (e) disqualify as correct choice because ‘a’ is correct choice for the first blank space because we are talking about the noun for the first time while in thirds blank space ‘the’ is the right choice because fold is collective noun and it is acting in unison as well in the given context, hence option 3 is disqualified as well, thus Option A qualifies as correct choice.
2. (d); Option (c) and Option (e) disqualify as ‘the’ can not fill the first blank as we are talking about noun for the first time. Option (b) is disqualified as well because in the fifth blank space ‘the’ should be used as the noun is being talked about for the third time. Option (a) is disqualified because in seventh blank space ‘a’ should be used as we are talking about bird for the first time hence Option (d) qualifies as a choice.
3. (b); Options (c) and (d) disqualified as correct choice because got preceding ‘Downstairs’ makes it a grammatically incorrect sentence. Options (a) and (e) are disqualified as well because as usual is correct formation in the given context, like is an incorrect usage before usual hence Option (b) qualifies as right choice.

XAT 2014

1. (b); Something can be rejected only if it implies that it did not take place hence ‘apocryphal’ (which means ‘false’) will fill the second blank, ‘Cavalierly’ means ‘haughtily or disdainfully’ and is appropriate for the first blank. Hence Option (b) is the right choice.

2. (e); Options (b) and (c) are disqualified as religion does not fit in appropriately and it lacks the required positive connotation. Option (d) is disqualified as it does not have positive connotation in the word ‘austerity (difficult economic conditions created by government measures to reduce public expenditure)’ which is required to bind the nation. Option (a) is disqualified as well as absence of retribution (punishment inflicted on someone as vengeance for a wrong or criminal act) means that one can not be punished for wrongdoing hence Option (e) qualifies as right choice as ‘recrimination’ means (‘the act of counter-charging’) as it is required to control wrong doings and insight is required as well in the process.
3. (b); Option (a) is disqualified as it only talks about bosonic particles while passage talks about both the bosonic and fermionic particles. Option (c) is disqualified as we nowhere in the passage find the mention of separate treatment of the mentioned excitations. Options (d) and (e) are disqualified as well as the Option (d) digresses from the passage as we see no mention of any attempt to prove such an occurrence for collective excitations and singular excitation while E goes against the last line of the given passage. Option (b) is the logical choice as takes forward the passage in best way by collectively talking about both the excitations.
4. (c); Tone of the passage given here is futuristic and positive hence the word ‘positive development is an apt choice for the first blank. Hence, Options (b) and (e) are eliminated. The passage begins with word ‘Highly’, precise suits ‘Highly’ better than exact. Therefore Option (a) is eliminated. The word notion gives a qualitative context to the passage hence improvement will be used instead of increase or decrease, thus we conclude that Option (c) is the right choice.
5. (a); Options (c) and (e) disqualify as right choice as usage of ‘were’ and ‘could’ make the sentence grammatically incorrect, ’Have’ is the right choice for the first blank as it talks about possession of an attribute or

quality. Option (d) is disqualified as ‘in the’ will precede treatment instead of ‘for’. The subject for last blank is singular, ‘has’ will be used instead of ‘have’ hence Option (a) is the correct choice.

6. (e); All the given choices for the first and are appropriate. For the second blank preceding the word ‘subsumption relation’ ‘a’ would be used as ‘the’ is definite article. In case of third blank ‘but’ is correct choice as the next part following it starts with negation. For the last blank, ‘these’ is a better option as ‘ontologies’ are being compared to specific things. ‘Such’ would imply forms ‘of the kind’ mentioned in the paragraph whereas ‘these’ would imply the very same forms mentioned in the paragraph. Hence Option (e) is the right choice.

XAT 2015

1. (d); Word disapproval has negative connotation and among all the words present in the options only childlike has positive connotation, Hence (d) is the correct choice.
2. (d); Calamitous, catastrophic and cataclysmic mean disastrous. Cacophonic means having an unpleasant sound. Cacographic means bad hand writing and contraindicative means to indicate the inadvisability. Hence Option (d) is the correct option.
3. (c); Speakers can be eminent only meaning outstanding and well recognized not immanent meaning inherent, permanent etc, immanent will fill permanent the second blank as ‘the belief in permanent justice’ makes sense. Third blank can be filled with Imminent meaning it means something is about to happen. Last blank will be filled by eminence meaning a position of great distinction or superiority. Hence Option (c) is the right answer.
4. (c); We are talking about an accused here therefore implied will be used instead of inferred, therefore Options (a), (b) and (e) are eliminated. Faked and separation will respectively fill second and third blanks thus we can conclude that (c) is the correct choice.

XAT 2016

1. (b); Inspect means look at (someone or something) closely, Vivisect means detailed criticism or analysis or the practice of performing operations on live animals for the purpose of experimentation or scientific research.

   We see similar relationship in Option (b), Inquire means ask for information from someone while interrogate means ask questions of (someone) closely, aggressively, or formally. Hence we can conclude that Option (b) is the right answer.
2. (e); The given sentence tries to convey that it is the final outcome that determines the quality of input and other activities involved in achieving the out put. Option (e) tries to convey the similar meaning through this idiom about the significance of final outcome.
3. (a); Option (a) is the correct answer Sobriquet = səʊbrɪkeɪ
4. (c); The behaviours mentioned are not aggressive behaviours hence Option (a) disqualifies, similarly Option (b) is disqualified as well as immorality is not illegal behaviour. (e) and (d) disqualify as these behaviours can not be banned or vetoed. Hence, Option (c) is the right choice.

IIFT 2012

1. Indefatigable means ‘persisting tirelessly, striving’ and Inveterate means ‘possessing a particular habit, interest that is long established’. This is similar to the option Tireless: Habitual. Option (c) is the answer.
2. Misanthrope is someone who hates human beings, humanity. Likewise a Misogynist is someone who hates women.

   Other options – Chauvinist is someone who is highly patriotic; Agnostic is someone who doesn’t believe there is a way to know the existence of God; A witch practices magic. Option (b) is the answer.
3. Arrogate – to attribute, assign to another; Arraign – to bring to a court to

answer to an indictment; Chagrin – marked by humiliation; Conscript – to compel into service; Vacillate – to oscillate or fluctuate. Option (b) is the answer.

4. Ephemeral – Lasting a short time; Ethereal –Spiritual; Aperitif – Alcoholic liquor to stimulate appetite before meal; Candour – Quality of being open and honest; Chimera – dream, delusion. Option (d) is the answer
5. Statement 1. – 'There is so much love between…'- 'between' is used when 2 parties are being talked about.

   Statement 2. – '…since Friday'. It's not 'from Friday'.

   Statement 3. – 'started…from January.

   Statement 4. – '…three…playing among themselves'- More than 2 parties being talked about

   Statement 5. – '…for six months'

   Option (d) is the answer.
6. By dint of means 'because of something'. By virtue of means 'because of something, due to something'. In consequence of means 'by reason of, as the effect of'. In case of means 'If there should happen to be'. The phrases are best used in Option (b).
7. A Metaphor is a figure of speech in which a word or phrase is applied to an object or action to which it is directly applicable. It is a direct comparison. In Option (d), there is an direct comparison made between the person (him) and the lion. Option (d) is the answer
8. An Oxymoron is a figure of speech in which apparently contradictory terms appear in conjunction (e.g. faith unfaithful kept him falsely true). This is seen in Option (a) with 'kind cruelty'. Option (a) is the answer.
9. Puerile means 'youthful, juvenile or silly'. Antonym is 'Adult'. Ambiguous means 'unclear, vague'. Servile means 'Slavery' Option (a) is the answer.
10. Prosaic means 'Commonplace or dull'. Antonym is 'Interesting'. Mundane means 'ordinary'. Predisposed means 'to make someone

inclined towards something'. Option (c) is the answer.

11. 'Exorbitant' means 'Inordinate, outrageous, extreme or extravagant'. Option (a) is the answer.
12. Acquiescence means 'agreement or consent without objection'. Option (b) is the answer
13. Perilous, Hazardous, Precarious mean 'Dangerous'. Copious means 'Abundant' and is the odd one out here. Option (d) is the answer
14. Propitiate, Appease and Conciliate mean 'satisfy/pacify'. Appreciate means 'to value someone or something'. Option (b) is the answer.

IIFT 2013

1. Anthropomorphous means 'resembling human form'. Anachronistic means 'error in chronology in which a person is assigned a date other than the correct one'. Anthology means 'a book or collection of writings by selected authors'. Ascension means 'to rise, climb upwards'. Option (c) is the answer.
2. Cacology means 'poor choice of words'. Ethology means 'study of human character'. Misology means 'hatred of reasoning'. Cryology means 'study of snow or ice'. Option (b) is the answer.
3. All sentences are in future tense. Envisages means 'visualize, foreseen' – fits in well in the blanks.

   'Seeks' does not fit in 4th blank.

   'Hopes' cannot be used without preposition 'for' to make it logically correct.

   'Demands' does not fit in the sentences as the bill, the plan cannot demand what they were meant to be made for. Option (b) is the answer.
4. 'provided' fits in logically and contextually in all blanks. Other options either leave the sentences logically incorrect or incomplete. Option (d) is the answer.
5. Alleviate means 'to make easier, mitigate', aggravate means 'to worsen'.

Relationship is of antonyms. Likewise ‘Elastic’ is antonym to ‘Rigid’. Option (a) is the answer.

6. ’Benevolent’ and ‘Kind’ are synonyms. ‘Unclear’ is synonym to ‘Muddy’. Option (d) is the answer.
7. Polyglot means ‘a person who can speak many languages’. Potable means ‘fit or suitable for drinking’. Plebiscite means ‘vote of voters in an important public related question’. Paramour means ‘illicit lover’. Option (a) is the answer.
8. Hedonist means ‘someone whose life is devoted to pursuit of pleasure’. Culpable means ‘someone who deserves blame of a crime’. Misanthrope means ’Hater of humankind’. Regicide means ‘related to killing of a king’. Option (b) is the answer.
9. To have a jaundiced eye means ‘to have a prejudiced view of something’. Option (a) is the answer.
10. To lose one’s bearings means ‘to feel confused’. Similar in meaning to Option (d) is the answer
11. As busy as a bee is simile because actions are compared to that of a bee, just as hectic. Option (d) is the answer.
12. Amelioration means ‘act of making something better, improvement’. Option (d) is the answer.
13. Gazette is ‘a journal or a newspaper, esp. an official one of an organization or institution’. Option (a) is the answer.
14. Apocryphal means ‘of doubtful authenticity, although widely circulated as being true’. Antonym is ‘authentic’. Audacious means ‘to take bold steps/actions’. Blasphemous means ‘sacrilegious against God’. Option (a) is the answer.
15. Capricious means ‘sudden changes in mood/behavior’. Erratic means ‘Not regular in pattern’. Crafty means ‘clever at achieving one’s dreams by deceitful means’. Consistent is antonym to Capricious. Option (d) is the answer.

IIFT 2014

1. Decrepit means ‘worn out or ruined because of age or neglect’. Option (a) is the answer.
2. ‘Perceive’ and ‘Believe’ are spelled correctly. Option (b) is the answer.
3. Chivalry is ‘common and courteous behavior’. Solicitude is ‘having concern or care’. These are the only 2 correctly spelled words. Solicitude fits better in the blank. Option (c) is the answer.
4. Prevarication means ‘avoidance’, Insinuation means ‘hint’, Preambulation means ‘walk around’, Abrogation means ‘to abolish’. In the sentence, doctor dodged the patient’s question, hence perambulation fits in well. Option (a) is the answer.
5. Mumble means ‘something said indistinctly’, Scribble means ‘something written illegibly’. Option (c) is the answer.
6. We can ruffle a person’s equanimity that is ‘disarrange’ his ‘calmness and composure’. Similarly we can ‘disturb’ the ‘balance of something’. Option (b) is the answer.
7. Expiate means ‘make amends or reparation for any wrongdoing’. Other words have the similar meaning which is to ‘expel, send away to other land, banish’. Option (a) is the answer.
8. Circumlocution means ‘use of many words where a few would do’. Other words have similar meaning which is ‘concise and exact use of words’. Option (b) is the answer.
9. Correct idiom is ‘the bigger they become, the harder the fall’ that justifies the impact of the fall of a big item. Option (b) is the answer.
10. ‘frighten the life out of someone’ means to scare someone to a great extent. Option (d) is the answer.

IIFT 2015

1. Idiom ‘Drive home’ means to emphasize an important point. Option (d) is the answer.

2. Idiom “To have an axe to grind’ means to have a strong personal opinion about something in a way that you want something to happen in that favor. Option (a) is the answer.
3. Carried away means ‘to become overly excited and take things too far’; Carry on means ‘to continue an activity’; Carry out means ‘to put to execution’

   In Option (d) correct idiom would be ‘Carried away’ that is ‘went too far’ with their spending that they become bankrupt this way.
4. Hang on means ‘wait for a short time’; Hung up his boots means ‘to retire’; Hang around means ‘wait around’; Hanging on to means ‘listening very attentively or with attention’.

   In Option (a) correct idiom would be ‘Hang on’.
5. Word ‘Grossly’ has a negative connotation attached. Grossly understood is grammatically incorrect. Grossly misrepresented is incorrect here because toughness of other party is being talked about here and not the British (to represent that) and grossly miscalculated is incorrect too as toughness cannot be calculated but estimated. ‘Underestimated’ fits in the blank perfect and is the correct option. Also in second blank, the very different kind of terrain from Europe was ‘underestimated. Option (b) is the correct answer.
6. Complicated processes can only defy reason and not explain it. To work around is an idiom that means to do something while avoiding setbacks. ‘reflected’ and ‘beyond’ do not fit well in first blank grammatically. Option (c) is the correct answer.
7. Milieu means surroundings, esp. of social or cultural nature. Option (c) is the correct answer.
8. Gaffe in French means Faux pas or a blunder. Option (a) is the correct answer.
9. Emancipated means ‘ free from slavery’; Enunciated means ‘utter/pronounce words in an articulate manner’; Elevated means

"raised up'. Emaciated means 'growing thin due to starvation' is the correct option. Option (d) is the answer.

10. It's a question of correct preposition. Removed means 'to take something away from' and is succeeded by preposition 'from'. Other options are grammatically incorrect. Option (c) is the correct answer.
11. Qualm means 'feeling of doubt or uncertainty about whether you are doing the right thing'.

Concavity means 'a state of being concave'

Amplitude means 'maximum extent of a vibration'

Repute means 'opinion generally held of someone or something'

Misgiving means 'feeling of doubt or uncertainty about whether one is doing the right thing or not'. This is a synonym of Qualm. Option (b) is the correct answer.

12. Sentence talks about Pipes being alternatives to Cigarettes. Other options don't fit in first blank appropriately. In the second blank – 'likely to higher rate', people 'responsible for' higher rates, people 'involved with' higher rates – All are grammatically incorrect 'subject to' fits in well in this blank.
13. 'Plot' is the keyword here. Referendum is a vote in which all country/community members participate; Upheaval is a violent/sudden change or disruption to something; Invocation is an action of invoking someone/something. These cannot be plotted. On the other hand, Revolt means to take action against established government, rebel.

Clandestinely means 'secretly' fits the first blank and …..to **revolt** against the…. fits the second blank. Thus, Option (b) is the correct answer.

14. Option (b). Act naturally is the correct answer because Act means 'any action carried out voluntarily' and Naturally means 'something done instinctively', thus the ideas are contradictory.

Options (a), (c) and (d) do not reflect this relationship.

15. Option (a) Original Copy. Original means 'something not copied' and

Copy means ‘duplicate’. This is an Oxymoron.

Option (b) Small Crowd. Crowd means ‘mass’ and Small. This is an Oxymoron.

Option (c) Open Secret. Secret is meant to be hidden and not revealed and Open. This is an Oxymoron.

All are examples of Oxymoron.

16. Use of conjunction ‘although’ indicates presence of contrasting ideas in the former and latter part of the sentence.

Options (a), (c), (d) do not report the contradictory ideas in the sentence.

Option (b). Although injuries are not fatal, they are certainly incapacitating and tragic completes the sentence most reasonably

17. Cacophony is a negative word that means ‘harsh or discordant sound’ and Euphony has a positive connotation that means ‘quality of being pleasing to ears’. Thus, the 2 words are antonyms to each other with first one having negative and latter having positive connotation.

Belligerent means ‘hostile & aggressive’ and Serene means ‘calm and composed’. Words are opposite in meaning and carry negative & positive connotations respectively.

Loneliness and Peace are not related in their respective definitions.

Horrific means ‘causing horror’ and Sympathetic means ‘resulting from sympathy’, are not antonyms to each other.

Nocturnal means ‘active during night’ and Diurnal means ‘active during day’, both are antonyms but both are Neutral in connotation. This option is close but not the correct option.

Belligerent and Serene, Option (a) is the correct answer.

18. Blasphemous means “An act of disrespect towards something sacred”

Ascetic is “Someone who abstains from normal pleasures of life and denies himself material satisfaction”

Reverent is “An act of showing deep respect”

Inferior is “Someone of lower rank, status or quality”

Blarney is “A talk to charm, flatter someone”

Blasphemous and Reverent are antonyms. Option (b) is the correct answer.

IIFT 2016

1. (xv) “Endemic” means ‘belonging exclusively or confined to a particular place’ – Fits in Blank 1 Across

(i) Equipoise means ‘balance of forces or interests’ – Fits in Blank 1 Down

(vi) Dogmatic means ‘Inclined to lay down principles as undeniably true’ – Fits in Blank 2

(xvii) Encomium means ‘Speech to praise someone highly, piece of extol’ – Fits in Blank 4

Thus, Option (c) is the correct answer.

2. (xvii) Encomium means ‘Speech to praise someone highly, piece of extol’

(ix) Espouse means ‘to take up the cause, support’

Option (b) is the correct answer.

3. (vii) Tedious means ‘devoid of comfort; tiresome’

(xiv) Tenacity means ‘relentless, stubborn’

Option (a) is the correct answer.

4. Emollient means ‘having quality of softening or smoothening the skin’

Obloquy means ‘strong public condemnation’

5. Apogee means the highest point in development of something, astronomically it is the furthest point in orbit of moon around earth. Nadir means the lowest point or most unsuccessful point in a situation.

Warranted means to justify or necessitate. Unjustified is the antonym.

Epiphany is a moment of sudden or great revelation. Secret is the antonym.

Archetypal means very typical of a certain kind of person. Unique is the antonym. Option (a) is the answer.

6. Vexation is a state of being annoyed, worried. Happiness is the antonym.

Baleful means ‘threatening harm’. Benevolent means ‘kindly and well meaning’.

Recluse means ‘a person who lives in aloof and enjoys time with himself’. Extrovert on contrary is ‘a person who is outgoing and enjoys people around’.

Itinerant means ‘travelling from place to place’. Static is the antonym. Option (c) is the correct answer.

7. Origin of word “Debutante” is French. Option (d) is the correct answer.
8. Origin of word “Obvious” is Latin. Option (a) is the correct answer.
9. Origin of word “Soccer” is English. Option (b) is the correct answer.
10. “Danseuse” is a female ballet dancer. Option (d) is the correct answer.
11. “Acoustic” means ‘Relating to sound or the sense of hearing’. Option (d) is the correct answer.
12. Words hot and muggy are used to describe weather- a negative connotation

Options “Pleasant” and “Fantastic” can be eliminated.

“Sultry” means ‘hot and humid’ (of a weather) and is a subtle word to use in this context.

“Traumatic” is a very strong word to use in this context. Option (c) is the correct answer.

13. “Moot’ means ‘Subject to debate’, “Boycott” means ‘to avoid; to ignore” – both words don’t make a meaningful fit in the sentence. “Invite” does not fit in grammatically. “Herald” means ‘something seen as a sign for something to happen’. Option (a) is the correct answer as it fits in well in the answer.
14. Usage of words “drawing”, “fascinating” and “pursuing” does not make the sentence meaningful.

“Exhorting” means ‘to strongly encourage’ and fits in perfect to make sentence meaningful.

15. “Bagful of gifts” fits in perfectly.

Usage of other words is inappropriate in

16. Correct idiom is ‘A real chip on his shoulder’. It means to the act of holding a grudge which leads to continuous dispute. In the sentence, Mark has a real chip on his shoulder over the argument on how his business should be run, he is always eager to argue about it. Option (c) is the correct answer.
17. “Whooper” is a Swan and “Carp” is a fish. Both are irrelevant here.

    “Doozy” means unique.

    “Snafu” means ‘a confused a or a chaotic state’. It fits in well in this sentence as the problem was hard to solve.

    Option (d) is the correct answer.
18. “Runt” is a small pig. “Beanpole” is a stick to support Bea plant. “Punk” is a worthless person. “Doughboy” means a rounded, like dough, body. It fits in well in this context. Option (c) is the correct answer.

SECTION

4

Paragraph Jumbles

This section will help you in the following ways:

- In the chapter on Paragraph Jumbles (PJ), you would learn to identify the ten types of relationships on the basis of which you can identify the correct sequence of jumbled paragraphs. Along with that you would also get a huge number of practise questions and solved examples on all types of paragraph jumbles. These question types is very important for the CAT examination.
- In the chapter on PJ exercises, you would get a chance to practise two types of PJ questions.
- LODs and CAT paper exercises in Block II would help you to practise sentence completion questions.

1 Theory

BLOCK

CHAPTER 14: Paragraph Jumbles

CHAPTER 15: Practice Exercises on Paragraph Jumbles

In this block through the theory of paragraph jumbles you will learn:

1. The standard process of solving paragraph jumbles questions and
2. The nine types of logic structures used in paragraphs.

This is followed by an exercise of solved examples actually illustrating this entire process through step-by-step explanations of high quality PJ questions.

You are advised to go through the theory closely and use it to extend your basic understanding of language in all your reading activity.

Chapter 15 contains a practise exercise of 25 questions on this topic as a precursor to the solving of the exercises on the various difficulty levels on this topic. Take it as a test and see what kind of score you are getting in it to decipher how much basic work you need to do.

14 Paragraph Jumbles

Paragraph jumbles (PJ), as the name itself suggests, consist of sentences not arranged in a logical sequence. A choice of arrangement of the sentences is given from which the candidate has to choose the most logical sequence which would be the most appropriate for conveying the message of the passage. This is a test of the student's logical ability, his/her language interpretation ability, and depth in vocabulary. It also tests the student's comprehension abilities since the solving of a para jumble involves very often, the grasping of diverse messages from a wide range of topics.

Before you go through the specific theory of this chapter, make sure that you have completed the 'Ten Step Approach to Improving your Reading Skills' explained in Part I of this book.

Solving a question of this nature is both an art and a science. Art because it requires the specific usage of skills under various conditions and science because there are certain thumb rules that exist, which can be used effectively to improve one's ability to solve paragraph jumbles.

Needless to say, it helps if the student is an avid reader of various kinds of books and magazines. In general, the more diverse the exposure to different texts of varied nature in terms of subjects, authors, writing styles, etc. the better will be your ability to solve paragraph jumble questions. The student is advised to develop his reading habits in such a

way that he incorporates varied subjects like philosophy, psychology, sciences, medicine, astronomy, metaphysics, management, finance, marketing, etc. Please re-read the portion about the process of improving reading habits given in the reading comprehension section of the book. This is a very important activity if you want to do well at paragraph jumbles. Before we move ahead, let us illustrate to you the importance of having wide reading habits. Consider the following example. Arrange the given sentences in the correct sequence:

A. He rung the doorbell.

B. Ramu's school bell rung at precisely 1:35 p.m.

C. He rushed home as he was very excited about the present waiting for him at home.

D. His mother opened the door.

E. He reached home at 5 minutes past two.

What is your answer?

Is it BCEAD? Most people reading this question will get it right. The reason—the topic described in the passage is so simple and the exposure to something like this so common that there is no strain on the mind. Most readers will be able to logically structure the sequence of events described in the paragraph jumble above. Hence, the chances of error will be remote, and will arise only if you were not focused enough while solving the passage.

Now consider this example:

1. This book has grown out of an attempt to harmonize two different tendencies, one in psychology, the other in physics, with both of which I find myself in sympathy, although at first sight, they might seem inconsistent,

A. They make psychology increasingly dependent on physiology and external observation, and tend to think matter as something much more solid and indubitable than mind.

B. Their world consists of "events," from which "matter" is derived by a

logical construction. Whoever reads, for example, Professor Eddington's "Space, Time and Gravitation" (Cambridge University Press, 1920), will see that an old-fashioned materialism can receive no support from modern physics.

C. On the one hand, many psychologists, especially those of the behaviourist school, tend to adopt what is essentially a materialistic position, as a matter of method if not of meta-physics.

D. Meanwhile the physicists, especially Einstein and other exponents of the theory of relativity, have been making "matter" less and less material.

E. I think that what has permanent value in the outlook of the behaviourists is the feeling that physics is the most fundamental science at present in existence.

7. But this position cannot be called materialistic, if, as seems to be the case, physics does not assume the existence of matter.

1. BECAD
2. DBECA
3. ADBCE
4. CADBE

Getting this correct will be a different kettle of fish. The reason—the topic is one where your exposure is much lower and this makes the structuring of the idea much more difficult. In the CAT and other aptitude tests, this is more likely to be the level of complexity of paragraph jumbles that you are likely to encounter. In case you are not exposed to ideas and writing of this level, you are likely to face a lot of difficulties while solving questions of this level.

Another important way through which diverse reading habits help is that it enhances the skills of finding clues and links within sentences—a skill which is very important to solve paragraph jumbles.

In order to understand the science of solving paragraph jumble questions, we need to first understand the reasons for the creation of paragraphs:

The Cream of the Piece

A paragraph is a collection of sentences and normally, is used to convey a concise idea within a larger idea structure of a passage. In general, paragraphs can be either top heavy or bottom heavy. A top heavy paragraph is one which conveys its main idea at the start of the passage—and then it tapers off in its content; while a bottom heavy paragraph has its main idea towards the end of the paragraph with the start of the paragraph being usually light in content. In our experience, top heavy paragraphs are much more common than bottom heavy paragraphs in general English writing.

STANDARD PROCESS FOR SOLVING PARAGRAPH JUMBLE QUESTIONS

A PJ question has to be solved using the following four step process, which occur automatically one after the other. One step leads to the next and so on:

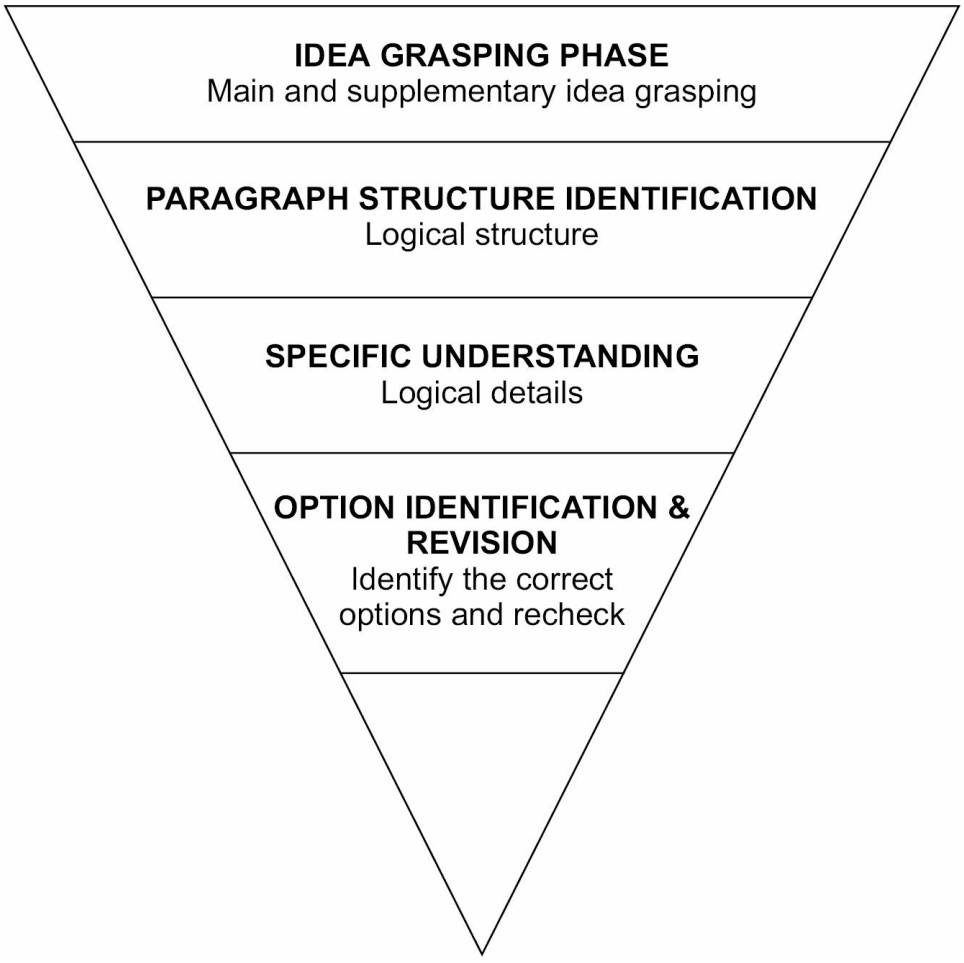


Fig. I4.1 The Inverted Triangle Method

Step 1: Idea Grasping Phase

In the **idea grasping phase,** the focus has to be on identifying the main and supplementary ideas which constitute the message being conveyed by the paragraph. This gives us a clear picture of the main and the supplementary themes running through the paragraph.

Step 2: Paragraph Structure Identification Phase

In the **paragraph structure identification phase,** try to identify the logical structure used in the paragraph. The seven structures of a paragraph are detailed below. Perhaps, this is the most critical phase of the solving process. A correct identification of the logical structure of the paragraph will ensure that you look for the correct clues in the next two phases of the solving process. During this phase, try to develop an inkling about the author's tone and style of writing and try to discover the structure and style which the author uses to present his/her ideas.

Step 3: Specifics Understanding Phase

In the **specifics understanding phase,** we try to fit into the logical structure identified above, the minor details of the key words used. Identify the logical sequence of the sentences and also try to fill in the minor gaps in your understanding of the jumbled sequence.

Step 4: Incorporation Phase

Finally, in the **incorporation stage,** integrate the ideas presented in the sentences in your own thought process and try to apply them in a structured logical string to test whether the chosen sequence conveys the idea or theme accurately to the reader.

Analyzing a sentence jumble to understand how it should be correctly constructed can be compared to dismantling a machine to understand how it was built. We may stop occasionally and reassemble parts of it to review

what we just did and then proceed again to dismantle and assemble more of it. During this process, the understanding proceeds from the specific to the generic and vice-versa. The inverted triangle method aptly represents what we have just tried to explain.

WHAT TO LOOK FOR WHEN YOU SOLVE PARAGRAPH JUMBLES

The Nine Types of Structures used in Standard Writing within Paragraphs

There are certain standard structures used for the writing of paragraphs (in fact for the presentation of ideas). The following being the standard structures of paragraphs, they are also usually the dominant ideas or clues to look for in various types of paragraph jumble questions. (What you need to be clear about at the outset is that a single paragraph might use one or more of these types of writing.) These are:

(1) Cause & Effect
(2) Generic to Specific
(3) Contrast
(4) Parallelisms
(5) Idea—Explanation/Elaboration
(6) Chronological (based on the time dimension)
(7) Action Sequence
(8) Idea Transformation
(9) Idea Reiteration

The Cream of the Piece

Notice the similarity between the theory of Paragraph Jumbles and that of Reading skills development in the first part of the book. Isn't it to be expected that these are almost the same categories as those given under the heading 'Idea Organization' under the reading skills development part of Part I of this book? It further goes to emphasize our constant advice—that the entire English section (VA and RC) is based on your ability and skillfulness at reading. Hence, the best way to improve your scores in this

section is to improve your reading skills.

A paragraph jumble question will normally exhibit one or more of the above types of writing within the paragraph.

Let us now take a closer look at each of the above types. While doing so, please take care to remember that these rules of paragraph jumbling are at best, thumb rules, i.e., they have to be applied flexibly. You will have to correlate multiple rules while trying to solve a single question. One of the most common reasons for mistakes is that students have a tendency of solving a question on the basis of one or two rules, where more apply. Just because one of these rules fits in, it does not mean that what it points to will be the answer. Typically, in a PJ question, the correct answer will be supported by more than one thumb rule. Let us now explore the different types of structures listed above, one by one:

Type 1: The Cause & Effect Structure As the name itself suggests, the cause and effect paragraph consists of two parts—the cause, leading to the effect.

The typical structure of this paragraph is:

A, hence B or A causes B (where A and B are ideas such that A is the cause and B is the effect.) Paragraphs of this nature will normally contain defining words like: hence, because, causes, leads to (for more key words refer to the chapter of sentence completion, where cause and effect is explained in the context of a single sentence.) These words will segregate the effect from the cause.

The Cream of the Piece

In cause-effect paragraphs, you will see the effect following the cause in most cases.

In other words, the cause precedes the effect. (Again, remember this is only a thumb rule and is not a rigid one. You will have to apply it using your own discretion and in the context of the overall writing style of the author.) Let us look at a few examples.

1. The governance of the Ashoka dynasty was amongst the most efficient of its time. **(Cause)**
2. It led to the elimination of crime and created a general feeling of security in the masses. **(Effect)**

Type 2: Generic to Specific In this structure of paragraph, the author talks about a generic idea and then backs it up with specific examples of the same. The flow of this type of paragraph is always from the general to the specific —the idea to the example.

1. Economic justice demands a diminution, if not a total abolition, of the proportion of the national income which goes to the recipients of rent and interest. **(generic statement)**
2. But when the holders of railway shares are given government stock to replace their shares, they are given the prospect of an income in perpetuity equal to what they might reasonably expect to have derived from their shares. **(Specific example)**

Type 3: Contrast As the name itself suggests, this is based on the contrast or opposite of one idea against another. In such presentations of ideas, there is a transformation from one point of view, to the opposite point of view. Typically, both the points of view are presented with equal force and the author does not give away his/her biases towards either of the opposite points of view.

This type of paragraph is often signified by a turnaround point between two parts of a paragraph. The turnaround point is signaled by words such as: but, on the other hand, as against, however, although, etc. These indicate a transformation from one point of view to the other.

1. In the late nineties, Brian Lara strode the cricket field like a colossus—an all conquering batsman who had few equals in the history of the game.
2. However, his presence was not enough to inspire his West Indian team mates, resulting in one of the worst periods of West Indian cricket coinciding with Lara's extraordinary artistry at the crease.

Type 4: Parallelisms In such kind of writing, you will come across two parallel points of view presented one after the other. Normally, you would find key words such as: likewise, similarly, just as, equally, in the same

manner, etc.

1. The investigators directly assessed relations between racial attitudes and values and argued in favor of linkages to two clusters of values.
2. One of these clusters, individualism, corresponds to the Protestant ethic values emphasized in discussions of symbolic racism.
3. The other cluster, communalism, which emphasizes concern about community and the well being of others, has been neglected by theorists of symbolic racism, as has the idea that these values' conflicting implications for racial attitudes produce ambivalence on the part of white Americans.

(In the above sentence sequence, statements 2 & 3 are talking about parallel concepts, one after the other.)

Type 5: Idea-Explanation/Elaboration/Completion One sentence will present an idea and then it is either explained in detail or elaborated (expanded) or completed in the subsequent sentence/s.

I (a) I was lucky.

(b) The bus driver applied the brakes a meter or two away from my car.

II (a) The theory of the legitimate use of force in human affairs, where a government exists, seems clear.

(b) Force should only be used against those who use force against others, or against those who will not respect the law in cases where a common decision is necessary and a minority are opposed to the action of the majority.

Type 6: Chronological (based on the time dimension) As the name itself suggests, successive sentences will be demarcated on the basis of the time dimension. Normally, successive sentences will take you further along in time (although you might also have paragraphs which go back and forth in time). All action sequences have chronological sequences involved. However, chronology is not just used to illustrate action sequences.

1. Sigmund Freud, the oldest child of a second marriage of Jacob Freud, the Jewish owner of a small cloth mill in the little Austrian town of Freiberg, was born on 6 May 1856.

2. Owing to the changes brought about in weaving by the industrial revolution, in 1860, Jacob Freud moved to Vienna and there set up as a cloth merchant.

Type 7: Action Sequence Action sequences depict a set of actions, logically connected to each other. (The example used above where Ramu goes back home from school, would qualify as a typical action sequence.) Note, that in normal circumstances, the action sequence will have a chronological sequence involved.

Type 8: Idea Transformation In this presentation, a concept is introduced in the first sentence and the following sentence draws from that concept (in fact it directly refers to it) and presents a new dimension associated with the concept. Note, that the key difference between this type and the idea-elaboration type is that the latter elaborates and explains the idea introduced in the initial part of the sequence, while this type uses the idea presented in the start of the sentence sequence and portrays a totally different dimension to it.

Considered the following examples. The 'component parts' referred to are used in two different contexts.

1. If this sense of humanity came into being in the course of evolutionary history, then it must have component parts, and they in turn, must be identifiable.
2. It is my conviction that we are beginning to identify these components, that we can see the gradual emergence of humanness in our evolutionary history.

Type 9: Idea Reiteration Sentence sequences which use this structure of argumentation will start of by giving a point of view, followed by one or more sentences reiterating the fact. Consider, the following example:

I (a) Sachin was one of the best batsmen of his time.

(b) In fact, he was so good that his team hardly ever lost a match.

II (a) By definition, any model necessarily abstracts from and simplifies reality.

(b) But the model of competitive equilibrium is a travesty of reality.

Type 10: Question–Answer As the name itself suggests, in such sentence sequences, the answer to a question follows the question.

1. What was this dreadful little book?
2. Its name in Italian is Il Principe, in English, The Prince.

Now go through the following real life Paragraph Jumble questions to get a feel of how to apply the above principles in real time problem solving. These examples will illustrate to you the above points in ample details.

SOLVED EXAMPLES

Directions: *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. In the twentieth century, John Maynard Keynes has been the most important scholar working in the tradition of the classical political economists.

A. But his interest, like theirs, was in the analysis of the great issues of his day, the greatest of which in the inter-war period was not growth but unemployment, a problem so acute at the time that in desperation, the Germans turned to Hitler and to fascism.

B. The very future of Western democracies was placed at risk.

C. Keynes was concerned not just to understand unemployment intellectually, but to put forward practical suggestions as to how the problem could be solved.

D. This does not mean that he agreed with everything they wrote.

6. He believed fervently that, for all its faults, Western liberal democracy offered the best hope for the world, and he saw himself working to save it.

1. DCBA
2. BACD
3. BCDA
4. DABC

In the above paragraph, the starting sentence is already defined. The sentence sequence 1DA is using a double contrast — a kind of flip flop argument. Statement D opposes (contrasts) the idea of 1, while statement A

again contrasts the opposition of D. In this question, recognizing this structure is sufficient to get to the correct answer, which is 4.

A similar structure of argumentation (**using a double contrast**) can be used in diverse situations. Consider the following examples:

I. 1. In the 1990s, Sachin, one of the greatest batsmen of all time, dominated cricket like never before.

2. This does not mean that he always performed in every innings of his.

3. But his mere presence was enough to strike fear and awe in the minds of all bowlers in the opposition.

II. 1. The Indian economy is on a growth path never experienced before.

2. This does not mean that all the problems inherent to the Indian economy over the past half century have been eradicated.

3. But, there is a definite movement towards alleviating these problems.

In fact, as a student trying to improve your language ability, you should recognize that all language used today operates on standard structures such as these. Having as wide an exposure to these nuances will help you develop an internal instinct towards identifying these structures. You should try to develop your perception on these dimensions as you develop your reading habits.

Coming back to the question above, the sentence sequence AB is using a cause and effect structure. The effect of the future of Western democracies being placed at risk was caused by the Germans turning to Hitler and fascism.

A. A transplant from my younger brother, Philip, effectively gave me a second life.

B. Feeling that whatever years I now had ahead of me were a bonus, I initiated the exploration of the western shore of Lake Turkana.

C. I was lucky.

D. Following our first tentative prospecting came remarkable finds, some of them technically stunning, some emotionally thrilling.

E. The discoveries were worth waiting for, as I shall recount.

1. EDCAB

2. ABDCE

3. BCDEA
4. CABED

In the above question, the sentence sequence CA uses an idea-elaboration structure, while from A to B it is a cause and effect sentence sequence. Sentence sequence ED is also in the form of an idea elaboration, where E introduces the idea of the discoveries, while D elaborates the same.

1. For centuries, philosophers have dealt with aspects of humanness, of humanity. But, surprisingly, there is no agreed-upon definition of the quality of humanness.

A. It is my conviction that we are beginning to identify these components, that we can see the gradual emergence of humanness in our evolutionary history.

B. But if this sense of humanity came into being in the course of evolutionary history, then it must have component parts, and they in turn, must be identifiable.

C. Those who tried to define humanness found themselves moulding Jell-O: it kept slipping through the fingers.

D. It hardly seemed necessary, partly because it appeared so obvious: humanness is what we feel about ourselves.

6. I am therefore perplexed by, and impatient with, a popular alternative view that is championed by several scholars.

1. ABCD
2. DCBA
3. BCDA
4. CBDA

In the above question, the key sentence sequence is the BA sequence, which is in the form of an idea transformation, since B introduces the concept of the component parts, while A refers to these components in a different context altogether. Hence, the correct answer is 2.

A. Economists see the world as a machine.

B. A very complicated one perhaps, but nevertheless a machine, whose workings can be understood by putting together carefully and meticulously, its component parts.

C. A lever pulled in a certain part of the machine with certain strength will have regular and predictable outcomes elsewhere in the machine.

D. The behaviour of the system as a whole can be deducted from a simple aggregation of these components.

1. ABDC

2. ABCD
3. ACBD
4. ADBC

The sentence sequence AB is in the form of an **idea elaboration**, while the sentence sequence DC is in the form of **generic to specific**. Hence, the correct answer is 1.

1. The benefits of growth are plain to see.

A. But in recent decades, some people have begun to question the foundations of classical and orthodox economics on the question of growth, asking whether its benefits are being wisely used and distributed and, at a more fundamental level, whether its costs, particularly in environmental terms, do not outweigh the benefits.

B. What may be termed the Green critique of growth is powerful.

C. More precisely, the word 'critique' should appear in the plural, for there are a number of quite different dimensions to it.

D. No single source of intellectual authority exists within the movement, and environmentalism embraces many different strands of opinion.

6. All of them require, in different ways and with different degrees of intensity, alterations in behaviour and in the priorities which as a society, we attach to the various outcomes.

1. ABCD
2. BCDA
3. CDAB
4. DBCA

The sentence sequence 1A represents a contrast while the sentence sequence BCD represents an idea elaboration. Hence, the correct answer is 1.

1. "We have many bones to show you," promised Kamoya as we unpacked the belly of the plane.

A. I joked, and we all laughed at the improbable prospect.

B. "You will like the hominids."

C. I knew I would.

D. "Skeletons?"

6. With evening upon us, we drank beer by the mess tent; the darkness fell quickly, as it always does this close to the equator.

1. BCDA
2. BDCA
3. BACD
4. BCAD

The joke referred to in A is obviously referring to the question "Skeletons?" The structure used in DA is an idea completion. Hence, DA is one sentence sequence. Although that is enough to give us an answer, the sentence sequence BC is another one in the idea completion format. Option (1) is correct.

A. Competitive advantage is not something which falls from the skies like manna from Heaven.

B. However, according to orthodox economic theory, this should not happen, since if any single firm were able to gain an advantage at any point in time, competitive forces would rapidly ensure that this state of affairs would be purely temporary.

C. It has to be created and earned, but once earned, it can be used to ensure a position of enduring dominance.

D. Economic competition between companies, particularly large ones, bears a strong resemblance to this military world.

1. ABDC
2. BCDA
3. BCAD
4. DACB

The sentence sequence AC is one where the idea (competitive advantage) is elaborated, while CB uses a structure of a contrast. The sentence D can only come before the sequence ACB, since it is an introduction sentence, drawing a parallel from the military world (which must have been talked about before this sentence sequence. Hence, option (4) is correct.

A. Contemporary orthodox economics is isolated.

B. And its methodology, despite the pretensions of many of its practitioners, is isolated from that of the physical sciences, to whose status it none the less aspires.

C. It is isolated from its roots in the late eighteenth and early nineteenth centuries, when economists were by no means afraid to theorise, but did so purely to illustrate and understand the great practical issues of the day.

D. Its method of analysis is isolated from the wider context of society, in which the economy operates, and which Adam Smith believed to be of great importance.

1. ADCB

2. BDCA
3. CDBA
4. ACDB

The sentence sequence ACDB is an obvious case of idea elaboration. Hence 4.

A. Fear of destitution is not a motive out of which free creative life can grow, yet it is the chief motive which inspires the daily work of most wage-earners.

B. The hope of possessing more wealth and power than any man ought to have, which is the corresponding motive of the rich, is quite as bad in its effects; it compels men to close their minds against justice, and to prevent themselves from thinking honestly on social questions, while in the depths of their hearts they uneasily feel that their pleasures are bought by the miseries of others.

C. Then a great fear would be removed from the lives of the many, and hope would have to take on a better form in the lives of the few.

D. The injustice of destitution and wealth alike, ought to be rendered impossible.

1. ABCD
2. BDAC
3. BCDA
4. ABDC

The sentence sequence AB uses a parallelism between the two motives of working (‘Fear of destitution’ for the poor and ‘the hope of possessing more wealth and power than any man ought to have’ for the rich). DC uses a cause and effect structure, where C is the effect of the cause of rendering impossible the injustice of destitution and wealth.) Hence, the answer will be 4.

A. Few men seem to realise how many of the evils from which we suffer are wholly unnecessary, and they could be abolished by a united effort within a few years.

B. With goodwill, generosity, intelligence, these things could be brought about.

C. If a majority in every civilised country so desired, we could, within twenty years, abolish all abject poverty, quite half the illness in the world, the whole economic slavery which binds down nine tenths of our population; we could fill the world with beauty and joy, and secure the reign of universal peace.

D. It is only because imagination is sluggish, and what always has been is regarded as what always must be.

1. CDBA

2. ACDB
3. BCDA
4. BDCA

The sentence sequence AC uses an idea elaboration structure. B obviously has to come later than C in the paragraph since the ‘these things’ referred to in it are defined in sentence C. (Note: ‘These things’ in sentence C refer to the abolition of poverty, and of half the illnesses in the world, removal of economic slavery and the consequential filling of the world with beauty and joy.) The sentence D does not quite fit in, however, its placement becomes a non issue due to the options available. The correct answer is obviously option 2.

A. Thus, while not in any way seeking to deny the existence of serious poverty and hardship in many developing economies, present accounting conventions underestimate their per capita incomes precisely because they do not take account of economic activity which takes place outside the market.

B. In a subsistence economy, a great deal of food production, for example, will never be bought and sold in the market, but is consumed by the community in which it is produced.

C. Its value is therefore, not reflected in the national accounts of these economies.

D. In developing economies, a far higher proportion of total transactions takes place within the household compared to those in the money economy.

1. DBCA
2. DBAC
3. DCAB
4. DABC

Sentence D introduces the idea, while BC is an example of the idea. Hence, the idea example structure operates in DBC. Further, A is an idea completion sentence, completing the sentence sequence in DBCA.

A. But this point is so obvious that it needs no elaboration.

B. I am not prepared to maintain that economic justice requires an exactly equal income for everybody.

C. It would be utterly absurd to maintain that the men who inherit great wealth deserve better of the community than those who have to work for their living.

D. Economic injustice is perhaps the most obvious evil of our present system.

E. Some kinds of work require a larger income for efficiency than others do; but there is economic

injustice as soon as a man has more than his share, unless it is because his efficiency in his work requires it, or as a reward for some definite service.

1. ABCDE
2. DCBEA
3. CDBAE
4. BACDE

In the above question we see a mixture of two levels of idea elaboration (as seen in the sentence sequence DC as also in BE). Further, the sentence sequence BE follows up the idea introduced and elaborated in DC.) Thus, the correct option is 2.

The Cream of the Piece

Tips for solving PJ questions

The following techniques would be of further help to you in focussing on:

1. **Finding the starting sentence:** One of the keys to solving a question correctly is the location of the starting sentence. Very often, a paragraph jumble question will get solved only by identifying the starting sentence. In the context of the types of sentence sequences used in writing paragraphs, the starting sentence can be identified as the first part of one of the ten types. (For example, the cause will mostly be the starting sentence in a typical cause and effect sentence structure. Similarly, the starting idea in a sentence sequence involving a contrast is likely to be the starting sentence of the paragraph.)
2. **Locating the "topic sentence":** Mostly, one of the sentences in a paragraph will introduce the main topic of the paragraph. This sentence will give us the key to the entire paragraph. Very often, the topic sentence might be the clue to the first sentence of the passage, but that is not an absolute rule.
3. **Finding the general theme:** Finding the general theme or main idea from the jumbled sentences may require some skill, but careful reading can reveal which idea is the central or the main one, and can be found if it is most frequently used or when most of the other sentences relate to it.
4. **Finding logical relationships:** Once you have found the general theme, you should relate the ideas and opinions found in the sentences and place them in a logical sequence. You can look for the interrelation of ideas in the sentences to form a whole. Supporting facts, words or phrases that signal emphasis or a shift in thought, and the relation of one idea to another—for example, the cause and effect relationship, help in finding the logical relationship and thus give clues about the structure of the paragraph.
5. **Finding the concluding sentence:** The concluding sentence will normally wind up the argument, without leaving any loose ends.

A PRACTICAL GUIDE TO PARAGRAPH JUMBLES

PROBLEM SOLVING

Let us now analyze all the above points with the help of the following solved CAT questions, to make the whole theory very clear.

Consider the following question:

1. What does the state do in a country where tax morality is very low?

a. It tries to spy upon the tax payers.

b. It investigates income sources and spending patterns.

c. Exactly what the tax authorities tries to do now even if inconsistently.

d. It could also encourage people to denounce to the tax authorities, any conspicuously prosperous neighbours who may be suspected of not paying their taxes properly.

6. The ultimate solution would be an Orwellian system.

(a) BACD

(b) DBAC

(c) ABCD

(d) DCBA

As is seen in the above question, we know that the government here is seeking to solve the problem of tax evasion & looking at the options available for doing so. So the first thing to look for in this jumble is either the starting or the finishing sentence, as we know that the general theme is tax evasion.

Keeping that in mind, the sentence ‘D’, starting with “it could also……..”, shows that this sentence is not the first as it talks of other options of solving the problem before it. The use of the word ‘also’ here shows that there are other sentences before it. Similarly the sentence ‘C’, starting with the word “Exactly”, also illustrates that it is trying to corroborate a fact previously talked about. So that leaves us with only ‘A’ or ‘B’ as the starting sentences. Since spying is the aim of the government and the sentence ‘B’ directly extends the answer given in ‘A’, it is the more

logical option as the first sentence in the paragraph. This is followed by sentence ‘B’, which is just an illustrative restatement of statement ‘A’ and which is corroborated by sentence ‘C’, finally ending with sentence ‘D’, which has to be the last sentence since the paragraph ends with the mention of the “Orwellian system” which was largely about people supplying information to the authorities about others. So ABCD is the correct answer.

Here, it is important to note that if you had good reading habits, you might have been aware of the Orwellian system and would have thus been able to logically solve the jumble faster and more accurately due to your prior knowledge of the subject than a student who has not been reading widely. This again strengthens our previous emphasis on varied reading and its usefulness.

15 Practice Exercises on Paragraph Jumbles

TYPE 1

The first line[A] of each question is fixed. Arrange the other four lines in a logical sequence.

Question 1:

A. As the recession deepens, people across the ideological spectrum declare that capitalism has failed.

B. Yet, recessions are not aberrations of capitalism but an intrinsic part of it.

C. A bust is an occasion for cleaning out deadwood and failed experiments, and re-inventing capitalism.

D. Almost every economic news report carries Countries in recession words like ‘crisis’ and ‘disaster’.

E. Markets create boom and bust cycles, arising from human tendencies to swing from euphoria to fear and back.

(a) ECDB

(b) EDCB

(c) DBEC

(d) BECD

(e) DCEB

Question 2:

A. Two decades ago, economist Jerry Muller chronicled never-ending predictions of the demise of capitalism, by its friends as well as foes.

B. The Great Depression of the 1930s provoked further predictions of capitalism's demise.

C. Lenin harboured similar illusions: his 1916 book was titled Imperialism: the Last Stage of Capitalism.

D. In the 1850s, Karl Marx claimed capitalism was dying.

E. Rosa Luxemburg wrote in The Accumulation of Private Capital (1913), "Though imperialism is the historical method prolonging the career of capitalism, it is also a sure means of bringing it to a swift conclusion."

(a) DECB

(b) CBDE

(c) CDBE

(d) DEBC

(e) DCEB

Question 3:

A. Building new towns is the key to raising productivity of the Indian economy as well.

B. Expensive real estate makes education and health care costly as well.

C. This jacks up the cost of quality healthcare and education, and these higher costs feed into business costs, affecting India's competitiveness in the global marketplace.

D. Right now, artificial shortage of urban land has put a premium on

the cost of real estate.

E. Office rentals, hotel accommodation, land for factories, all these cost the earth and add to the cost of the goods and services emerging from these expensive sites of production.

F. Hospitals and schools in urban areas will find that upwards of 50 per cent of their capital cost is accounted for by real estate.

(a) DECBF

(b) BCDEF

(c) DCEFB

(d) DEBFC

(e) CBEFD

Question 4:

A. In other words, instead of more "reservations", with the resentment that breeds, let us make it easier for minorities to join the police.

B. Unless young people from minorities see that the police service offers real career opportunities and a good quality of life in the workplace; they will not overcome their negative perceptions.

C. In India, the promotion of minority police personnel at senior and middle levels and using them as visible symbols of the police force would constitute a powerful model to the minority community.

D. The fact that, in many Western countries, there are several officers from the visible minorities now at senior officer rank, sends a powerful message to these communities.

E. But let's not stop with recruitment; we also need to focus on the retention and progression of minority officers.

(a) EBCD

(b) EBDC

(c) DCEB

(d) DBCE

(e) ECDB

Question 5:

A. So when fear happens, just become totally aware and don't get identified with that thought.

B. You feel insecure because you have a concept of what is security and from that concept you are seeing life.

C. Anything that does not fit that concept makes you insecure.

D. With wordless awareness, just watch.

E. This is called objective watching.

F. This watching will not allow the previous fears to have a snowballing effect.

(a) DFECB

(b) DFCBE

(c) DFEBC

(d) CDEFB

(e) CDBFE

Question 6:

A. I'm a huge fan of Vikas Swarup's novel, one of the most delightful reads I've enjoyed in years.

B. He's rescued by a female lawyer who gets him to tell his life story and explain how he, an uneducated slum kid, knew the answers to such difficult questions.

C. But he has retained the novel's structure and premise, and Danny Boyle has brought its spirit alive in a way that i believe even Swarup would appreciate.

D. Screenwriter Simon has changed pretty much all of Swarup's stories,

introduced a romantic element and even re-baptised the hero.

E. It's about an orphan boy called Ram Mohammed Thomas who is about to win a TV quiz show based on *Kaun Banega Crorepati* and is arrested on suspicion of having got that far by cheating.

F. Ram then tells a number of stories, each of which explains how he knew what he happened to know.

(a) EBFDC

(b) EDEBC

(c) CEDBF

(d) FEBCD

(e) ECDFB

Question 7:

A. According to Defence Secretary Gotabaya Rajapaksa, the troops close to PTK, the last remaining LTTE-held town at that time, passed on information about the two aircraft even before the radars detected them.

B. The Tiger craft flew over Mannar and Wilpattu en route to Colombo. It was their normal route. The troops would have captured the LTTE planes within days, and the LTTE had acted before they lost the craft on the ground."

C. The Defence Ministry said each aircraft was loaded with explosives weighing 215 kg and added that the pilots failed to drop any bomb.

D. He said: "The LTTE may have used a straight road in their last stronghold for taking off as the outfit had lost all the airstrips to the troops during the past few months.

E. There was no explanation as to how the two light-wing aircraft managed to make their way from PTK to the heart of the national capital and come within metres of their purported targets.

(a) CDEB

(b) CDBE

(c) DBCE

(d) DBEC

(e) CBDE

Question 8:

A. Over a span of less than two years, some have been displaced at least a dozen times and are haunted by memories of sleepless nights spent in bunkers, constant bombardment and an uncertain future.

B. The worst nightmare for them was the possibility of forcible recruitment of their young boys and girls by the Tigers as the military began to corner them from mid-2008.

C. Reporters who visited the village heard horror tales of innocent citizens caught in the crossfire.

D. Every one of the 500-odd families in the village has gone through more or less the same trauma.

E. The choice before them was the known devil, the Tigers, and the unknown deep sea, the military.

(a) CEBD

(b) CEDB

(c) CBED

(d) CDBE

(e) CBDE

Question 9:

A. US President Barack Obama made a significant commitment to reversing the previous president's attitude towards combating climate change earlier this week.

B. The California regulations would force automakers to reduce vehicle emissions by a third by 2016, four years before new federal standards

take effect.

C. The move would increase fuel efficiency by as much as eight miles per gallon.

D. If, as expected, California receives permission from the EPA to move ahead, it would mean that both US and other automakers would have to produce cars that are more fuel-efficient than current models.

E. He directed the Environmental Protection Agency (EPA) to reconsider allowing the state of California to set stricter fuel-emission standards on vehicles than federal limits.

(a) BCDE

(b) EDCB

(c) EDBC

(d) ECBD

(e) CDEB

Question 10:

A. Under the US Clean Air Act, the state of California is allowed to petition the federal government for a waiver to set its own stricter standards for tailpipe emissions and fuel economy.

B. Thirteen states have joined California in applying to the EPA, while three others have said that they will impose the standards if the waiver is granted.

C. The move has not been popular with American carmakers, who successfully argued to the Bush administration that rising standards would cripple the industry.

D. Other states can choose to adopt California's standards or stick with federal rules.

E. That accounts for nearly half the country's auto market, thus forcing car manufacturers worldwide to conform to stricter standards.

(a) BDCE

(b) DBEC
(c) DCBE
(d) DBCE
(e) CDBE

Question 11:

A. Indians and Pakistanis are the same people.
B. The idea of India is stronger than the Indian, and the idea of Pakistan weaker than the Pakistani.
C. Why then have the two nations moved on such divergent arcs over the last six decades?
D. India has progressed into a modern nation occasionally hampered by backward forces. Pakistan is regressing into a medieval society with a smattering of modern elements.
E. Multi-religious, multi-ethnic, secular, democratic India was an idea that belonged to the future; one-dimensional Pakistan was a concept borrowed from the fears of the past.

(a) CBED
(b) CBDE
(c) DECB
(d) DBCE
(e) EDCB

Question 12:

A. As the country copes with the aftermath of the horrors of Mumbai, the hard work of reconstruction, of rebuilding—of reimagining our country has begun.
B. The victims of the killers were from every faith, and Indians of every religion have stood united in their anger and determination.
C. And yet it was just the weekend before the attacks that the PM had urged

senior police officers not to widen “the fault lines in our society” and to act to “restore the faith of the people—especially those belonging to religious and ethnic minorities and the weaker sections—in the impartiality and effectiveness of the police.”

D. One genuine cause of satisfaction must be that there was no demonisation of our Muslim minority, which the terrorists must have hoped to provoke.

E. His words reflected a real conundrum: the general public feels it is not adequately protected against the random violence of terrorists, but every pro active policing effort seriously alienates India’s largest minority community.

(a) DCBE

(b) DEBC

(c) EDBC

(d) DBCE

(e) BCDE

Question 13:

A. Instead, we saw the majority of Sikhs stay loyal to their country, as a largely Sikh police force, led by a charismatic Sikh officer, K.P.S. Gill, ably combated the minority of Sikh terrorists, while the Indian state orchestrated a democratic political process which brought elected Sikh leaders to power in Punjab.

B. Obviously, we cannot infuse a significant number of Muslims into these forces overnight.

C. There are well-known historical and sociological reasons that explain why Muslims are under-represented in the country’s police forces, the Central Reserve Police and crucial gendarmeries like UP’s Provincial Armed Constabulary.

D. There is absolutely no reason why a similar approach cannot work with the Muslim community, the overwhelming majority of whom are

proud and loyal Indians.

E. To do so we must start by getting more Muslims into the security forces.

(a) DEBC

(b) DECB

(c) EDCB

(d) ECBD

(e) CDEB

Question 14:

A. The one advantage that people of peace have over war-mongers is numbers.

B. You can be as private or outspoken as you wish.

C. But those around you will know that you are for peace.

D. If enough people turned into peacemakers, war could end.

E. When the time is right and enough people participate, critical mass can change the world.

F. The programme for peacemakers asks you to follow a specific practice every day of the week. It takes only a few minutes.

(a) EDBCF

(b) DCBEF

(c) DEBCF

(d) DEFBC

(e) BCEFD

Question 15:

A. The film will be released in India, both in its original bilingual version and in a version dubbed in Hindi, in January.

B. There is even a scene involving human excrement that is both revolting and hilarious. But this is not, despite all of that, an exercise in the pornography of poverty.

C. Slum life is depicted with integrity and dignity, and with a joie de vivre that transcends its setting.

D. It was filmed in large part with small hand-held digital cameras on location in Dharavi and in the Juhu slums, and the mounds of garbage, the cesspits, the overflowing drains are all very present.

E. It is easy to see why this movie would appeal to international cinegoers in a way that a bleaker film like *City of Joy* could not.

F. One fair warning to Indian viewers: its depiction of Indian poverty and slum life is searingly real.

(a) FDBEC

(b) FDBCE

(c) EFDBC

(d) EBDCF

(e) CBEFD

Question 16:

A. I saw the film in New York with an audience made up largely of Indian expatriates.

B. Danny Boyle reacted to that charge by pointing out that his Scottish characters in Trainspotting were also conniving, unprincipled and ruthless, and that he happened to like to depict people like that.

C. And the film's hero, played by the teenage British Indian actor Dev Patel with a look that combines intensity and expressiveness and yet seems utterly genuine, is as sincere a protagonist as you could hope to find.

D. In the enthusiastic discussion that followed, only one person reacted negatively, saying that the film seemed to show all Indians as conniving, unprincipled and ruthless, and that the only compassionate people in the film were a pair of white tourists who give Jamal some money.

E. Something tells me that most Indian viewers will take this in stride—we live in a land largely devoid of larger-than-life heroes, and we have

learned to take human beings as they are, which is to say, as grossly imperfect.

(a) DBEC
(b) DCEB
(c) EDCB
(d) BCED
(e) EDCB

Question 17:

A. She was undergoing treatment for pneumonia at the time, when the radiologist had raised an alarm and sent her to a cardiologist.

B. Even in my dazed state, I remember wondering how it was at all possible that a well-built woman like Angel could shrink to half her size within a day of being in hospital.

C. It was absurd, insane.

D. Within an hour, she was in hospital and our carefree, happy little world came crumbling down like a house of cards.

E. The bony woman lying helplessly in that sterile hospital room with strange machines blinking around her wasn't my Angel at all.

(a) DBEC
(b) DBCE
(c) DECB
(d) DEBC
(e) CBED

Question 18:

A. Lead researcher Eden King says that a study has revealed that people, who support diversity programs, have changing attitudes in times of economic strife.

B. "The reality is, diversity programs and disadvantaged groups may be the

first to go in times of economic uncertainty.

C. This causes real problems for people of socially disadvantaged groups," she says.

D. King points out that competition for fewer jobs and resources often increases tension among workers, and may especially affect minority groups.

E. The study also suggests that those in hiring positions may be less likely to hire a minority job applicant in an economic downturn, she adds.

(a) EBCD

(b) EDBC

(c) DCBE

(d) DCEB

(e) CBED

Question 19:

A. But the problem is that politics has power; religion has only love, peace and the experience of the divine.

B. Religion has no mundane power like nuclear weapons and atom bombs and guns; its dimension is totally different.

C. It is just like a beautiful rose flower: its beauty, poetry, its dance makes life worth living, gives life meaning and significance.

D. Politics can easily interfere with religion; and it has been interfering all along, to such an extent that it has destroyed many religious values which are absolutely necessary for the survival of humanity and life on this Earth.

E. Religion is not a will to power; religion is a search for truth. And the very search makes the religious man humble, simple, innocent.

(a) EBDC

(b) EDCB

(c) DBEC

(d) BDEC

(e) DCBE

Question 20:

A. Sufism is among the easiest and a unique path to achieve ultimate flowering.

B. The association of the master is satsang, and the world of the master is satnam or the only scripture.

C. Thus, the entire edifice of the Sufi path rests on the Master.

D. It is not a religion but the way... It is the art and science of correct living through a systematic understanding and following of austerities.

E. This path has three pillars which form the basis: Meditation; master and the remembrance; Zikr qulb or repeating the remembrance at the heart centre; tasubbre sheikh or remembrance of the master and marakba or meditation.

(a) DCBE

(b) DECB

(c) CEDB

(d) DEBC

(e) CBED

Question 21:

A. The word Master does not refer to a specific person.

B. As an individual you cannot see beyond your understanding.

C. And as you are, you cannot envision a master.

D. This is the state of spiritual awareness.

E. This is the reason the masters appear from time to time to manifest that state of awareness, the light absolute and the path laid down by other masters.

(a) DBCE
(b) DECB
(c) BCDE
(d) CBED
(e) CEDB

Question 22:

A. As a novelist myself, i wondered about the changes made to the book on its way to the screen.

B. In particular, novels can afford to digress in ways that the attention span of movie audiences cannot accept: a film requires one clear over-arching narrative, fewer characters to keep straight, and a common thread from beginning to end.

C. But some of the changes were arguably unnecessary: I lamented, in particular, the loss of *Ram Mohammed Thomas* and his mongrelised *Amar-Akbar-Anthony* exemplifying of Indianess.

D. But above all, Danny Boyle's *Slumdog Millionaire* is the work of an artist at the peak of his powers.

E. Some i could understand; cinema and novels are distinct art forms, and what works well in one medium does not necessarily translate well into the other.

F. I hope that people will both read the book and see the movie to savour the differing strengths of Swarup's original premise and Danny Boyle's transcreation of it.

(a) EDCBF
(b) DCEBF
(c) EBCFD
(d) CFEDB
(e) CFBDE

Question 23:

A. It was time for Tina's annual art show 'Harmony' and Jaya did the honours of inaugurating the same.

B. Giving Tina all the support she needed was her camera-shy husband Anil her son Jai and her mother-in-law Kokilaben.

C. And of course, supporting the show and Tina's tireless efforts were a huge number of art lovers and her friends and well-wishers.

D. Reema Jain met Jaya warmly, and the two spent some time talking. Adi Godrej and Harsh Goenka made time out for Tina, and congratulated her on her efforts.

E. Devieka and her mother took a round of the gallery as did the other guests that included Gulshan Grover, Siddharth Jaideep and Seema Mehrotra and Gauri.

F. Joining Jaya was her son Abhishek, looking cool in his crop cut and a black jacket with jeans. But what was cooler was the way he embraced Tina with a warm hug.

(a) FBCDE

(b) FCBDE

(c) EDCBF

(d) DFEBC

(e) DBCEF

Question 24:

A. The space shuttle and its crew of seven blasted off Sunday just as the sun was setting.

B. NASA is thrilled to see Discovery finally on its way.

C. That's because Discovery needs to be gone from the space station before a Russian rocket lifts off to put a fresh crew at the space station March 26.

D. The shuttle is carrying a final set of solar wings for the space station that

the astronauts will install.

E. A hydrogen leak Wednesday scrapped the first launch attempt. Before that, valve concerns kept postponing the flight that was originally scheduled to launch in mid-February.

F. Because of the delays, the mission has been shortened by a day and one of four spacewalks has been dropped.

(a) BDCEF

(b) BDECF

(c) DBEFC

(d) DBECF

(e) EDCBF

Question 25:

A. However, following the collection of evidence and material used by the attackers, and their subsequent verification by the forensic laboratories, the charge sheet puts down, officially and conclusively, what has been reported in the media and stated by officials in the past three months.

B. In doing so, it debunks conspiracy theories such as the one that Anti-Terrorism Squad chief Hemant Karkare was killed by some "other" groups because of his investigations into the September 29, 2008, Malegaon blast case.

C. Investigating officials said they put together the charge sheet on the basis of the evidence collected from the boat, that the terrorists hijacked the five targeted sites and approximately 150 eyewitness accounts.

D. For instance, it categorically states that the men came from Pakistan, and that it was the LeT that planned and executed the attack.

E. It details the sequence of events and the entire operation in each location.

(a) DECB

(b) DEBC

(c) DCEB
(d) DBEC
(e) CBDE

TYPE II

The first line[A] and last line [F] of each question are fixed. Arrange the other four lines in a logical sequence.

Question 1:

A. The estimate on the number of civilians has been a matter of debate for over six months.
B. The government contested both these figures as vastly exaggerated and estimated the number to be 75,000.
C. Neutral observers are now veering round to the view that the government figure appears more reliable.
D. The United Nations and other international agencies projected a figure of 2.5 lakhs.
E. The LTTE has consistently maintained that the figure is above four lakhs.
F. It is improbable for more than a lakh people to be present in LTTE-controlled territory, which is shrinking with every passing day.
(a) EDCB
(b) EDBC
(c) BCED
(d) DEBC
(e) BEDC

Question 2:

A. First, take five minutes to meditate for peace.
B. Allow them to radiate from your stillness out into your body.
C. Bring into your mind anyone against whom you have a grievance and let

it go.

D. Close your eyes.

E. Put your attention on your heart and inwardly repeat the words: peace, harmony, laughter, love.

F. Then introduce the intention of peace in your thoughts. After a few moments of silence, repeat this prayer: let me be loved, happy and peaceful; let my friends, my perceived enemies, all beings in the world be happy, loved, and peaceful too.

(a) CBED

(b) CDEB

(c) EBDC

(d) DEBC

(e) DBEC

Question 3:

A. India is fast losing its low-cost position. In Mumbai, executive compensation levels for the financial sector are higher than in London, rental costs are above those in New York and electricity is dearer than in Tokyo.

B. The software sector will have to aspire to be the poet, not just the scribe. Indian exports of its own software, or licensing of its own intellectual property (IP), amounted to only about $450 million in the year ending March 31, 2007.

C. Increasingly, Indian companies will have to do more with their intellectual resources.

D. As Azim Premji, chairman of Wipro, mentioned, in the crucial IT sector, cost arbitrage is one entry point but the continued growth of the sector will have to be based on quality.

E. Indian companies will need to evolve from their low-cost position.

F. This is a tiny fraction of India’s IT service exports. India’s IT sector must

go beyond “renting out IQ and start creating IP” if it is to compete in the face of ever-rising costs.

(a) BDCE

(b) EDCB

(c) DBCE

(d) ECDB

(e) BCDE

Question 4:

A. The Defence Ministry proudly proclaimed that the two LTTE-improvised, Czech-manufactured Zlin-143 aircraft were brought down by anti-aircraft fire within an hour of their detection.

B. The body of the second pilot was found near the wreckage of the aircraft at Katunayake.

C. The air raids surprised political and diplomatic circles in Colombo, considering that on the day of the air raids the LTTE was confined to an area of less than 100 sq km.

D. Incidentally, the air raids coincided with the visit of Sir John Holmes, U.N. Under-Secretary-General for Humanitarian Affairs and Emergency Relief Coordinator, for a first-hand assessment of the crisis triggered by the war.

E. The first craft crashed into the rear of the building housing the Inland Revenue Department, opposite the Air Force headquarters, killing the pilot and two persons in the building, three storeys of which were damaged, and injuring 45, including two airmen.

F. In the course of his interaction with the media, Sir John hinted at efforts by neutral parties to reach a settlement between the LTTE and the government for safe passage for the trapped civilians.

(a) EBCD

(b) CDEB

(c) BECD

(d) EBDC

(e) CDBE

Question 5:

A. The political head of the LTTE, B. Nadesan, urged the international community to affect a ceasefire and initiate a political solution as a priority rather than insist that the LTTE lay down arms.

B. There is no evidence to suggest that the LTTE is concerned about the safety and welfare of civilians in the war zone.

C. The government is not prepared on the ground to deal with the internally displaced.

D. In an appeal to the heads of the co-chair countries, he said: “When a permanent political solution is reached for the Tamil people, with the support and the guarantee of the international community, the situation will arise where there will be no need for the arms of the LTTE.”

E. The Sri Lankan government dismissed it as “hilarious.”

F. Samarasinghe told the Human Rights Council in Geneva on March 3 that over 36,000 people trapped in the Wanni had managed to escape the LTTE and flee the theatre of conflict.

(a) BCDE

(b) EDBC

(c) CBED

(d) DEBC

(e) DECB

Question 6:

A. However, the ground realities are far from satisfactory.

B. However, at the moment only one camp, which can accommodate 500

families, is ready. The rest are housed in schools and other public buildings.

C. To give one example, minutes away from the model village, several hundred people are housed in a school.

D. The government has been talking for months about its preparedness to accommodate the displaced in temporary camps.

E. A group of foreign and local media personnel who were flown in to the government "model village" on the outskirts of Vavuniya returned with the impression that the government was simply not geared to meet the gigantic task.

F. The visiting journalists were taken to the school after they insisted on looking at least one other facility. Each classroom in the school is packed with at least 40 persons. Their belongings are kept on benches along the walls.

(a) BCDE

(b) EDBC

(c) BCED

(d) DEBC

(e) EDCB

Question 7:

A. The government is working on a project close to the model camp to create facilities to accommodate more people.

B. Informed sources suggest that shortage of funds is a serious hurdle.

C. The authorities are not sure how long it will take to complete the facility.

D. There is no clarity at the moment on how long the people will stay in the camps.

E. On paper, the government is gearing up to accommodate 200,000 displaced people.

F. The government's argument is that it will take time to rebuild infrastructure and remove landminesbefore the people can return to their original places.

(a) BCDE

(b) BDCE

(c) CEBD

(d) CEDB

(e) CBDE

Question 8:

A. Given that the Indian armed forces have an overwhelming dependence on Russian defence equipment, the news that Russia has grounded its entire fleet of MiG-29 aircraft due to structural defects and subsequently found a large percentage unsafe to fly is ominous.

B. And in a larger context, this is the latest in a series of developments over the past few years that suggest it is time for India to diversify its sources of defence equipment.

C. Russia's defence manufacturing base is facing shortfalls in capabilities and capacities, leading to contract deadline overruns and increased costs, as seen repeatedly in the case of the Gorshkov.

D. The immediate implications for India are worrying. The IAF operates over 60 of the aircraft and is in the midst of procuring 45 more to fly off the much-delayed Admiral Gorshkov and indigenous Cochin-built carriers.

E. Poor quality and a lack of spare parts only worsen the situation, as do its moribund R&D facilities which compel it to rely on technology dating back to the 1970s and 1980s

F. India's ambitious plans to upgrade its military technology and the changing profile of its requirements mean that it can no longer afford to persist with a strategy that depends on Russia as its primary supplier.

(a) CEBD
(b) DBCE
(c) BDCE
(d) CEDB
(e) DBEC

Question 9:

A. Obama allows federal funding for stem cell research in the US. The controversy in America over the ethics of using embryonic stem cells to heal the sick hasn't deterred US President Barack Obama from making a new policy announcement.

B. By issuing an executive order on March 9, Obama has reversed George W Bush's policy that no federal funding would be available to promote research in human embryonic stem cells.

C. Stem cells are undefined cells present in adults; they are also found in abundance in embryos and umbilical cord blood.

D. Though all stem cells have the potential to heal—because they can be coaxed to grow into specific kinds of tissues or organs with cloning technology—it is embryonic stem cells that have greater potential on account of their ability to grow into virtually any body part.

E. Will the US Congress now allow taxpayers' money to be used for human embryo experiments involving their creation and destruction, overturning the legislative ban it has been renewing every year since 1996?

F. That's why researchers prefer to work with embryonic stem cells that have greater scope than adult stem cells with their limitations.

(a) BEDC
(b) CDBE
(c) EBCD
(d) BECD

(e) BCDE

Question 10:

A. Embryonic stem cells are controversial because the embryos are discarded once the cells are extracted from them. Critics object to creation of embryos for the purpose of harvesting their cells.

B. Researchers are sourcing these to-be-discarded embryos for stem cells, and not creating new ones for the purpose.

C. The other objection is that the technology could be used in human reproductive cloning.

D. However, given the growth of infertility treatments and with more people opting for assisted reproductive techniques, fertility clinics end up with more embryos than they require.

E. Fears of reproductive cloning—as opposed to therapeutic cloning—are unfounded, too, since the US, like most countries, expressly prohibits it.

F. The Indian Council of Medical Research has laid down guidelines on stem cell research, following a proposal to set up a national apex committee for this purpose.

(a) DBCE

(b) BDCE

(c) CEDB

(d) CEBD

(e) DBEC

Question 11:

A. Giving a new twist to probe into Mumbai attacks, Pakistan is now alleging that there were “elements in India” who helped carry out the strikes and wants its investigators to be provided access to them.

B. In what could further delay the prosecution of Mumbai attackers, the

paper said Pakistan is also seeking DNA samples of the terrorists involved in the strikes and more information about contacts made by them through the internet.

C. In its report, Pakistan has sought results of DNA tests on Ajmal Kasab and the nine other attackers killed by Indian security forces so that these could be matched with their family members, if any, in Pakistan, the sources said.

D. "There is a strong realisation in Pakistani security agencies that without the help of elements in India, the Mumbai crime could have not been committed," official sources were quoted as saying by the Dawn newspaper on Tuesday.

E. Pakistan's investigation report into the Mumbai attacks, which was reviewed on Monday at a meeting of the Defence Committee of the Cabinet chaired by Prime Minister Yousuf Raza Gilani, would be sent to New Delhi in a couple of days, the paper quoted these officials.

F. Pakistan wants information about weapons used by the terrorists and details of mobile phone calls made by them and taped by Indian security agencies.

(a) BCDE
(b) EDCB
(c) DBEC
(d) DECB
(e) CBDE

Question 12:

A. Pakistan also wants information regarding IP addresses from which emails were sent to attackers by the alleged perpetrators, the sources said.

B. An FIR would be registered in a "couple of days" and this would also make the contents of the Pakistani report public, the paper said quoting sources.

C. It wants India to provide details about people who were reportedly killed by the terrorists when they illegally entered the country's territorial waters.

D. The government has described the information provided by India as "insufficient" to reach a logical conclusion and to bring the perpetrators to justice.

E. The Pakistan government on Monday decided to register a case against the perpetrators of the Mumbai attacks to bring them to justice in accordance with Pakistani laws.

F. An official statement issued on Monday said further queries would soon be sent to India.

(a) CEBD

(b) BDEC

(c) CEDB

(d) EDBC

(e) CBDE

Question 13:

A. This is not the only fallout of switching to bio-fuels.

B. Obama's new energy plan, which backs a greater use of ethanol, could worsen the situation.

C. In the US, government subsidies have ensured that nearly 30 million tonnes of maize have been diverted for the production of ethanol.

D. Many American farmers are also switching to maize production from other crops.

E. Several studies have found evidence of a link between spiraling food prices and increased acreage for crops used to produce bio-fuel.

F. This has led to an increase in global food prices, particularly of wheat.

(a) CDEB

(b) EBDC

(c) DCEB
(d) EBCD
(e) EDBC

Question 14:

A. The current situation does not warrant such large-scale diversion of land and resources to produce bio-fuels.

B. Given the global recession, there is little likelihood of oil prices soaring soon. So there is no immediate need to rush to substitute oil.

C. From a peak of $147 a barrel last year, oil prices are now below $40.

D. The electric car is an innovation that could significantly cut down the world's dependence on oil.

E. Instead the world should be looking at developing long-term replacements for fossil fuels.

F. What we need is more research to make electric cars that can run longer on a single charge and are also competitively priced.

(a) BCDE
(b) EDCB
(c) CBED
(d) CDEB
(e) BCDE

Question 15:

A. But Obama, while acknowledging that Detroit's auto majors would see the move as an added burden on an ailing industry in the short term, made clear that the way forward was to embrace green technology.

B. Such political commitment to fight climate change seems lacking in India. Attempts to set fuel emission standards have been stymied by inter-agency squabbling on exactly how such norms should be set.

C. It was only with the recent intervention of the Prime Minister's Office

that a consensus was reached.

D. Fuel economy regulations will go some way in reducing India's import bill since we import 78 per cent of our oil.

E. In doing so, he has sent a clear signal that his administration is prepared to act on climate change even in the face of opposition from interest groups such as the car industry.

F. The government should follow Obama's example and act quickly to fight climate change and cut oil imports.

(a) DEBC

(b) EBDC

(c) EBCD

(d) DBCE

(e) ECDB

Question 16:

A. Why does the institution of the arranged marriage survive in India in this day and age? The India I am talking about in this case includes the educated middle class, where the incidence of arranged marriages continues to be high and more importantly, is accepted without any difficulty as a legitimate way of finding a mate.

B. Twenty years ago, looking at the future, one would have imagined that by now, the numbers of the arranged marriage types would have shrunk and the few remaining stragglers would be looked down upon as belonging to a somewhat primitive tribe.

C. The answer lies partly in the elastic nature of this institution, and indeed most traditional Indian customs that allows it to expand its definition to accommodate the needs of modernity.

D. So today's arranged marriage places individual will at the heart of the process; young men and women are rarely forced to marry someone against their wishes.

E. But this is far from being so.

F. The role of the parents has moved to that of being presiding deities, with one hand raised in blessing and the other hand immersed purposefully in the wallet.

(a) BEDC

(b) BECD

(c) CDBE

(d) CDEB

(e) CBDE

Question 17:

A. The arranged marriage of today is more clearly manufactured but it also offers a more certain outcome.

B. In the West, the curiously antiquated notion that it is the prerogative of the man to propose marriage makes for a situation where the promise of marriage is tantalisingly withheld by one of the concerned parties for an indefinite period of time.

C. Indeed, going by Hollywood movies, it would appear that to mention marriage too early in a relationship is a sure way of scaring off the man.

D. So we have a situation where marriage is a mirage that shimmers on the horizon frequently, but materialises rarely.

E. Online matrimonial sites are full of young professionals seeking matches on their own, knowing that what is on the table here is not a date but the promise of marriage.

F. The mating process becomes a serial hunt with the man doing the pursuing to begin a relationship and the woman taking over the role in trying to convert it into something more lasting.

(a) EBCD

(b) CDEB

(c) EBDC
(d) DEBC
(e) DBEC

Question 18:

A. At a more fundamental level, the idea that romantic love is the most suitable basis for a long-term relationship is not as automatic as it might appear.

B. For a long time, in a lot of cultures, and even now in some, marriage too is a relationship we do not personally control.

C. This view of marriage works best in contexts where the idea of the individual is not fully developed. People live in a sticky collective and individuality is blurred.

D. Marriage is the only significant kinship tie that we enter into by choice.

E. We don't choose our parents, our relatives or our children—these are cards that are dealt out to us.

F. A young Saraswat Brahmin boy, earning in four figures was sufficient as a description and one such person was broadly substitutable with another.

(a) BCDE
(b) DBCE
(c) BDEC
(d) DEBC
(e) CEDB

Question 19:

A. As the role of the individual increases and as dimensions of individuality get fleshed out in ever newer ways, marriage must account for these changes.

B. In contexts where communities fragment and finding mates as a task

devolves to individuals, romance becomes a natural agent of marriage.

C. For, the greater emphasis on the individual has also meant that personal needs and personal growth come to occupy a privileged position in every individual's life.

D. The trouble is that while the device works very well in bringing people together, it is not intrinsically equipped to handle these individuals over time.

E. The idea of romance makes the coming together of individuals seem like a natural event. Mutual attraction melts individuals together into a union.

F. Falling in love becomes infinitely easier than staying in it as individuals are no longer defined primarily by the roles they play in marriage.

(a) EBCD
(b) EBDC
(c) DCEB
(d) ECBD
(e) BCDE

Question 20:

A. So we have a situation where people fall in and out of love more often, making the idea of romance as a basis of marriage not as socially productive as it used to be.

B. In a world where our present has become a poor indicator of our future, the idea of arranging marriages continues to hold charm.

C. Of course, the arranged marriage has its own assumptions about what variables make this contract work and these too offer no guarantees.

D. It keeps the headiness of romance at bay, and recognises that romance and the sustenance of a socially constructed long-term contract like marriage do not necessarily converge.

E. Romantic love seeks to extend the present while the arranged marriage aims at securing the future.

F. Whether it is cloaked in tradition as it is in India or in modernity as it is elsewhere, the institution of marriage needs some help.

(a) CBED

(b) EDCB

(c) DEBC

(d) BCED

(e) EDBC

Question 21:

A. The Indian state was founded on equality and equity: political equality through democracy, religious equality through secularism, gender equality, and economic equity

B. India, therefore, saw land reforms and the abolition of zamindari. Pakistan has been unable to enforce land reforms.

C. India and Pakistan were alternative models for a nation-state. Time would determine which idea had the legs to reach a modern horizon.

D. Economic equality is a fantasy, but without an equitable economy that works towards the elimination of poverty there cannot be a sustainable state.

E. The two strands within Pakistan's DNA began to slowly split its personality.

F. The father of the nation, Mohammed Ali Jinnah, thought he had produced a child in his own image, but his secular prescription was soon suppressed.

(a) DBCE

(b) BDEC

(c) DBEC

(d) BDCE

(e) CBDE

Question 22:

A. After some debate, the first Constitution in 1956 proclaimed Pakistan as an “Islamic” state.

B. The principal institutions of state, and the economy, remained largely in the control of the secular tendency until, through racist prejudice, arrogance and awesome military incompetence it was unable to protect the integrity of the nation.

C. No one cared (or dared) to examine what it might mean.

D. The crisis of 1969–1971, and the second partition of the subcontinent, which created a Muslim-majority Bangladesh out of a Muslim-majority Pakistan, forced Pakistan to introspect deeply about its identity.

E. It was an uneasy compromise.

F. Perhaps the last true secularist of this Islamic state was the Western-Oriented-Gentleman Zulfikar Ali Bhutto, who came to power in 1971, preached emancipation from poverty and did not mind a spot of whisky in the evening.

(a) BDEC

(b) CEBD

(c) ECBD

(d) ECDB

(e) CDBE

Question 23:

A. If it had been only a question of an individual’s excesses Zia’s death could have been a swivel moment for the restoration of the pre-Zia era, particularly since his successor was Benazir Bhutto

B. There are now over 20,000 of them, with perhaps two million students,

most (not all) of them controlled by extremists.

C. The children of Gen Zia are now threatening Islamabad. Sometimes a simple fact can illuminate the nature of a society.

D. Worse, prompted by thoughtless advice, Benazir engineered the rise of the Taliban and helped it conquer Kabul.

E. But in the quarter century since his sudden death by mid-air explosion, no one in Islamabad has had the courage to change the curriculum or challenge the spread of the madrassas.

F. During the 2005 earthquake, male students of the Frontier Medical College were stopped by religious fanatics—their elders—from saving girls from the rubble of their school building.

(a) EDCB

(b) EBDC

(c) BDEC

(d) DCEB

(e) DBCE

Question 24:

A. For six decades, power in Pakistan has teetered between military dictatorship and civilian rule.

B. Men like Baitullah Mehsud, Mangal Bagh and Maulana Faziullah are a very different breed from the mullahs who have already been coopted and corrupted by the system.

C. When the credibility of civilians was exhausted the people welcomed the army; when the generals overstayed their welcome, the citizen returned to political parties.

D. How long before the poor and the middle classes turn to the theocrats waiting to take over? The state has already handed over a province like Swat to Islamic rule.

E. Pakistan is facing a dangerous moment, when the credibility of both the

military and politicians seems to have ebbed beyond recovery.

F. They have a supplementary query which resonates with the street and the village after 9/11: why is Pakistan's army fighting America's war against fellow Muslims?

(a) DBCE

(b) CEBD

(c) DBEC

(d) CEDB

(e) BCDE

Question 25:

A. We could also take a leaf out of Britain's book in what they do to combat racism within the police, as well as enhance cross-cultural knowledge, offering training courses to white officers that include a 'long weekend' spent living with a minority family.

B. But we must acknowledge the grave risk to the national fabric of any community being alienated from the police.

C. Of course India is not Britain, and no foreign ideas can simply be imported wholesale into our country.

D. Britain is far from perfect—as the current discrimination case filed by Deputy Commissioner Tariq Ghafoor suggests—but many Hindu policemen, especially in Gujarat and the suburbs of Mumbai, would benefit immeasurably by spending a few days in a Muslim mohalla.

E. Let's face it: if our police are not properly and continuously trained in minority relations, the current problems will continue

F. Our police forces must reflect the diversity of India. Such a policy would be the "other side of the coin" to a tough security policy which is indispensable to reassure the common urban resident, terrorised by the bomb blasts, that the Government can keep them safe.

(a) DEBC

(b) DECB
(c) CBED
(d) BCED
(e) BDEC

Answer Key

Type I

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

22. (c)
23. (a)
24. (c)
25. (b)

Type II

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

24. (d)
25. (b)

TYPE III PARAGRAPHS JUMBLES WITHOUT OPTIONS
(ACCORDING TO NEW CAT PATTERN)

Paragraph Jumbles in CAT 2015 came without options. Here are some questions to help you be up to date with the latest pattern of the examination.

Also called as TITA question types [Type In The Answer = TITA]

EXERCISE 1

Rearrange the following sentences in a logical order to form a coherent paragraph. Enter your sequence below:

I. I. Let's understand what motivates behavior change. Say you want to create a website or app to help people exercise more, but you're not sure how to motivate users.

II. Rewarding someone for an activity they already inherently enjoy might lead to a short-term increase in behavior, but as soon as reward is taken away, the activity is often pursued less than before the reward was given. This phenomenon is called **"over-justification effect"**.

III. A website or app that encourages people to exercise more might offer a reward whenever a user exercises, thus creating extrinsic motivation for the person to show that behavior. The Pact app runs with this idea by allowing users to earn money by reaching their health goals.

IV. In psychology, we distinguish between *extrinsic* and *intrinsic* motivation. This means that someone can be driven to do something either by external factors, like the prospect of receiving a reward, like money, or by internal factors, like enjoyment derived from doing an activity.

V. Research has shown that this approach works well for people who do not enjoy the behavior. However, for people who do enjoy the behavior but would like to improve on it or are not doing it for some reason, giving a reward could actually have a negative effect.

2. I Yet while Francis Crick revealed the hidden secrets of DNA through a model, his attempts at applying similar techniques to neuroanatomy in an exploration of our inner sense of “self” were less successful.

II. “We brought a couple of neuroscientists in to look at them and bafflement was the result of that encounter too,” admits Emily Sargent, curator of the Wellcome Collection’s latest exhibition *States of Mind*. Nevertheless Crick’s wide-ranging work in the field was influential, not least in breaking the taboo of tackling the topic in scientific circles.

III. For these are, in fact, part of a determined effort by a great scientist to explore one of the most curious facets of being: consciousness.

IV. On a crumpled sheet of tin foil in the Wellcome Collection’s conservation studio lies an odd assortment of plasticine forms.

V. One looks suspiciously like the footprint of a chicken, another like a deformed pot, while a large, red lump bears more than a passing resemblance to a gammon joint. But the comparisons are hopelessly wide of the mark.

3 I. I felt pretty hopeless about my future.

II. When I was in high school I took the ACT, a college aptitude exam used as an admissions criterion by most American universities.

III. That was painful enough but, adding insult to injury, the ACT score report informed me that, based on my score, my expected probability of succeeding at my hometown college, the University of Utah, was around 15%. As I remember it, my chance of success at my dream school of Harvard University was less than 3%.

IV. My score was in the lowest third of all students.

V. After all, these stark percentages were endowed with the sober authority of mathematics. Before I took the exam, I had thought that one day I might become a scientist or neurologist, but no—what a silly fantasy that was.

4. I. “Some studies indicate that solitary confinement can worsen existing mental illnesses and even trigger new ones.”

II. “Research suggests that solitary confinement has the potential to lead to devastating, lasting psychological consequences,” Mr. Obama wrote. “It has been linked to depression, alienation, withdrawal, a reduced ability to interact with others and the potential for violent behavior.”

III. U.S. President Obama banned the practice of holding juveniles in solitary confinement in federal prisons, saying it could lead to “devastating, lasting psychological consequences.”

IV. Mr. Obama on Monday said federal prisons would no longer use solitary confinement for juveniles or for inmates serving time for low-level infractions. He said the change, along with expanded mental health treatment, would affect as many as 10,000 inmates in the federal system, about a tenth of those being held in solitary confinement in the United States, including in state prisons.

V. The move, which Mr. Obama outlined in an op-ed article published by The Washington Post on Monday night, adds the weight of the federal government to a growing movement among state prison administrators, who have begun sharply limiting or ending the use of solitary confinement.

5. I. Five or 10 or 20 years from now, when all those who care about the basketball team here talk about the gloriously unexpected winning streak that began in October, stretched until mid-January and covered 28 games in six countries, they will talk about the upset in Madrid that started it all.

II. Sikma said: “There was some homeless drifter to it, some mountain man. It was very solid.”

III. “He looked like Shaggy from ‘Scooby-Doo,’ but on steroids,” said Luke Sikma, one of three American players on the team. “The hair was everywhere, the beard was everywhere.”

IV. Or the late comeback in Germany. Or maybe the overtime game against Bilbao. Then they will talk about the beard.

V. The beard, otherwise known as the unkempt, untamed, unruly thicket of

wires located on the cheeks and chin of forward John Shurna, became the unofficial mascot of Valencia's winning streak, a lucky charm that inspired everyone around it but—unlike most other furry mascots—also seemed to grow like virulent kitchen mold.

6. I. Ahead of a first-round match pitting Lara Arruabarrena and David Marrero against Andrea Hlavackova and Lukasz Kubot, large amounts of money poured in on what would normally be an obscure contest, said Marco Blume, head of sportsbook at the website, Pinnacle Sports, one of the largest and most influential betting websites in the world.

II. Nearly all of the money, Blume said, came down for Hlavackova and Kubot, which he said was an indication that the match might be fixed.

III. Hlavackova and Kubot won, 6-0, 6-3. The first set lasted only 20 minutes.

IV. A major sports betting website suspended betting on Sunday for a mixed doubles match at the Australian

Open, raising suspicions of match fixing at one of the world's most prestigious tennis tournaments.

V. Arruabarrena, the 33rd-ranked doubles player on the women's tour, and Marrero, ranked 32nd among men, rejected any possibility of fixing in an interview after the match. Marrero, who like Arruabarrena is from Spain, cited a knee injury in explaining their performance.

7. I. Now Islamic scholars have added their voice to a crescendo of spiritually-inspired cries for action to conserve the planet.

II. The statement was hailed by Cardinal Peter Turkson, head of the Vatican's council for justice and peace, and by eco-religious groups like the green-minded Franciscans who in common with the pope find inspiration in the nature-respecting, wealth-abjuring example set by Francis of Assisi 800 years ago.

III. "We particularly call on the well-off nations and oil-producing states to lead the way in phasing out greenhouse-gas emissions as early as possible and no later than the middle of the century," it said.

IV. From a meeting in Istanbul attended by senior Muslims from Morocco to Bosnia to Indonesia there came a passionate and impressively detailed appeal for a new global pact at the Paris climate summit in December.

V. When Pope Francis issued his 192-page encyclical on climate change and pollution, this was rightly hailed as a landmark in the history of the papacy, and of environmentalism.

8. I. Everyone has gone through a fight where the pilot asks you to tighten your seat belts because of excessive turbulence, but even though it is so important to things like air safety, we just have absolutely no idea how it works.

II. The problem is aggravated by the fact that wherever the need to study turbulence arises—like in jet propulsion—chemical reactions take place alongside the high pressure and extreme conditions, which makes it difficult for researchers to study the exact conditions needed to produce turbulence.

III. If somehow we could figure it out, it could be applied to a variety of uses since turbulence occurs everywhere in nature.

IV. It has even perplexed scientists to such an extent that Einstein once famously said, “Before I die, I hope someone will clarify quantum physics for me. After I die, I hope God will explain turbulence to me.”

V. Maybe one day we’d even be able to predict hurricanes or other natural disasters with accuracy, thus minimising the damage and finally scoring one over nature

9. I. Clearly, cuckoos are one species you don’t want to mess with.

II Scientists do believe that cuckoos are able to use a variety of compasses based on the stars and the Earth’s magnetic field, but a compass can only guide you—it can’t tell you the coordinates of a location you have no idea about.

III. This behavior of migration of birds remains one of the most mysterious animal behaviors known to science, and even though they’ve been trying hard to solve it for a long time, answers haven’t been easy to

come by.

IV. We know that birds migrate over really long distances every year to lay eggs or to escape harsh winters. What we don't know is how they do it at all.

V. Consider this: Cuckoos migrate and lay their eggs in other birds' nests, then just fly away to their own business. When the young ones grow up, they make their way to their ancestral lands without any help whatsoever.

10. I. As the evil is discovered by experience to be greater than the good, the sufferers, who cannot also be doers, make a compact that they will have neither, and this compact or mean is called justice, but is really the impossibility of doing injustice.

II. No one would observe such a compact if he were not obliged.

III. And he who abstains will be regarded by the world as a fool for his pains.

IV. Let us suppose that the just and unjust have two rings, like that of Gyges in the well-known story, which make them invisible, and then no difference will appear in them, for everyone will do evil if he can.

V. To do injustice is said to be a good; to suffer injustice an evil.

11. I. The world is faced yet again with an alarming disease for which we are woefully unprepared to combat: the mosquito-borne Zika virus.

II. But today, there are up to 1.3 million estimated cases in Brazil, and cases have been reported in other countries in South America, Central America, and the Caribbean, as well as in the U.S.

III. Mosquitoes, not just Zika carriers in discussion but generally, kill more humans every year than any other animal.

IV. We know exactly how dangerous they can be, making the frequency with which they catch us off guard all the more disconcerting.

V. Just a few years ago, this virus was not present in the Western hemisphere.

12. I. World health leaders have described antibiotic-resistant bacteria as

"nightmare bacteria" that "pose a catastrophic threat" to people in every country in the world.

II. Each year in the United States, at least 2 million people become infected with bacteria that are resistant to antibiotics, and at least 23,000 people die each year as a direct result of these infections.

III. In addition, almost 250,000 people who are hospitalised or require hospitalisation get *Clostridium difficile* each year, an infection usually related to antibiotic use. *C. difficile* causes deadly diarrhea and kills at least 14,000 people each year.

IV. Many more people die from other conditions that were complicated by an antibiotic-resistant infection.

V. Antibiotic resistance is a quickly growing, extremely dangerous problem.

13. I. The untimely death of Sandra Bland in a rural Texas jail last month has led to many unanswered questions.

II. Lost in the emotion of yet another tragic death of a young African American in police custody is the real possibility that untreated mental illness led to Bland's death.

III. Texas prison authorities say Bland hanged herself with a plastic garbage bag in her cell, a claim her family has questioned. Many suspect that Bland was murdered by corrupt law enforcement officials or correctional officers.

IV. And, while African Americans have lower suicide rates relative to whites, the rate of suicide among African-American males and females has also been climbing each year since 2009.

V. Regardless of what happened in that Texas jail, Centers for Disease Control data tell us that rates of suicide have seen a steady increase each year since 2000. Suicide is now the 10th leading cause of death among all Americans.

14. I. The islands—which would become the 50th American state on Aug. 21, 1959—were populated by more than a dozen ethnic groups.

II. Photographer Eliot Elisofon's portraits of the people of Hawaii serve as a

visual aid to the magazine's utopian perspective on the territory.

III. In November of 1945, LIFE Magazine declared Hawaii "the world's most successful experiment in mixed breeding, a sociologist's dream of interracial cultures".

IV. A young white girl and a young Chinese girl hold hands as they play together. A white man from Indiana and his Chinese wife pose for a sweet family photo with their two young daughters. A series of attractive young women are presented with captions that describe their racial makeup: "Caucasian-Hawaiian," "Asiatic-Caucasian," "Asiatic-Hawaiian." All are smiling, windswept, a picture of harmony.

V. Intermarriage was common, and from the children produced by those marriages, LIFE declared, "a new race is emerging and stabilizing".

15. I. Those, such as the advocates of the revised metaphysical interpretation, interpreting Hegel as basically a metaphysician, typically stress the former, while post-Kantian interpreters typically stress the latter.

II. In short, taking the logic as a category theory opens up two general lines of interpretation: should the categories be understood as primarily ontological categories, as found in Aristotle, or as primarily categories revealing the necessary structure of thought, as in Kant?

III. In this sense it should thereby be thought of as a successor to Kant's "transcendental deduction of the categories" in the Critique of Pure Reason in which Kant attempted to derive a list of those non-empirical concepts, the categories, which he believed to be presupposed by all empirical judgments made by finite, discursive knowers like ourselves.

IV. Others argue that in contrast to the project of formal (or general) logic, it is best understood as a version of what Kant had called "transcendental logic" in the Di Giovanni.

V. Some advocate that Science of Logic be read as a first-order ontological doctrine or as a category theory that simultaneously represents structures of being and thought, and so as having very little to do with

what has traditionally been known as logic.

EXERCISE 2

TITA without options

Rearrange the following sentences in a logical order to form a coherent paragraph. Enter your sequence below:

16. I. Maybe they could even find life in damp Martian nooks and crannies, areas where the dusty red planet can still fuel microbes.

II. It's tempting to say that the announcement of liquid water on the surface of Mars heralds a new era in Martian exploration.

III. You might think that the first human explorers on Mars will park next to a salty stream and use it to manufacture fresh drinking water.

IV. Finding evidence for flowing water is not the same as finding life.

V. Reality is much more subtle.

17. I. One, the gas was stored at the end of the supply chain and contained mercaptans, the odorous additives used to make leak detection easier in homes.

II. Two, EDF and the environmental group Earthworks released infrared footage of the leak that got more than 1 million views on YouTube.

III. Alan Septoff, strategic communications director for Earthworks, says the group was able to acquire its $100,000 camera because of "one very interested and supportive donor."

IV. The footage was made possible with special cameras developed over the past decade that can transform transparent plumes of gas into vivid, dark clouds.

V. There were two key factors that helped highlight the infamous Aliso Canyon leak.

18. I. A car that drives itself. A watch that remotely turns lights on or off. A home that produces power for neighbors during a blackout.

II. Yet they still need public acceptance, lawmakers' approval, and enough funding to avoid innovation's often-cited "valleys of death."

III. These three don’t belong to a Jetsons-like future.

IV. They’ve already arrived. They’re part of a new tech era in which scientists and entrepreneurs are rapidly trying bold ideas to save energy or provide cleaner alternatives.

V. Their discoveries could help countries meet the goals of this month’s historic UN climate accord, aimed at slashing greenhouse gas emissions.

19. I. The Mirai, which converts hydrogen into electricity and emits nothing but drops of water, is a Japanese word that means “future”—can go 310 miles on a single tank.

II. Toyota, maker of the Prius—the best-selling first hybrid car—is moving ahead with a mass-production fuel cell sedan in California.

III. That range is greater than any electric car on the market (even Tesla’s) or the current hydrogen-powered competitors—the Honda FCX Clarity and the Hyundai Tucson Fuel Cell. Yet the car is pricey, costing at least $57,500 before subsidies.

IV. It has another serious obstacle: lack of stations to dispense compressed hydrogen gas.

V. California has only about a dozen filling locations statewide, creating a chicken-and-egg problem in which customers don’t want the car unless stations are available but stations aren’t opening without the cars.

20. I. Panasonic and SolarCity, the largest residential solar installer in the U.S., debuted new rooftop panels this year that they say are the world’s most efficient.

II. Solar is taking off as its prices have plummeted, an estimated 70 per cent since 2009, according to a September report from Lawrence Berkeley National Laboratory.

III. Panels will likely continue to improve. In March, researchers from MIT and Stanford said they developed a new kind of “tandem” solar cell that could boost efficiency and lower cost.

IV. They connected two different layers of photovoltaic material: one with silicon—the basis for most of today's panels—and the other with perovskite, which can absorb higher-energy particles of light. This differential layer concept with 2 unique and cheaply available elements covers the efficiency and low cost part.

V. This plunge occurs as researchers find new ways to make solar not only smaller, see-through, or sticky so it can be used almost anywhere—whether roads, golf courses, or landfills—but also more efficient.

21. I. The fine coat of hairs on the ants traps enough air that those on the bottom layer of the raft avoid being completely submerged.

II. The ants move their queen and larvae to the center of the raft, where they stay high and dry on top of the mass of bodies.

III. Worker ants link legs and mouths together, weaving a raft in a process that can take less than two minutes.

IV. Fire ants can survive in a raft up to several weeks, though they must eventually reach dry land if they are to restart their colony.

V. When waters start to food a fire ant colony, they take evasive action.

22. I. The once-heralded blood-testing company Theranos received a letter from the Centers for Medicare & Medicaid Services (CMS) this week outlining key areas in which its laboratory fails to meet federal guidelines.

II. The notice comes on the heels of a remarkable downfall for Theranos, whose CEO went from posing for laudatory magazine cover stories to defending her business against a slew of accusations after a series of *Wall Street Journal* investigative reports alleging its pin-prick blood-sampling method is not as effective as promised. "This survey of our Newark, CA lab began months ago and does not reflect the current state of the lab," Theranos said in a statement.

III. The notice, which is dated Monday, requires the company to bring itself into compliance within 10 calendar days of its receipt.

IV. According to the CMS, practices at Theranos' laboratory "pose

immediate jeopardy to patient health and safety”—boilerplate language the agency uses when companies are found noncompliant.

V. “As the survey took place we were simultaneously conducting a comprehensive review of our laboratory’s systems, processes and procedures to ensure that we have best-in-class quality systems.”

23. I. First and foremost, as the title page states, the book is “not a medical manual”.

II. One of the most revealing elements in Amazon’s release, however, is a declarative statement Kristin made in the introduction.

III. Second, it has a lot of pictures.

IV. “For the first time in my life, I know who I am,” she writes. “I’m pretty simple.”

V. Since Amazon.com released over 50 pages of Kristin Cavallari’s forthcoming book *Balancing in Heels* earlier this week, a few things have become clear.

24. I. If you don’t remember logarithms from school, each number on a logarithmic scale represents a factor of ten, so a magnitude 8 earthquake shows up on a quake-measuring seismometer as ten times larger than a magnitude 7.

II. That’s because the earthquake scale-called the Moment Magnitude Scale, which replaced the Richter Scale is logarithmic, rather than arithmetic.

III. Actually, a quake of magnitude 8 releases a million times more energy than a magnitude 4 quake.

IV. When we hear that a magnitude 8 earthquake has struck, we know that’s worse than a magnitude 4 earthquake.

V. It sounds like it should be twice as strong, but it’s not.

25. I. The characters were not dropouts or rebels, but neither were they high-fylers or industry trailblazers.

II. They were just normal. To go to work, the boys just buttoned up the oversized Gap shirts they wore loose over a T-shirt to Central Park, and swapped the jeans for chinos.

III. It was the perfect style formula for an era that championed what the costume designer of Oscar-contender, about-to-be-released Spotlight, set in a newspaper office in 2001, calls “unthought about” clothes. Not thinking about clothes was big, in those days.

IV. “Layering” did not mean poring over the Gucci catwalk photos for inspiration for ingenious new color combinations; it just meant wearing a cardigan.

V. We loved “Friends” for making adult life look un-intimidating.

26. I. “I ended up shopping vintage or buying oversized dresses two sizes up from Acne, which was a good alternative but I couldn’t wear those pieces afterwards.” She added.

II. One of the most influential ranges in the subtle maternity movement is Hatch, a U.S. brand that has recently launched in the U.K. through Net-a-Porter.

III. Its founder and CEO Ariane Goldman says she was “shocked by what was out there” while pregnant five years ago.

IV. “I felt ostracized from fashion and from any opportunity to look and feel good” she said.

V. Her solution was to create a brand specialising in voluminous shapes that could be worn during and after pregnancy. This is how Hatch was founded.

27. I. Widely recognised as the dean of American climbing literature, Roberts has penned 26 books, including classics like *The Mountain of My Fea*r and a memoir entitled *On the Ridge Between Life and Death*.

II. But a lot of people don’t realize that, like Honnold, Roberts himself was a pioneering climber.

III. His latest work, *Alone on the Wall,* which he co-wrote with legendary free soloist Alex Honnold, recently spent time on the New York Times Best Sellers List.

IV. If you’ve ever read a book about mountaineering, there’s a good chance it was written by David Roberts.

V. During the 1960s and 70s he undertook more than a dozen expeditions to remote corners of Alaska, where he made numerous first ascents, including the Wickersham Wall on Denali, the West Rib of Mount Huntington, Kichatna Spire, the East Face of Mount Dickey, and numerous peaks in the Revelation Range.

28. I. In 1965, my senior year at Harvard, we made the first ascent of the Harvard Route on Mount Hunting-ton, and one of our team members Ed Bernd was killed on the descent.

II. I wrote the whole book in only nine days—a chapter a day—during summer break in 1968.

III. I was so obsessed with this tragic triumph that I finally sat down and wrote The Mountain of My Fear

IV. Yes, this is how I became a writer.

V. That crazy, obsessive, cathartic act of cranking out a book about the most traumatic and disturbing experience of my then young life was key to becoming a writer.

29. I Found only on the islands of Montserrat and Dominica in the east Caribbean Sea, the Leptodactylus fallax frog also known as the mountain chicken was once a local delicacy.

II. It is one of the largest frogs in the world and appears on the official seal of Dominica.

III. And what does it taste like? You guessed it: chicken.

IV. But years of overhunting and habitat loss, as well as volcanic eruptions in Montserrat, diminished the mountain chicken population, and the species has been declared extinct in Guadeloup, Antigua, and other islands where it used to live.

V. In 2002, the chytrid fungus (*Batrachochytrium dendrobatidis*) devastated the population in Dominica and in 2009 in Montserrat, researches estimate, it wiped out more than 80 per cent of that island’s population.

30. I. There was no official policy on this, but government propaganda

condemned contraceptives and even banned the import of some.

II. Shortly after the establishment of the People's Republic of China in 1949, Mao Zedong encouraged the population to multiply and create manpower.

III. As a result, the population of China doubled over the next few years.

IV. The nearly 40-year-old restriction on having multiple children isn't the only time the Chinese government stepped into family planning.

V. The success was short lived though. China's food supply was strained and the government had to reverse the campaign against contraceptives.

EXERCISE 3

31. I. I'm no different.

II. When I was diagnosed with breast cancer, some years ago, I had surgery several times, and also chemotherapy and radiotherapy.

III. Today now that I have recovered fully, I thank them all to have been there for me and have saved my life. If it were not because of them I would have not been writing this.

IV. The sheer number of individual professionals I encountered was huge—maybe 100, over the years.

V. When you have undergone intensive NHS treatment, it's routine to feel grateful to the NHS staff who saved your life.

32. I. To avoid this fate, they grow high up on the central plateau where it is too wet for the fames to take hold.

II. Last week a huge and uncharacteristically dry electrical storm flashed its way across the state, igniting the land.

III. But a desiccating spring and summer has turned even the wettest rainforest dells and high-altitude bogs into tinder.

IV. If burned, they die.

V. Unlike Australia's eucalyptus forests, which use fire to regenerate, Nothofagus trees have not evolved to live within the natural cycle of

conflagration and renewal.

33. I. By taking a closer look at Camus' life and thought, we may discover that there really is no contradiction here the literary establishment has a constant tendency to lump thinkers together into easily digestible categories.

II. *The Fall* is a work absolutely drenched in Christian, particularly Catholic, symbolism.

III. Yet the novel was written by Albert Camus, a man generally considered a leading light of the atheistic French existentialist movement of the mid-twentieth century.

IV. I believe that Camus was, at least partially, a victim of this lust for simplicity.

V. The title is an obvious reference to the Biblical story of Adam and Eve; the novel's setting of Amsterdam is a stand-in for Dante's Nine Circles of Hell; and the work is structured as an extended confession of the narrator's sins, with the reader playing the role of the priest.

34. I. There are many good reasons why women have left little in the way of literary monuments, especially poetry.

II. The main reason is education, or more specifically, the lack of it in most women's lives until well into the twentieth century.

III. This meant she generally produced poetry that was at best imperfect, at worst, frankly bad

IV. In the light of this, what is surprising is not that so few women wrote poetry, but that any women wrote poetry at all.

V. When a woman who had never been to grammar school, never learnt Latin and did not know the rules of syntax, let alone of prosody, set herself to writing lines that rhymed, she was imitating an art that, admire it though she might, she did not understand a male art, a male tradition.

35. I. Following a serious health scare, the opportunity to get involved with the family business was something that I didn't want to pass up.

II. Having worked in administration for over 10 years, the decision to pursue a career in farming may perhaps not have seemed the obvious choice for a 28-year-old woman.

III. left a job that I loved and my life in the city and moved 100 miles away to run a 300-acre mixed arable and livestock farm in a rural area.

IV. But four years ago that is exactly what I did.

36. I. Psychologists David Comer Kidd and EmanueleCastano, at the New School for Social Research in New York, have proved that reading literary fiction enhances the ability to detect and understand other people's emotions, a crucial skill in navigating complex social relationships.

II. Have you ever felt that reading a good book makes you better able to connect with your fellow human beings?

III. In a series of five experiments, 1,000 participants were randomly assigned texts to read, either extracts of popular fiction such as bestseller Danielle Steel's *The Sins of the Mother* and *Gone Girl* by Gillian Flynn, or more literary texts, such as Orange-winner *The Tiger's Wife* by TéaObreht, Don DeLillo's *The Runner*, or work by Anton Chekhov.

IV. If so, the results of a new scientific study back you up, but only if your reading material is literary fiction—pulp fiction or non-fiction will not do.

V. Scores were consistently higher for those who had read literary fiction than for those with popular fiction or non-fiction texts.

VI. The pair then used a variety of Theory of Mind techniques to measure how accurately the participants could identify emotions in others.

37. I. His view is grounded in the belief that the facts about social life are accessible to anybody interested in them.

II. To whom or to what, if to anything at all, should intellectuals be responsible?

III. The longstanding view of Noam Chomsky is that intellectuals are

obliged to tell the truth and to expose the lies of those in positions of authority.

IV. Here “intellectuals” is used broadly to refer to anyone interested in ideas and abstract thought, in cerebration, in theorising.

V. They can be found in documents and case studies, in the alternative press, in policy journals, in the reports of human-rights organisations, the testimony of witnesses to power abroad.

38. I. While the World Health Organisation suggests one doctor per 1,000 people, India’s ratio is as low as 1:1,428 and then 74% of these doctors serve in urban areas.

II. One of the priority areas for strengthening healthcare in India is dealing with the low doctor to population ratio.

III. These include permitting the establishment of private medical colleges and encouraging institutions which give training in Ayurveda, Yoga and Naturopathy, Unani, Siddha and Homoeopathy (AYUSH).

IV. The government has tried many measures to increase the number of doctors in the population.

39. I. The trip was led by two young women and I thought, “If they can do it, maybe I can”, so I applied for a job with the company as soon as I got back.

II. It was a rewarding job and I had great colleagues, but I was always restless.

III. I cried when it finished—the idea had been to cure me of my wanderlust, but it backfired!

IV. The idea that I could do something else came after I took a four-week overland trip to Africa with overland adventure specialist Dragoman. It was the longest time I could get off work and it was amazing.

V. I was a cardiac physiologist working at St Thomas’s Hospital in London and had spent seven years working, studying and watching the NHS struggle.

40. I. Our children, George, then seven, and Lucy, then four, went to a local

school, where we discovered to our consternation that Spanish was not the first language.

II. In 2004, I was a financial controller in manufacturing and Sally, my wife, was customer services manager with a building society.

III. We had not realised until then that Valenciana, a dialect of Catalan, was what was generally spoken

IV. Without any clear plan, we sold our house and moved to Spain, eventually buying a house in a remote mountain community: the Vall de Gallinera, about 40km from Benidorm.

V. Maybe it was a mid-life crisis, but we just could not face the prospect of another 25 years doing the same.

41. I. An attempt to trademark the word “react” has ended badly for the YouTube network Fine Brothers Entertainment, with former fans unsubscribing from the group’s main channel en masse in protest.

II. In 2010, they launched the series Kids React, which involved the pair showing children videos—initially other popular vi-al videos—and filming their reactions.

III. The network, which was launched by brothers Benny and Rafi Fine in 2007, is one of the most popular on YouTube, with 14 million subscribers.

IV. In 2014, the quantity of videos had reached a critical mass, which led Fine Bros to spin them off into their own YouTube channel called React.

V. After becoming a hit, the series led to a huge number of spin-offs, including Teens React, Elders React, YouTubers React (featuring other famous YouTubers, some of whom were filmed watching their own videos) and Adults React.

42. I. Yet, on a plan that has been placed high on this government’s priorities —the Ganga Action Plan or the NamamiGange (Obeisance to the Ganga) as it is now called—the two ministers have had a public spat centred on the trade-off between environment and development.

II. The stand-off between the Union Environment Minister Prakash Javadekar and Water Resources Minister Uma Bharti over the future of six hydroelectric dams on the tributaries of the Ganga River exempli-fes the muddled thinking in this government.

III. And the Ministry of Water Resources is tasked with protecting, conserving and maximising the benefits from the country's water resources.

IV. We know that the environment ministry is supposed to safeguard the environment, or at least ensure that infrastructure and other developmental projects do not lead to irreplaceable environmental damage.

43. I. Why is that? Because they have no option but to work outdoor irrespective of the weather conditions. They have no option but to sleep without shelter.

II. Every year winter brings with, especially in the northern states of the country, severe cold and dense fog which spread respiratory diseases, mess up transport and kill numerous people who have inadequate protection against the cold.

III. But who are they? These are those who have escaped from rural destitution and oppression, and provide all forms of labor to the urban economy without having any protection for their body or dignity.

IV. Needless to say, it is the urban homeless and those who are forced to be outdoors for their daily livelihood who are affected the most by it.

44. I. U.S. Republican frontrunner Donald Trump is so confdent in his support base that he said he could stand on New York's Fifth Avenue "and shoot somebody" and still not lose voters.

II. Also the Register picked Hillary Clinton for the Democrats, nine days from the first nominating contest in Iowa.

III. His typically inflammatory comments came as his Republican rival Marco Rubio won the endorsement this Saturday from Iowa's biggest and most influential newspaper Register.

IV. Speaking in Iowa, Trump claimed he could withstand any attempt by his political rivals to knock him off his top perch.

45. I. The Indian government launched a judicial probe into Rohith's death and the prime minister, Narendra Modi, said: "Mother India has lost a son."

II. Copies of his final letter are stuck to every wall at the University of Hyderabad, where the 28-year-old dalit, or Untouchable, PhD scholar hanged himself from the ceiling fan of a friend's hostel bedroom, some time during the night of Saturday before last.

III. Rohith Chakravarti Vemula never lost his poetic fair, even when writing his suicide note.

IV. "Never was a man treated as a mind, a glorious thing made up of stardust," he wrote. "Uma Anna, sorry for using your room for this thing".

Answer Key

Exercise 1

1. Correct sequence is I IV III V II
2. Correct sequence is IV V III I II
3. Correct sequence is II IV III I V
4. Correct sequence is III V IV II I
5. Correct sequence is I IV V III II
6. Correct sequence is IV I II III V
7. Correct sequence is V I IV III II
8. Correct sequence is I IV II III V
9. Correct sequence is IV III V II I
10. Correct sequence is V I II IV III

11. Correct sequence is I V II III IV
12. Correct sequence is V I II IV III
13. Correct sequence is I III II V IV
14. Correct sequence is III I V II IV
15. Correct sequence is V IV III II I

Exercise 2

16. Correct sequence is II III I V IV
17. Correct sequence is V I II IV III
18. Correct sequence is I III IV V II
19. Correct sequence is II I III IV V 20 Correct sequence is II V I III IV
21. Correct sequence is V III II I IV
22. Correct sequence is I III IV II V
23. Correct sequence is V I III II IV
24. Correct sequence is IV V III II I
25. Correct sequence is V I II IV III
26. Correct sequence is II III IV I V
27. Correct sequence is IV I III II V
28. Correct sequence is I III II V IV
29. Correct sequence is III II IV V I
30. Correct sequence is IV II I III V

Exercise 3

31. Correct sequence is V I II IV III
32. Correct sequence is V IV I III II
33. Correct sequence is II V III I IV
34. Correct sequence is I II IV V III
35. Correct sequence is II IV I III

36. Correct sequence is II IV I III VI V

37. Correct sequence is II IV III I V

38. Correct sequence is II I IV III

39. Correct sequence is V II IV III I

40. Correct sequence is II V IV I III

41. Correct sequence is I III II V IV

42. Correct sequence is II IV III I

43. Correct sequence is II IV I III

44. Correct sequence is I IV III II

45. Correct sequence is III IV II I

Solutions

Exercise 1

1. (IV) (III) (V) form a mandatory pair.

(I) introduces the central idea of author which is an attempt to understand what motivates change in behavior. Also this introduces an example of a website and app that is built to help people exercise more.

(IV) Paragraph moves on to explaining the raised idea from psychology perspective. 2 types of motivations are introduced and defined here Extrinsic and Intrinsic.

(III) Extrinsic motivation is further elaborated with reference to the website and app which is built to help people exercise more. It introduces the idea of rewarding the users for more exercise. Example of Pact app is given.

(V) Presents the results of research on this idea of rewarding, that it positively motivates people who don't enjoy exercising and on contrary negatively motivates people who already enjoy it.

(II) further explains how this is a negative motivation. Te users who already enjoy exercising increase their exercise on a short term basis and as

soon as the rewards are taken away they do not enjoy this behavior as much as before now. So they were better of without getting motivated by this extrinsic action.

2. (IV) (V) (III) form a mandatory sequence.

(IV) best starts the paragraph. It mentions the miscellaneous collection of models/forms made from plasticine (a soft modeling material).

(V) explains how these models look like. One model is like a footprint of chicken, and many other forms. Further it states that any attempt of comparison would be hopelessly inaccurate.

(III) because these are determined efforts of a great scientist to explore one of the many sided explanations of "being" viz. consciousness.

(I) introduces that while Crick revealed these secrets of DNA through modeling using plasticine as mentioned above, the similar attempt to reveal secrets of neuroanatomy of "self " is less successful.

(II) closes the paragraph well with a conclusion that how much ever unsuccessful this modeling technique has been in this area but it is influential nevertheless.

3. (II) (IV) form a mandatory sequence.

(I) (V) form a mandatory sequence.

(II) best introduces the paragraph. Author confesses that when in high school he took a college aptitude exam, named ACT. ACT as an exam is best introduced in this statement.

(IV) continues that the author scored bad (his position was in the lowest third of all students).

(III) expresses that the author felt it was painful enough for him to feel sad about it, yet worse was when ACT score report informed him of his probability of getting into 2 universities in U.S.

(I) expresses hopelessness in the mind of the author.

(V) expresses hopelessness because of the reasons mentioned in this statement. This statement closes the paragraph with a mention of the author's emphasis on his silly fantasy of becoming a scientist or

neurologist which needs a high aptitude. Silly because the score report has a different story to tell about his aptitude.

4. (II) (I) form a mandatory pair.

(III) starts the paragraph. It introduces Obama as a U.S. President and that he banned the practice which would hold juveniles in solitary confinement.

(V) mentions "the move"—some move which is already deffined or discussed about earlier, in this case the move is banning the practice as mentioned earlier.

(IV) explains the move of Obama in detail, what it is and how it would affect convicted juveniles.

(II) and (I) further Obama's justifies move on the basis of research results. The statement also talks about effects of solitary confinement

5. (III) (II) form a mandatory pair. (I) (IV) form a mandatory pair

(I) introduces the paragraph perfectly. It mentions that years from now all basketball enthusiasts who will remember the unexpected winning streak of the team (not explicitly mentioned here but later can be concluded is Valencia team) will also talk about Upset match in Madrid. Upset is a match in which a low ranked team beats a higher (better) ranked team.

(IV) continues this further; they talk about the late comeback in Germany or the overtime game. And then they talk about the "beard". Here beard becomes the next idea of passage.

(V) elaborates why the beard will be talked about; introduces a player whose beard has become a rage in conversations now and will be remembered, it's that of forward player John Shurna. Ten the details on his beard are mentioned in the statement.

(III) paragraph goes on to the comment of Luke Sikma on John's beard. Luke is an american player on the team.

(II) continues the comment of Sikma.

6. (I) (II) form a mandatory pair.

(IV) A major sports betting website (not named for now) was suspended. This fits in as the starting statement of the paragraph.

(I) Details of the above made statement are stated here. Names of the team players and the website is finally named—Pinnacle sports.

Also head of a section at this website is referred to by his comments; he is Marco Blume.

(II) continues the dialogue of Blume. Blume is referred to by his 2nd name so he must have been introduced/mentioned some place earlier in the paragraph.

(III) continues the paragraph with emphasis on the strange stats of the game here, e.g. that the game lasted for only 20 minutes. To complete the paragraph we can expect the losing team be asked for explanation next.

(V) Losing team interrogated and explanation is given by the team players on what led to their losing in the game with such bad scores.

7. (V) (I) form a mandatory pair

(V) introduces the subject of environmentalism and that Pope Francis issued a 192 page encyclical on it. Encyclical is a circular letter sent to all churches.

(I) talks of how Islamic scholars have added their support to environmentalism.

(IV) further elucidates the details of Muslims meeting on this issue and that they made an appeal.

(III) continues this because “it” mentioned in the made “statement” is the appeal mentioned above.

(II) talks of “the statement” i.e. this statement is mentioned some where above. We see that statement was made in (III) which is referred to here.

8. (I) (IV) form a mandatory pair.

(III) (V) form a mandatory pair.

(I) introduces the idea of turbulence and that we have “absolutely” no idea how it works.

(IV) “It has even perplexed….”. “It” here refers to “turbulence” and suggests that the concept of turbulence has even perplexed scientists, this is supported by Einstein’s statement about it.

(II) “Te problem…”.—now that we have stated and described what the issue is, this statement takes it further. It states that this whole problem of no one/no field knowing about how turbulence works is aggravated by the fact that whenever the need to understand turbulence arises, we see other chemical reactions taking place at those extreme conditions that it gets difficult to study it.

(III) “If somehow we could figure it out…..” paragraph now puts forward the need to study turbulence.

(V)—one of such areas where we could use this understanding of turbulence is mentioned viz. that we can predict hurricanes in future.

9. (V) (II) (I) form a mandatory pair.

(IV) best introduces the essence of the paragraph. It is that we know birds migrate long distances but how they do it, we don’t know.

(III) further elaborates on how mysterious the behavior of migration of birds is.

(V) “Consider this…” suggests that an idea is stated before and a case/example is going to be taken up next. Example of Cuckoos is being studied.

(II) continues the example of Cuckoos.

(I) “Clearly..” suggests that this statement is a conclusion. It wraps up the idea with a comment that one shouldn’t mess with cuckoos, for reasons explained in (V) and (II).

10. (IV) (III) is a mandatory pair.

(V) introduces the concept of good and evil.

(I) concept of good and evil is explained here. It also introduces the concept of “compact”.

(II) “such a compact..” suggests that concept of “compact” is mentioned before, this simply continues the concept of compact.

(IV) introduces a new idea of just and unjust like good and evil; and that people will do evil if not obliged. It also takes instance of “Gyges” from some well know story.

(III) follows (IV) because (III) states “And he who abstains….”—abstain from what? This is mentioned in (IV), that he, who abstains from doing evil when he can, will be regarded as a fool by the world.

11. (V) (II) form mandatory pair.

(III) (IV) form mandatory pair.

(I) starts the paragraph stating that the world is facing an alarming disease yet again. It is spread by mosquito-borne Zika virus.

(V) “this virus…” hints at Zika virus mentioned in (I). It also states that few years ago this virus was not in the West.

(II) follows (V). Hint: “But today….”- this follows (V).

(III) introduces a general statement about mosquitoes, not just Zika virus carriers but all. Here Zika virus is stated explicitly, and we have introduced Zika virus before in this paragraph.

(IV) “they” in the statement refers to mosquitoes. This continues the idea that these mosquitoes spread more diseases than any other animal.

12. (II) (IV) (III) form a mandatory sequence.

(V) best starts the paragraph. It introduces the concept of antibiotic resistance.

(I) continues the idea and views of World health leaders on this topic.

(II) presents the statistics of the situation. What number of people got infected and died of these infections.

(IV) “Many more” suggests more number add to the death poll.

(III) “In addition…” suggests an addition of another statistical report, of may be another infection, to this already stated statistics of deaths and infections.

13. (V) (IV) form a mandatory pair.

(I) introduces the case of untimely death of Ms Sandra Bland, which has led to many unanswered questions. What questions? We expect consequent statements to talk about this.

(III) Ms Bland is addressed by her second name, so she has been introduced before this statement. Clearly suggests that the most important of these unanswered questions seems to be: How did she die? It goes on to present 2 theories: One as stated by Prison authorities that she hanged herself, other that she was in fact murdered by corrupt offiicers.

(II) again Ms Bland is addressed by her second name so she has to be introduced before this statement. Also this statement continues the previous one and suggests the real possibility of her death, i.e. she died due to untreated mental illness.

(V) states that whatever happened in this case, suicide rate is on increase in the U.S. (IV) continues this claim.

14. (III) (I) (V) form a mandatory sequence.

(II) (IV) form a mandatory pair.

(III) Follow chronology, “In 1945, LIFE Magazine….” Introduces LIFE magazine and that it declared Hawai as a successful experiment.

(I) “The islands…” Which islands? Hawai, as has already been stated in statement above. Also another hint is Aug 21, 1959, following choronology this would come after 1945. This statement also states that there were many different ethnic groups in Hawai—the idea which would be elaborated in the next statement.

(V) states that because there were many different ethnic groups (as mentioned in statement above), there were interracial marriages.

(II) Photographer Eliot’s portraits are talked about and that they serve as a visual aid to the utopian image of the islands. Utopia means a Perfect World.

(IV) Portraits captured by this photographer are discussed about.

15. (II) (I) form a mandatory pair.

(V) best opens the dialogue about how some think about Science of logic. This is either a version or is derived from Aristotle's theory (as would be revealed later in paragraph).

(IV) presents the view of others; hint is "Others argue……". In the previous statement "some" argued, here "others" argue and continue the dialogue. It suggests that this argument is also understood as a version of Kant's theory.

(III) This explains how this other argument is a version of Kant's theory.

(II) briefs the 2 arguments/theories.

(I) states what audience interprets the Science of Logic—former as also found in Aristotle's or latter as is a version of Kant's

16. (V) (IV) form mandatory pair.

(III) (I) form mandatory pair.

(II) introduces the scenario about what the announcement of liquid water on Mars would mean.

(III) mentions what you may think that "first human explorers" on Mars would do.

(I) continues. Hint: "they.." in (I) refers to human explorers mentioned above.

(V) A contradiction is introduced that reality is different from what one is expecting.

(VI) continues the idea of what actual reality is, that how it is different.

17. This is an easy one.

(V) introduces that there are 2 factors.

(I) states the 1st factor

(II) states the 2nd factor. It also talks of some footage".

(IV) talks about "the footage" further, that it was shot using some camera.

(III) concludes by stating that this camera that shot the footage was donated by some man Alan.

18. (III) (IV) a form a mandatory pair.

(V) (II) form a mandatory pair.

(I) introduces the idea—an advancement in technology.

(III) states that this advancement is not a far-fetched future.

(IV) advancement is already happening, today. These are part of new tech era where scientists and Entrepreneurs are trying their ideas.

(V) "Their discoveries could…"- refers to Scientists' and Entrepreneurs' discoveries. Mention of "could" suggests that these were capable of meeting some goals as mentioned,

(VI) yet couldn't because of reasons mentioned in this statement.

19. (IV) (V) form a mandatory pair.

(II) (I) (III) form a mandatory sequence.

(II) statement opens up with announcement of a new mass fuel cell sedan in Californi by Toyota, which is also the maker of Prius. We are expecting the name of this car to be declared next.

(I) declares the name of this car, described above. It is "The Mirai"- which can go 310 miles in one fill.

(III) "That range…" refers to 310 miles in one full tank as mentioned above. However the car has one issue—that it is expensive—one obstacle.

(IV) mentions the other obstacle which is "lack of stations providing compressed H2 gas".

(V) elaborates on the problem of lack of H2 stations in California.

20. (II) (V) form a mandatory pair.

(III) (IV) form a mandatory pair.

(II) mentions the concept of solar power and its price that has soared.

(V) "This plunge.."—refers to the plummeted/soared price as mentioned above. Later this statement talks about efficiency.

(I) roofop panels by Panasonic and SolarCity cover the efficiency concern as talked about earlier.

(III) not only this, but panels (solar Panels as talked about in (I)) will continue to improve. How? Instance of researchers from MIT and

Stanford given, they developed what they claim boosted the efficiency.

(IV) "They connected…"—refers to Researchers from MIT and Stanford. Elaboration on their energy efficient and low cost solar cell done here.

21. (III) (II) is a mandatory pair.

(V) best introduces the paragraph. It talks of "evasive action".

(III) describes what the "evasive action" is for these ants; That they weave a raft.

(II) then these ants move their queen to this newly weaved raft.

(I) gives additional information about the raft and how these ants manage to stay afloat and avoid being submerged.

(IV) continues the paragraph by talking about the surviving ability of these ants and that eventually they have to reach dry land to try colonizing again.

22. (II) (V) form a mandatory pair.

(I) (III) (IV) form a mandatory sequence.

(I) breaks the headlines that a notice is issued to Theranos by CMS.

(III) talks about what the notice requires Theranos to do.

(IV) extends and talks about the claims of CMS further.

(II) introduces the CEO of Theranos and the circumstances under which the notice was issued. He gives a public statement over this issue.

(V) continues his public statement.

23. (II) (IV) form a mandatory pair.

(I) (III) form a mandatory pair.

(V) introduces the paragraph alluding that a few things will be talked about consequently.

(I) talks about the 1st thing.

(III) talks about the 2nd thing.

(II) states that the most important is not amongst the above 2 but this one—it is a declarative statement by Kristin.

(IV) is that declarative statement.

24. (IV) (V) form a mandatory pair.

(IV) introduces the paragraph; that magnitude of 8 of Earthquake is worse than magnitude 4.

(V) states that it sounds like it's double but it's not. It's actually exponential (as would turn up later in the paragraph).

(III) describes what it actually means—a million times more energy and not double the energy.

(II) reasons stated here, because Moment Magnitude Scale is a logarithmic scale.

(I) talks about logarithms, continuing from the logarithmic scale talked about in the previous statement.

25. (I) (II) form a mandatory pair.

(IV) (III) form a mandatory pair.

(V) introduces the paragraph that "Friends" was loved because it made adult life look not scary and intimidating.

(I) "The characters.."—refers to characters from "Friends" as introduced in the previous statement.

(II) "They were…"—refers to the characters talked about above. It also mentions how simple were their clothing.

(IV) elaborates on the simplicity of their clothing.

(III) continues that simplicity of just buttoning up, wearing a cardigan and leaving for work was the perfect style formula for that era.

26. (II) starts the paragraph by introducing the Hatch—a maternity clothing.

(III) "its founder…" refers to Hatch's founder. Hatch is just introduced in the previous statement. She tells how she felt when she herself was pregnant.

(IV) she says that she felt ostracised and secluded from fashion.

(I) continues that, after how she felt she ended up shopping vintage cloths.

(V) concludes by stating that she found a solution to this problem for everyone and founded a clothing brand specialising in large sized

clothes that can be worn in and around pregnancy; this is how she ended up founding this company.

27. (IV) (I) form a mandatory pair.

(II) (V) form a mandatory pair.

(IV) best starts the paragraph. Mentions that a book on mountaineering, any, if ever read by the reader, could be of David Roberts. He must be a famous author we can infer. How is/was he?

(I) introduces David Roberts.

(III) "His latest.."—refers to Roberts here. It mentions the book written by him as author.

(II) gives another introduction of Roberts which is of a mountaineer/climber.

(V) describes his climbing/mountaineering experience.

28. (I) (III) (II) form a mandatory sequence.

On careful scrutiny this paragraph clearly looks like an answer to the question—How did you become a writer?

(I) best starts the paragraph. It mentioned of an accident that killed one team member.

(III) "…obsessed with this tragic…"—here "this" suggests the accident that killed a team member. Ten a book named "The Mountain of my Fear" is mentioned.

(II) "I wrote this whole book….."—here "this" refers to the book "The Mountain of my Fear".

(V) This all crazy act of making a book out of the traumatic accident was the key to becoming a writer.

(IV) concludes the paragraph.

29. (III) best starts the paragraph by introducing the mountain chicken and that it was once a local delicacy in two islands.

(II) "It is one of the…."—"It" refers to the mountain chicken and that it is the largest frog.

(IV) "…does it taste…"—refers to mountain chicken, and that it tastes like chicken, hence the name "mountain chicken".

(V) introduces another idea, that of its extinction and its reasons.

(I) continues the extinction discussion of mountain chicken.

30. (II) (I) make a mandatory pair.

(III) (V) make a mandatory pair.

(IV) introduces the subject Birth control policy of China. It says that that this has been imposed once before. When and how? We expect answers in the consequent statements.

(II) mentions when it was imposed last i.e during the rule of People's Republic of China in 1949.

(I) states that there was no offiicial policy on this imposition but other ways were adopted to promote the policy, like condemning and banning contraceptives.

(III) states the success of this policy imposition.

(V) states that this success did not last for long and the government has to reverse the campaign.

31. (V) introduces the subject—it's routine to feel grateful to NHS staff when someone has undergone NHS treatment.

(I) "I am no different"—to what? Here the author states that he is no different to the above idea and that he felt the same way. We expect the author to tell present facts to support this claim in the next statement.

(II)—the author presents support for his claim that he is no different.

(IV) continues the support.

(V) finally concludes that she is thankful to all these doctors. This concludes the idea presented in the first statement and closes the paragraph.

32 (V) (IV) form a mandatory pair.

(V) best introduces the theme of the paragraph. It's quite clear from this

statement that we are going to discuss Nothofagus trees. Also this statement mentions “fire” which can be borne by Eucalyptus and is instead used by it to regenerate, which is unlike Nothofagus trees. How’s that?

(IV) that is, not just they Not regenerate but instead die when burnt with fire.

(I) “ To avoid this fate….”—here “this fate” is the fate of getting burnt which was stated about these trees. So they have adapted to grow on areas where it is too wet to catch fire.

(I) “But…”—introduces a contradiction to the above claim, i.e. even after growing on such areas (high altitude areas) a very dry, desiccating summer and spring makes the wet lands dry like wood. Desiccating means very dry, arid and tinder means dry and flammable like wood which can be burnt easily.

(II) Instance of last week stated when this high altitude land got burnt due to lightning; this concludes the theme.

33. (II) (V) form a mandatory pair.

(I) (IV) form a mandatory pair.

(II) introduces the name of some work which is based on Christian catholic symbolism. Title of this work is “The Fall”. This work may be a painting, novel, other artistic work, it is not clear yet. We expect to get that information next.

(V) “The title..”—here refers to the title “The Fall”. Also we now know that it is a novel. This statement also mentions that the novel is structured in such a way that the reader while reading takes the role of a priest.

(III) “Yet..” introduces a contradiction. On careful reading we conclude that the priest role though assigned to the reader, the author himself is an atheist which is ironic. The author Albert Camus is introduced.

(I) “…. look at Camus’…”—here Camus is addressed by his first name so he has been introduced before. So this follows (III). Also an idea of easily digestible categories, simple ideas to be used in works is

introduced.

(IV) "….. this lust for simplicity.."—here this lust continues the idea of simplicity mentioned in (I).

34. (I) introduces the subject, that there are many reasons.

(II) introduces the first and foremost reason.

(IV) elaborates the above reason using the hint, "In the light of this…". It states what is surprising in this.

(V) further elaborates this.

(III) "This meant…" this concludes the above stated explanation.

35. (II) (IV) form a mandatory pair.

(II) best introduces the main idea that the author has taken or is taking a decision to pursue farming.

(IV) Author did that 4 years ago.

(I) introduces why she took that decision.

(III) explains that she had a job in city and had to displace to take up her family business.

36. (II) (IV) form a mandatory pair.

(II) best opens the paragraph.

(IV) clearly follows. It mentions that the above statement stands true only if you're reading literary fiction and not otherwise.

(I) mentions that the 2 psychologists have proved the above claim about literary fiction.

(III) explains the experiment.

(VI) continues the details of this experiment.

(V) states the results/scores of this experiment.

37. (IV) (II) form a mandatory pair. This looks tricky but these 2 form a mandatory pair because (II) introduces intellectuals in his questions and (IV) immediately defines it for the reader before starting to answer.

(II) best states the subject of the paragraph i.e. to what and whom should

intellectuals be held responsible?

(IV) defines “intellectuals” for the reader before moving ahead to answer the question. Please note that this definition had to be stated before author can answer the questions he proposed.

(III) goes on to the answer finally.

(I) “His view…..” refers to Noam Chomsky’s view.

(V) “they can be found…” refers to facts about social life, as mentioned in the previous statement.

38. (IV) (III) form a mandatory pair.

(II) best introduces the subject—areas for strengthening healthcare in India. One way to do that is mentioned viz. to deal with low doctor to population ratio.

(I) mentions the figures that WHO suggests.

(IV) states that the government has tried many measures to deal with it, to increase the no. of doctors.

(III) “These include…”- refers to the measures the government has taken, as mentioned above

39. (V) (II) form a mandatory pair.

(III) (I) form a mandatory pair.

(V) introduces the speaker/writer. She mentions about her job.

(II) mentions that this job she is into right now, though it was rewarding she’d feel restless at it always. Why? May be the speaker wasn’t happy with what she was doing. May be she wanted something else for her life.

(IV) narrows down the conjecture that speaker indeed wanted to do something else, but she realised it as she got back from a trip to Africa.

(III) continues the above idea. “… but it backfired!”. How’s that? We can safely expect to get the answer to this next.

(I) states the reason how it backfired seeing 2 women leading the trip on the speaker thought that she can and she should do it too; may be she

would have never imagined doing something like this on her own. She applied to this job once she got back.

40. (II) (V) form a mandatory pair.

(I) (III) form a mandatory pair.

(II) introduces the speaker and his wife, they were working in their respective professions.

(V) They realised that they cannot continue to do what they were doing (as mentioned above) for the rest of their lives.

(IV) So with a vague plan they moved to some place they wanted.

(I) mentions about children whom they admitted in a local school of that area. Living there they realised that Spanish was not the first language at the school but some other was.

(III) "….until then.."—refers to until they discovered that fact about Spanish language.

41. (I) introduces the subject that an attempt to trademark the word "React" has backfired.

(III) follows chronology. In 2007, this concept was introduced.

(II) In 2010, they launched some series.

(V) After becoming a hit, the series led to a huge spinofs.

(IV) Then in 2014 they finally launched their own channel called "react".

42. (II) introduces that there is a standof between 2 ministries of government —Environment and Water resources with environment mentioned first and water resources later. This is over the future of dams on 6 tributaries of river Ganga.

(IV) "We know that…"—begins the explanation. Also in (II), the Environment ministry is mentioned first, so the stand of this ministry is stated first.

(III) "And the….."—states the job of Water resources ministry.

(I) After respective jobs of both the ministries is explicitly stated and we all are aware of it, "yet" there is a lag in implementation.

43. (II) best introduces the issue which is of winters and it repercussions.

(IV) mentions who all get affected by it.

(I) “Why is that?...” continues the idea of why these urban homeless are affected by it.

(III) “But who are they?....” completes the paragraph by defining who they are and where they have come from.

44. (I) best starts the paragraph. It introduces Donald Trump as the U.S. Republican frontrunner and that he made a comment to shoot somebody and still get away with it.

(IV) elaborates his above stated comment.

(III) explains why he made such a comment, which is because his political rival won an endorsement in Iowa’s most influential newspaper The Register.

(II) It mentions “The” with Register, which grammatically means Register must have got introduced before this statement.

45. (III) introduces the idea well. It starts by introducing Rohith (by mentioning his full name). Further it also presents the fact that Rohith never lost his poetic fair even when he wrote his suicide note. (IV) further the above idea establishes mentioning the poetry written by him in his suicide letter.

(II) further elaborates the details on his suicide letter and the suicide incident.

(I) closes the paragraph by mentioning Prime Minister’s reaction to this incident.

2

BLOCK

LODs and CAT Questions

CHAPTER 16: Level of Difficulty—I

CHAPTER 17: Level of Difficulty—II

CHAPTER 18: Level of Difficulty—III

CHAPTER 19: Previous Years' Questions from CAT

The following chapters contain Exercises on Paragraph Sentence Completion on varying levels of Difficulty.

You are required to solve each level of difficulty and try to find out the major sources of error for you—

Is it due to your lack of understanding the information contained in an individual sentence

Or

Is it due to your inability to understand the relationships between various sentences within a paragraph?

Based on this analysis, you would need to get back to the drawing board and work on improving your ability to solve such questions—either by working on your ability to comprehend sentences or your ability to identify relationships between sentences and within paragraph—something that can be called your paragraph comprehension ability.

Level of Difficulty—I

1. (A) God has managed the amazing feat of being worshipped and invisible at the same time.
   (B) Millions of people might describe him as a white bearded father figure sitting on a throne in the sky, but none could claim to be an eyewitness.
   (C) Although it doesn't seem possible to offer a single fact about the Almighty that would hold up in a court of law, somehow the vast majority of people believe in God—as many as 96 percent, according to some polls.
   (D) This reveals a huge gap between belief and what we call everyday reality.
   (E) We need to heal this gap.

(a) ABCDE
(b) BCDEA
(c) ABDEC
(d) CABDE
(e) BADCE

2. (A) This result was all the more astonishing when it was discovered that the person doing the praying didn't have to know the patient personally, or even know their names.

(B) Seriously ill patients in hospitals were divided into groups, some being prayed for, while others were not.

(C) A striking example that there is a reachable place beyond material reality, and that is prayer.

(D) In all cases, best medical care was still given, yet it became evident that the prayed-for group seemed to recover better.

(E) Beginning more than twenty years ago, researchers devised experiments to try to verify whether prayer had any efficacy.

(a) ECBAD
(b) CEBDA
(c) EADCB
(d) CBEDA
(e) ABCDE

3. (A) A snail's neurons pick up signals from the outside worlds so slowly, for example, that events any faster than three seconds would not be perceived.

(B) In other words, if a snail was looking at an apple, and I quickly reached in and snatched it away, the snail would not be able to detect my hand.

(C) It would "see" the apple disappear before its very eyes.

(D) In the animal kingdom some nervous systems are much faster than ours and others much slower.

(E) In the same way, quantum flashes are millions of time too rapid for us to register, so our brains play a trick on us by "seeing" solid objects that are continuous in time and space, the same way that a movie seems continuous.

(a) DABCE
(b) DEABC
(c) DACBE
(d) EDABC

(e) ACBDE

4. (A) A person is neither the product of just her environment nor just her genetic make up.

(B) Let me give an example.

(C) A child is born with a talent for music, which then gets nurtured through continuous training in a conducive atmosphere.

(D) The transactional model of child development helps to resolve the split between nature and nurture.

(E) Rather it is the complex interaction between the two that is key.

(a) BCDAE

(b) DAEBC

(c) ADBCE

(d) ADEBC

(e) EABCD

5. (A) At first, you think of it as just a matter of growing bigger.

(B) There is nothing in the world more fascinating than watching a child grow and develop.

(C) Then, as the infant begins to do things, you may think of it as “learning tricks”.

(D) In some ways, the development of each child retraces the whole history of the human race, physically and spiritually, step by step.

(E) But, it’s really more complicated and full of meaning than that.

(a) BACED

(b) DABCE

(c) ACBDE

(d) DACBE

(e) ABCDE

6. (A) On the one hand, we can trivialize the word by applying it to virtually any human activity.

(B) On the other hand, we can ignore or reject the significance of the original meaning of the term and replace it with a technical

definition, such as “conceptual analysis” or “the methodology of science”.

(C) Like all expressions, however it is subject to two kinds of distortion.

(D) The word ‘philosophy’ is of Greek origin and means literally, “love of or friendship for wisdom.”

(E) This simple linguistic fact shows us at once that philosophy is an intrinsic expression of human nature.

(a) CABDE
(b) ABCDE
(c) DCABE
(d) DECAB
(e) ACBDE

7. (A) Some books, nevertheless, offer “inside stuff” or “tricks” which they claim will enable you to beat the test.

(B) This is not to say that the CAT is “beatable”.

(C) Although the CAT is a difficult test, it is a very learnable test.

(D) You probably have already realized this.

(E) There is no bag of tricks that will show you how to master it overnight.

(a) ABCDE
(b) CBEDA
(c) CABED
(d) BACED
(e) ADBCE

8. (A) Its aim was to remove from dance, any external associations, so that the dancers could concentrate on pure movement and pure pattern.

(B) Abstract dance was the name of a specific style of ballet, devised in the 1920s and developed at the bahaus.

(C) Ballroom dancing, for example, is concerned with the pleasure the movement and pattern-making give to the dancers, and not with some external ‘programme’.

(D) In the wider sense, a great deal of dance is ‘abstract’.

(a) DBAC
(b) BADC
(c) BDCA
(d) BDAC
(e) ABCD

9. (A) In those countries where the ideals of liberty and equality have received the greatest devotion, and particularly in America, the political constitution has been framed with the precise object of making impossible too great a concentration of power.

(B) A philosophy that emphasizes the likeness of all men will be averse from recognizing those exceptional qualities in any individual which place him so clearly above his fellows that he may justly claim to lead and influence them.

(C) A different though related strand of thought is equalitarian.

(D) Further, when circumstances make it necessary for a particular individual to display qualities of leadership in a very high degree, his position is under constant and bitter attack on the score of dictatorship, and it is necessary for him to conceal his qualities, consciously, behind a façade of ‘ordinariness’.

(a) CBAD
(b) CABD
(c) CDAB
(d) DCAB
(e) DCBA

10. (A) It has removed many of the material obstacles to the pursuit of the good life from the majority of mankind in those countries at a high level of technical development.

(B) But it has exposed us to new dangers, not the obvious dangers of new weapons of destruction, but the much more serious ones of a purely materialist view of life.

(C) The growth of science and technology has conferred obvious and

immense benefits upon the community.

(D) It has also, as we too often forget, made possible new and daring adventures of the mind

(a) CADB
(b) ABDC
(c) ACBD
(d) CDBA
(e) ABCD

11. (A) There are manifest dangers in the persuasive aspect of leadership.

(B) It is alarming, for example, to reflect how great a part the power to speak well has acquired in an age of broadcasting.

(C) It is quite possible for men to feel that they are freely giving their allegiance to a leader, when actually they are simply slaves of his techniques of propaganda.

(D) At its lowest, the technique of persuasion may involve all those devices of suggestion and propaganda which are so freely available to the unscrupulous in a scientific age.

(a) ABDC
(b) ACBD
(c) CDBA
(d) ADBC
(e) DABC

12. (A) The leader should possess high intelligence.

(B) The reasons for this frequent neglect of intelligence as a prerequisite of leadership are complex.

(C) It is certainly true to say that this is more commonly underrated than any other aspect of leadership.

(D) There is first, a very general misunderstanding of such a phrase as ‘of very high intelligence.’

(a) ABCD

(b) ACBD
(c) DABC
(d) DBAC
(e) CABD

13. (A) As with everybody else, the guard was ordered to go through the metal detector.
(B) Before doing so, he handed his M-16 rifle to security personnel, along with other items such as handcuffs and a torch.
(C) The guard shift was rotating, and a guard in full uniform, was in line in front of him.
(D) When returning from a business trip, my father approached a security checkpoint at the airport.
(E) When the guard went through the machine, an alarm went off and he was inspected with a hand-held wand which detected a Swiss army knife inside one of his pockets.

(a) DCABE
(b) DBCAE
(c) DCAEB
(d) BCAED
(e) ABCDE

14. (A) He required, for instance, that all cars be parked ‘about a meter’ away from the others cars.
(B) I had a very organized commanding officer when I was in the army.
(C) Once he called me over and pointed out a car that was parked less than ‘about a meter’ away from the other cars.
(D) I told him that the vehicle in question was owned by Captain Jorge, well known for his ill temper and feared by those above and below him in rank.
(E) The commander thought for a few minutes and ordered: “Tell everyone to align their cars according to Captain Jorge’s”.

(a) ABDCE
(b) BACDE
(c) DCABE
(d) EBADC
(e) ABCDE

15. (A) She had made her last trip to Canada.
(B) Five years later, she surprised me when she phoned to say she had booked a flight and was coming to visit.
(C) My mother, who lives in Germany, visited my family in Canada every year.
(D) But at age 80, she informed us that the 16 hours of travelling was too much for her.
(E) I asked her what, at age 85, had made her change her mind

(a) CDBAE
(b) CDABE
(c) CEDAB
(d) ABECD
(e) DACBE

16. (A) On one of our walks, three lads cycled past.
(B) I am short and stocky with grey hair and beard
(C) My dog was also short and stocky and had grey hair.
(D) I heard one of them say, “That’s a strange one.”
(E) The second boy agreed, exclaiming, “Yes—It’s all grey and fluffy.”

(a) ADCEB
(b) CADEB
(c) BCADE
(d) DCABE
(e) BCDAE

17. (A) Easy or not, etiquette is important.
(B) There’s a reason for doing things the way we do them—we just have no idea what it is.

(C) I had to interrupt my cell phone call to tell him off.

(D) I was trying to explain this the other night to my children—Matt, 15, and Becky, 11—who, I'm ashamed to say, have been allowed to develop less-than perfect manners, especially at the table.

(E) At this particular family dinner, I caught Matt buttering his baked potato with his finger.

(a) ABCDE

(b) ABDEC

(c) BCDAE

(d) BDACE

(e) ABECD

18. (A) Not a plastic tray or all-you-can-eat dessert bar in sight.

(B) Becky, whose idea of great dining is to graze the free sample aisle at cafes, immediately had questions.

(C) The Restaurant was amazing.

(D) A distinguished-looking waiter with an elegant accent presented our menus.

(E) "How can they charge this much for food?"

(a) CDABE

(b) ADCBE

(c) EDBCA

(d) CADEB

(e) ABCDE

19. (A) A trainee was standing guard inside a room when he heard a pounding on the door and the order "Let men in!"

(B) Through the window, he saw the uniform of an officer and immediately opened the door.

(C) He quickly realized his mistake when the officer yelled," Airman! Why didn't you check for my authority to enter?"

(D) Guards in air force basic training must check all IDs.

(E) Thinking fast, the airman replied, “Sir, you’d have got in anyway.”

(a) DABCE

(b) DBACE

(c) DBECA

(d) DAEBC

(e) DCABE

20. (A) Peggy Conlon was 15 when her mum, dad and 14 siblings moved to a big house in Adelanto, a tiny town in California’s high southern desert.

(B) School lunches were packed assembly-line style; baths taken in shifts in the bathroom—younger kids before bed, older kids in the morning.

(C) Life was all about directing traffic and as the oldest child, Peggy was the chief traffic monitor.

(D) In addition to the Conlon brood, there were cats, dogs, chickens, rabbits and a pony.

(E) Dinner was set on a 3.5 metre long dining table her father had made from a church door.

(a) ADEBC

(b) AEBCD

(c) DAECB

(d) CABDE

(e) ABCDE

21. (A) There in the soap-scented air and the glare of neon, they sorted, washed, dried, and folded up to 20 loads of clothes.

(B) That’s when Mary would talk to her daughter about helping others and her dreams for thefuture.

(C) Every Friday night, from the time she was eight, Peggy and her mother, Mary, loaded the family station wagon with dirty clothes and drove to a Laundromat.

(D) When they were finally done at about l am, they'd head to an all night coffee shop for hot fudge sundaes and a rare quiet time together.

(E) Diapers were always a big item.

(a) CADEB

(b) CBDAE

(c) CAEDB

(d) BCADE

(e) BACDE

22. (A) I lived with my grandparents until I left home at 16.

(B) She worked and did very well, but she still needed the support her parents provided, and we lived with them in New York for many years.

(C) So all three of them, my mum, Ondrea Smith, and my grandparents Eugene and EllenGriffith—raised me.

(D) Don't get me wrong; my mum was around too,

(E) But she was a single parent and had me when she was just 21.

(a) AEDCB

(b) ADEBC

(c) CADEB

(d) ACDED

(e) ABCDE

23. (A) He had been a paramedic in the army in World War II, and when I lived with him, he worked for the post office.

(B) He was from a west Indian family, and people from the west Indies are known for their frugality—like the work 300 jobs and spend no money.

(C) I'd see him leave every morning, go to work and come home at night.

(D) Then he'd do things like fix his own car. And instead of relaxing, he'd be out patrolling the neighborhood, making sure it was safe for his family.

(E) My grandfather looked like a big Buddha, and his overall vibe was jolly, like Santa.

(a) EBCAD

(b) ECBAD

(c) EBACD

(d) CDABE

(e) EABCD

24. (A) When I say tough, I mean she was the kind of person that didn't want to be kissed or hugged, but she would show you all the love in the world.

(B) My grandmother—she was generous, but she was tough.

(C) They let the employees have certain stuff, damaged goods.

(D) She used to bring little race cars and other toys home to me every day.

(E) Talk about a kid being blessed, and God has been looking out for me from the beginning: My grand mother worked in a toy factory!

(a) EDCAB

(b) BAECD

(c) BCAED

(d) EDABC

(e) BDAEC

25. (A) The man shook his head and pointed to a stage close to my wife, where the pianist was sitting at a grand piano, cheerfully playing away.

(B) As the negotiations were completely new to her, she had to focus her full attention on the discussion.

(C) She was invited by some customers to discuss business in a well-known tavern.

(D) The background music bothered her greatly, so when the waiter was passing her table, she asked if he could turn the music down.

(E) My wife had just been appointed bank manager of a local branch.

(a) ECBDA
(b) EBCDA
(c) BCDAE
(d) BCDEA
(e) DAEBC

26. (A) He insisted we check again, and again the deckhand found nothing out of order.
(B) When the man called a third time, I sent the deckhand directly to his cabin.
(C) I sent a deckhand to check the lifeboat and called the guest back to say nothing had been found.
(D) During my work, handling the front desk of a cruise ship, a passenger called to say he'd spotted a stowaway in a lifeboat when he'd glanced out of his cabin window.
(E) The deckhand soon called to assure me there was no need for alarm: The guest had been reporting on his own reflection in the window.

(a) EBACD
(b) DCBAE
(c) DCABE
(d) DBACE
(e) EABCD

27. (A) Their son, Matthew, a Navy meteorologist, was assigned there.
(B) Michael Flocco veered into the driveway of his home and dashed from his truck.
(C) The stocky sheet-metal worker had rushed back from a construction site nearby to join his wife, Sheila, after learning of the terrorist attack on the Pentagon.
(D) Michael found Sheila sitting on the couch sobbing.
(E) It was almost 10:30 am on Tuesday, September 11, 2001.

(a) BECAD

(b) BDECA

(c) BEDCA

(d) DACEB

(e) BAECD

28. (A) Handsome in his tuxedo.

(B) Lanky at his high school prom.

(C) Matthew with the striped kitten—had he been five?

(D) At ten—smiling in his yellow soccer jersey.

(E) Throughout the TV replays of the collapsing Trade Towers, Michael's glance shifted from one framed photo to the next.

(a) ECDBA

(b) ABCDE

(c) ECBDA

(d) DABCE

(e) DAEBC

29. (A) Matthew was always the kid with his head in the clouds, the stars, the sky.

(B) With high marks, and great moves on the sports field, his dream had been an athletic scholarship, but an injured elbow and a bad rotator cuff got in the way.

(C) So Matthew enlisted in the Navy.

(D) By fourth standard, Matthew was bored with cartoons on TV, and his dad often returned from work to find him lying on the floor, absorbed in the blue and red curves of the cold fronts and low-pressure systems swirling across the weather channel maps.

(E) He hoped to go to college, even though the family's savings would not stretch far.

(a) DABEC

(b) DACEB

(c) DBCEA

(d) DAEBC

(e) EABDC

30. (A) The couple have diametrically opposite approaches to investing.

(B) Lynn, 58, is a believer in mutual funds and has “a bit of a gambler’s streak” that’s made her a successful investor.

(C) That could have been the case for Lynn and George Wick.

(D) According to financial planner Michael Banwell, antagonism can arise when couples have different investing styles, especially when there are concerns there won’t be enough money to retire with.

(E) George, 12 years her senior, has always put cash into FDs and left it there.

(a) DACBE

(b) DCABE

(c) EBADC

(d) ECABD

(e) ABCDE

31. (A) With her friends crowded round, she opened a package to find …a dictionary and a thesaurus.

(B) “She was forever looking for a dictionary and didn’t have one,” he says, “but it was obvious I didn’t get it right.”

(C) On her 25th birthday, Maria Nicozzi got a gift from her boy friend, Thomas that she’ll never forget.

(D) For his part, Thomas, who went on to become Maria’s husband despite the gift, had carefully considered what to get her.

(E) “I felt it should have been something more substantial and romantic.” She says.

(a) CDBEA

(b) CAEDB

(c) CBAED

(d) CEABD

(e) DCABE

32. (A) Once it was installed, however, I realized that the new chair's enormous flowers, so playful in the furniture store, overwhelmed the muted stripes of our downstairs wallpaper.

(B) "It's a little loud, Isn't it?" my husband asked cautiously.

(C) While I was expecting our fifth child, I chose a chair at a discount furniture store to replace a dog-eared, stuffing-spitting relic.

(D) In fact, the sight of the chair in the living room made my teeth hurt.

(E) "It's shouting," I agreed glumly.

(a) ABECD
(b) BAECD
(c) CABED
(d) CBAED
(e) ABCDE

33. (A) You can't change public perception by force.

(B) So we start making films where violence is not the only solution, like Hero and the next film I plan to make.

(C) When you get older, you start to think, What can we give to the younger audience.

(D) But we are so used to watching heroes use violence to stop violence.

(E) When I was young, I didn't know if the violence was bad or good, so I just did the action —— good guy kills bad guy.

(a) ECBDA
(b) BDAEC
(c) ECDBA
(d) EDCBA
(e) EABCD

34. (A) I really did quit once when I was nine years old

(B) My coach came to my home every week and just cut my hair, brought a book or food and didn't talk about training.

(C) He tried to make me feel guilty.

(D) Children think of quitting many times.

(E) My foot was broken, and I trained for three days before I decided I didn't want to.

(a) DABCE

(b) DBACE

(c) DAEBC

(d) AEBCD

(e) BACDE

35. (A) In obstructive sleep apnea, tissue in the throat relaxes during sleep, collapsing—and closing off—the airway.

(B) Worse, he routinely stopped breathing. Tests at a sleep clinic yielded a quick diagnosis: sleep apnea.

(C) Then his weight ballooned and his blood pressure soared.

(D) Along with the weight gain, Currie, a 55-year-old radio announcer, developed a snoring problem, his wife informed him.

(E) Roger Currie quit smoking ten years ago.

(a) EDCBA

(b) ECBDA

(c) ECDBA

(d) EABDC

(e) EBCDA

36. (A) The result: an epidemic of fatigue that's ratcheting up stress at work and road rage among motorists, and is literally aging us before our time.

(B) Some of us may need the attention of professionals; others have to make more time for sleep in their schedules.

(C) People are sleeping less today and snoring more, tossing and turning and eyeing the clock, praying for dawn.

(D) Either way, quality sleep should be a priority.

(E) It's a shame, since scientists have made great strides in treating almost every type of sleep disorder often without medication and with great rates of success.

(a) EBDCA
(b) EBDAC
(c) CAEBD
(d) CADEB
(e) ACBED

37. (A) Van Cauter then tested the volunteers on insulin resistance, a measure of how well the body processes blood sugar.

(B) Van Cauter recently monitored 27 sleepers between the ages of 23 and 42 in their homes.

(C) One group slept just over five hours on weeknights; the other eight.

(D) The greater one's resistance, the greatest his risk of diabetes.

(E) The results were astonishing. The shorter sleepers had 50 per cent more insulin resistance than the longer sleepers.

(a) BACDE
(b) BCADE
(c) CADBE
(d) CADEB
(e) BDACE

38. (A) "Mum's been murdered," his brother said in a shaky voice.

(B) It was a burglary gone awry.

(C) On New Year's Day, 1996, psychologist Everett Worthington's phone rang.

(D) Two youths had broken in, and she had surprised them.

(E) She was killed with a crowbar.

(a) CABDE
(b) CDBAE

(c) ABDEC

(d) CDBEA

(e) ABCDE

39. (A) The role of Western values in contemporary Indian society is a subject on which I have pondered for years.

(B) Moreover, various stakeholders of our company—employees, investors, customers and vendors—come from across the globe.

(C) An organization is representative of society, and some of the lessons that I have learnt from the West regarding values are, I think, applicable to us as a nation.

(D) I come from a company that is built on strong values.

(E) In dealing with them over the years, I have come to appreciate several aspects of the West's value system.

(a) ABDEC

(b) ADBEC

(c) DBECA

(d) DBCAE

(e) ABCDE

40. (A) Indian culture has deep-rooted family values.

(B) Unfortunately, our attitude towards the community is very different from our attitude towards the family.

(C) Although we keep our homes spotlessly clean, when we go out we do not think twice before littering.

(D) Parents make enormous sacrifices for their children; children consider it their duty to take care of aged parents.

(E) And marriage is held to be a sacred union with husband and wife bonded for life.

(a) AEBCD

(b) ACBED

(c) DEBCA
(d) ADEBC
(e) DABCE

41. (A) “To play great music,” he said, “you must keep your eyes on a distant star.”
(B) Eleven years old, I was taking a violin lesson with Georges Enesco, my teacher, in his Paris studio.
(C) At the time, I took this to mean, simply, “Give your very best to every piece.”
(D) A deep-chested, powerful man with a rugged, gentle face, Enesco looked at me across the violin he held under his chin, and shook his bow.

(a) BACD
(b) BDAC
(c) DACB
(d) DACB
(e) ACBD

42. (A) I felt the truth of it when I visited Rock-feller Institute.
(B) They were as dedicated as monks in a 14th century monastery, yet their lives were being fulfilled because their eyes were on the star.
(C) Here a scientist worked with quite absorption developing antibiotics; there, another investigated a possible cure for tuberculosis; a third studied the effects of too much sugar in the blood.
(D) You don’t have to be a musician to benefit from my teacher’s wisdom.

(a) CBAD
(b) ACDB
(c) DACB
(d) DABC
(e) ABCD

43. (A) They learned that if they brought the kid in, they could get another

$5.

(B) The first time I went onstage with my father, I was five years old, and we were at a hotel in New York.

(C) My mother was being paid $5 as his pianist, and he got $15 to perform comedy and sing.

(D) I sang, “Brother, Can You Spare a Dime?”

(a) DCBA
(b) ADBC
(c) BCAD
(d) BADC
(e) DABC

44. (A) I did everything—conducting the orchestra, monologue, mime, audience participation, playing instruments, dancing, singing, production numbers, incredible bits and pieces and wild physicality.

(B) My mum and dad came back to the dressing room, and I said, “How was it, Dad?”

(C) Whew! I did a show in Vegas years later, in 1980, the best two hours and 20 minutes I ever had onstage.

(E) He said, “It wasn’t bad for an amateur.”

(a) DBAC
(b) BCDA
(c) CABD
(d) BDCA
(e) BADC

45. (A) When a man is his son’s hero, it’s about the best thing that God gave us on this planet.

(B) I can see it now with my son Anthony, who’s been traveling with me and documenting my work.

(C) I was doing a lecture recently.

(D) And he was out in the audience with a camera, and I caught his face, that twinkles for a second, where his eyes said to me, that's my dad.

(a) ABCD
(b) ACBD
(c) BACD
(d) CBAD
(e) DABC

46. (A) On the one hand, I want very much for someone else to clean our house, as neither I nor my husband, Ed, has shown any aptitude for it.

(B) No one but me, for instance, should have to clean up the dental floss heaped like spaghetti near the wastebasket where I toss it each night, never catching on that floss is not something that can be thrown with a high degree of accuracy.

(C) On the other hand, I'd feel guilt inflicting such distasteful drudgery on another human being.

(D) Have always wanted and not wanted a cleaning person.

(a) DACB
(b) CBAD
(c) CABD
(d) ABDC
(e) BADC

47. (A) "Are you all right?" I asked, as I helped her to her seat. "That turbulence was as bad as it gets."

(B) Flying in the summer in the US means one thing: turbulence.

(C) I was working as a flight attendant when we hit a patch of very rough air just after a young teenager, obviously on her first flight, had entered the bathroom.

(D) After the bumps had subsided, she exited the bathroom, a look of sheer

terror etched on her face.

(E) "So that's what it was," she said, "I thought I'd pushed the wrong button."

(a) DAEBC

(b) BCDAE

(c) AEBDC

(d) CADBE

(e) ABCDE

48. (A) And when it happens on rare occasions that we "cheat" death, we believe just for a moment, in immorality.

(B) Today scientists are tempting fate in ways never before imagined, as they demystify the secrets of longevity.

(C) We human beings are the only animals capable of contemplating our own demise.

(D) We mourn, we memorialize, we philosophize and we pray.

(a) DACB

(b) DCBA

(c) CDAB

(d) ABCD

(e) ABCD

49. (A) An expert in the genetics of aging, she believes that altering genes to extend life span may not be far off.

(B) Campisi is a senior molecular biologist at one of America's top research centers.

(C) Piles of papers rise from the floor like unsteady chimneys, some nearly as tall as four-foot ten scientists.

(D) In her basement office, Judith Campisi sits on the edge of a chair and speaks with wide-eyed enthusiasm, usually reserved for first-year graduate students.

(a) DCBA

(b) DBCA

(c) BCAD

(d) BDAC

(e) ABCD

50. (A) Paying the cable bill had been on my to-do list, but somehow it hadn't been paid in well, let's just say a number of months.

(B) As I handed over the cheque, I mumbled my apologies and berated myself for my oversight.

(C) I was packing the paper into my briefcase when the doorbell rang.

(D) It was a bill collector from the local cable-TV company.

(E) Shouldn't have been home that afternoon eight years ago, but I had forgotten a term paper and was close to missing the 3pm deadline.

(F) After all, I was a student of library science, and keeping track of papers was supposed to be my specialty.

(a) ECDBAF

(b) CDBAFE

(c) ECDABF

(d) CDBFEA

(e) CBADEF

51. (A) If you're like me, your toughest decisions will come in your reference files.

(B) My personal rule of thumb is that if I haven't used a piece of information for two years, I get rid of it.

(C) Of course, it's a law of nature that whenever you finally get rid of something, you will always need it the very next day.

(D) I recommend going through your files once a year, discarding information that is old or out-of-date.

(a) DBAC

(b) DABC

(c) CBAD

(d) ACBD

(e) ABCD

52. (A) I placed my new treadmill in the middle of our family room to encourage myself to use it.

(B) "No one," Julia replied in her most convincing tone. "Not even my mum."

(C) My children knew they were not to touch it, but their friends often gravitated to it.

(D) Months after I bought the treadmill, I knew I had been remiss in my fitness plan but didn't realize how much until my five-years-old daughter Julia had her friend Makenzie over to play.

(E) From a nearby room I heard Julia say, "That's Mummy's treadmill, and no one is allowed to use it."

(F) "No one?" asked her friend.

(a) ACDFBE

(b) ACDBFE

(c) ACDEFB

(d) DCAFBE

(e) ABCDEF

53. (A) Wasting little time, he started T.T. Pond Company and began commercially marketing the product.

(B) A druggist by profession and a businessman in the making, he was amazed by the curative powers of an extract made using the witch hazel shrub.

(C) 1907 proved to be a major turning point, with the addition of Ponds Cold Cream, legendary classic even today.

(D) T.T. Pond did not imagine the success his little trip during 1846 to a remote Indian settlement in upstate New York would create.

(E) It was called thus because of the cooling effect evaporation caused on the skin.

(a) DBACE

(b) DBCEA

(c) ABCDE

(d) ACBDE

(e) ADBCE

54. (A) Nunes is taking me down Transpanteneria Highway, a 150-kilometer ribbon of red dirt and 127 plank bridges, that runs south form Pocone to Porto Jofre.

(B) They used soil from alongside the highway, leaving trenches filled with water and fish that attract other animals in abundance.

(C) As a result, the Transpantaneira Highway may offer the greatest wildlife show on earth.

(D) The engineers who built this raised the surface about four meters from then surrounding terrain to keep it dry during the rainy season.

(a) DBAC

(b) DBCA

(c) ADBC

(d) BCAD

(e) BACD

55. (A) Strutting and vaguely comic, two female rheas head for nests where their two males guard the eggs with menacing looks.

(B) My host, cattle rancher Jose Tocqueville de Carvalho Neta, says that the rheas will occasionally rearrange the eggs in the nest.

(C) The Ostrich-like birds are here in front of the Campo Neta Lodge, a five-room Mexican farm house in the middle of the Pantanal.

(D) “This happens so they will not take the sun in only one position.”

(a) ABCD

(b) ACBD

(c) ADCB

(d) ABDC

(e) CABD

56. (A) But, transportation is difficult and the Pantanal is little known outside of Brazil.

(B) The people who live here have their fingers crossed.

(C) Because if ecotourism doesn't work, an alternative is waiting.

(D) There are now some 60-tourist facilities here, most of them small and locally owned

(E) Worldwide, the jury is still out on the idea of ecotourism and the Pantanal has become a testing ground

(a) EDABC

(b) DAEBC

(c) ECBAD

(d) EDCBA

(e) ABCDE

57. (A) Carolina Coelho sits up in her saddle, turns 90 degrees and points to a stately umbauba tree.

(B) "Toucans feed on the eggs and nestling of other birds," my guide says.

(C) "So they make a lot of enemies"

(D) Shading my eyes with my hand, I still can't see the creature until it flies off with a dozen smaller birds in pursuit.

(E) "Toucan," she says.

(a) ADBCE

(b) AEDBC

(c) ACDEB

(d) ADECB

(e) ABCDE

58. (A) The subject has two half ping-pong balls taped over his eyes and wears headphones that emit a roar of static—he is in a sensory cocoon, a uniform field of light and sound.

(B) This is so he can pick up psychic signals without distraction.

(C) On the top floor of the psychology department building at Edinburgh University, Professor Robert Morris and his team are performing an experiment.

(D) You read that right: psychic signals.

(a) CABD

(b) BCDA

(c) ABCD

(d) DABC

(e) ADBC

59. (A) On a cold day in Tornato I meet Professor James Alcock at York University, one of the most widely respected skeptics.

(B) “I have a lot of respect for the leading parapsychologist I know personally,” he says.

(C) Alcock has spent decades analyzing the procedures used by parapsychologists and advising on how to make them watertight.

(D) “In a few cases, we’ve gone through the same research report and independently come up with the same flaws, usually statistical errors.”

(a) ABCD

(b) ACBD

(c) DCBA

(d) DCAB

(e) ADBC

60. (A) He has set up the James Randi Educational Foundation to challenge believers to prove their statements about paranormal abilities.

(B) If someone chases will-o’-the-wisps like speaking with the dead, it subverts them from things that could really help them.

(C) So if the paranormal consists of nothing more than occasionally being able to sense that someone is staring at us, does it matter if science accept the parapsychologists’ results or not.

(D) Randi is adamant it does.

(a) BACD
(b) ACDB
(c) DCBA
(d) BCDA
(e) ABCD

61. (A) Four-year-old Evan Petropoulos has a serious infection.
(B) So it might be tough to comprehend why the little guy is giggling like a maniac.
(C) The infection has swollen Evan's right eye shut and put him in considerable pain.
(D) He's in the hospital with an IV in his arm.

(a) BACD
(b) CBAD
(c) BDAC
(d) ADCB
(e) DABC

62. (A) Using humour to ease pain and help healing is no laughing matter to a growing number of doctors, nurses and health care workers.
(B) We all know that it feels great to engage in a good laugh, but a small yet significant body of research suggests that the ability to see life from the lighter side may be medicinal.
(C) And even help diabetics control their blood sugar.
(D) Studies have hinted that humour can alleviate allergy symptoms, increase pain tolerance, bolster the disease-fighting immune system, reduce the risk of stroke and heart attack.

(a) ADCB
(b) ADBC
(c) ABDC
(d) DACB
(e) ABCD

63. (A) That's where Jennifer Lopez, the daughter of Puerto Rican

immigrants, got her start, singing and dancing in neighborhood shows in New York City.

(B) She's dressed all in white—squeaky-clean running shoes and velour track suit she designed herself, with a "J. Lo" insignia over the breast.

(C) She's come a long way from the Kips Bay Boys & Girls Club.

(D) Today she's in Vancouver, filming *An Unfinished Life*, in which she teams up with Robert Redford.

(a) DBCA
(b) ADBC
(c) CDAB
(d) CADB
(e) ABCD

64. (A) Wandering along the streets of New York city, my daughters and I stop at shoe stores wherever we happen to be.

(B) This is their choice, these women who as little girls teetered around the house balancing like cranes in my mother's high heels.

(C) I sit on a bench and wait while they try on shoe after shoe, readjusting their positions in the mirror, eyes down cast, considering their feet.

(D) "So?" one of them will ask me. "What do you think of these?"

(a) ADBC
(b) DBCA
(c) ABCD
(d) DCBA
(e) CABD

65. (A) And long before anyone in my class had heard of ballroom dancing, my mother played swing music on the gramophone in the living room, took me in her arms and taught me how.

(B) By age 12, after a series of operations, I could walk unaided.

(C) By the time I was seven, my mother had moved on to tennis, which she

decided I could play while wearing black galoshes over my brown orthopedic shoes.

(D) When I turned 15, she signed me up for dancing school with boys.

(a) CABD
(b) BACD
(c) CDAB
(d) ABCD
(e) CDBA

66. (A) If my husband, Ed, had his way, you could pop by our place any given night and see me sitting in bed, struggling to hold my head up under the weight of a night-vision headset.

(B) Ed is an early-to-sleep sort of chap, who'll announce around 8 pm "just going to change into my pajamas and read for a while."

(C) Once he becomes horizontal, however, it's pretty much over.

(D) This makes it difficult for yours truly, for I really do read in bed, including the part where you turn the page and read a second one and then a third one.

(a) BACD
(b) ACBD
(c) BCAD
(d) ABCD
(e) ADBC

67. (A) We call it Pillow Mountain.

(B) I roll over in the middle of the night and find myself suffocating against a towering mound of goose down.

(C) I offered to stop eating in bed if Ed would agree to wean himself from his need for multiple pillows.

(D) A married couple can best be defined as a unit of people whose sleep habits are carefully engineered to keep each other awake.

(a) DABC

(b) DCBA
(c) ABCD
(d) ACBD
(e) ADBC

68. (A) It’s that rare state when it seems you can do no wrong.
(B) You know the feeling.
(C) Maybe you’re playing tennis and every shot is landing right where you aim it.
(D) Or perhaps solutions to those gnarly work problems are coming to you so easily that you wonder why they seemed insurmountable before.
(E) Why is it that sometimes you fire on all cylinders and at other times you can’t even start the engine?
(F) For most of us, these moments of visions and high performance are too rare.
(G) The answer may be this: You’re at your best when you get your mind out of the way.

(a) BACDFEG
(b) FEGBAC
(c) CDEGFBA
(d) AFEGDCB
(e) ABCDEFG

69. (A) Every bit of his well-muscled arms is covered with tattoos.
(B) Today Kent Lindahl is the father of two children, has finished college, and is working towards a degree in psychotherapy.
(C) Yet fragments of his past will always haunt him.
(D) With his intelligent eyes, neatly trimmed beard and wire-rimmed glasses, Lindahl looks like a professor—until he rolls up his sleeves.

(a) BDCA

(b) BCDA
(c) DCBA
(d) DBCA
(e) ABCD

70. (A) Amberry teaches professional basketball players how to shoot free throws and has produced an instructional book and video.

(B) The key, he says, is to become mentally absorbed in a physical routine, which clears the head of negative ideas, such as missing the shot.

(C) “You can’t have an extraneous thought in your mind when you make that free throw,” says Amberry.

(D) Refocusing the mind to eliminate the buzz and the static of everyday thought, according to a new book by Dr Herbert Benson, has powers beyond the basketball court.

(a) ACBD
(b) ABCD
(c) CABD
(d) CBDA
(e) BACD

71. (A) So she took her dog, Elsie Mae, for a stroll on the beach near her home in California.

(B) Of course, some people seem to know intuitively that the best way to cope with a problem can be to walk away from it.

(C) Artist and graphic designer Lisa Gizara, 43, was struggling to come up with a fresh advertising idea for one of her clients, a computer company.

(D) She took a few more steps, and saw an image: Michelangelo’s “Creations of Adam,” which features the famous detail of God’s and Adam’s fingers nearly touching.

(E) As they tromped across the sand, suddenly a phrase popped into Gizara’s head: “Get connected.”

(a) DACEB
(b) EDCBA
(c) CDAEB
(d) BCAED
(e) ABCDE

72. (A) Benson believes that when you “break the train of everyday thought”—a phrase he repeats like a mantra—your body increases production of a gas molecule called nitric oxide (not to be confused with nitrous oxide, or laughing gas).
(B) Scientists once thought nitric oxide, or NO, was merely a toxin.
(C) It’s a component of cigarette smoke, for example.
(D) But in the late 1980s, researchers learned that the gas is made in the human body and plays a role in a range of physiological processes, such as controlling blood pressure.

(a) ACBD
(b) ABCD
(c) BDCA
(d) BCDA
(e) DABC

73. (A) Many of his colleagues told him he was wasting his time and would ruin his career.
(B) But Benson went on to become a pioneer in the now-nourishing field known as mind-body medicine, which explores how our thoughts and feelings contribute to disease.
(C) Benson has grown accustomed to skepticism about his work.
(D) Trained as a cardiologist at Harvard Medical School, Benson began in the 1960s to study how stress affects physical well being, then considered a radical idea.

(a) CDAB
(b) CBAD

(c) CDBA
(d) CABD
(e) BACD

74. (A) To the soundtrack of cicadas and the wind in the leaves, Abrams repeated the motions, over and over, until her brain and body went on autopilot.
(B) "It's a very Zen kind of thing."
(C) She would sit in the night air for hours, slowly rocking the treadle of a spinning wheel with her feet and guiding the fibres with sweeping motions of her arm.
(D) Consider Charlene Abrams, who spent every free evening in the summer of 1994 on the front step of her home, spinning yarn.
(E) "You get into this almost altered state," says Abrams, 43, a software engineer.
(F) "Sitting there spinning, my mind wanders and goes wherever it needs to go."

(a) ABCDEF
(b) ACFBED
(c) DCABEF
(d) DACBEF
(e) FABEDC

75. (A) And then suppose you pushed the 'Reverse' button and took a trip in the opposite direction—journeying into the dim recesses of the past.
(B) Just suppose you could clamber aboard a Time Machine and press the 'Forward' button.
(C) You might just land right into your favorite period of history.
(D) Z..a.Ap..Would you hurtle forward through a blinding flash of days and nights, months and years—even long centuries—perhaps, to land into an alien world of the future…?
(E) A world that will be a marvel of technology.

(a) CDABE

(b) CBADE
(c) BDEAC
(d) BDECA
(e) DABCE

76. (A) Could you think of a world without time?
(B) It all sounds too good to be true, or even practical for that matter, does it not?
(C) To be able to play on endlessly without being told that it was time to go home…
(D) For a world without time would probably be a totally chaotic place to live in, where everything happened all at once—a kind of topsy-turvy land!
(E) Imagine what it would be like not to have to tumble out of bed to the shrill buzz of the morning alarm and to hurry to catch the school bus!

(a) AECBD
(b) AECDB
(c) CDBAE
(d) ECBDA
(e) DECBA

77. (A) It covers 1, 86,000 miles per second.
(B) This means you would zoom more than seven times around the world in one second!
(C) Light travels at an enormous speed, faster than anything else we know.
(D) The distance will be about 58, 80,000,000,000 miles. This distance is called a light year.
(E) It has a speed more than 5, 00,000 times faster than the Concorde. Now calculate how far light will travel in a year.

(a) CEABD
(b) CEDAB

(c) CABDE

(d) CABED

(e) CBADE

78. (A) Small distance, such as the length and breadth of this book, are measured in centimeters or inches.

(B) Even millions or billions of miles would not be enough to express these immense distances. We need an altogether different unit for measuring them.

(C) However, sizes and distance in the universe are too vast to be measured in terms of any of these units.

(D) Bigger distances are measured in meters or feet, while still bigger distances are measured in terms of any of these units.

(E) The stars of our galaxy whirl together in space in a gigantic spiral, so vast that ordinary words for describing hugeness just cannot describe this.

(a) ABCDE

(b) ADBEC

(c) ADCBE

(d) ADCEB

(e) AEBCD

79. (A) In ancient times, man had a very simple picture of the universe.

(B) He believed that the sun, moon, stars, and planets were small objects that moved round the earth.

(C) The universe was taken to be a great dome overhead having glittering lights.

(D) Below, in the centre of all creation, lay the vast, flat, immovable earth, around which everything else moved.

(a) ABCD

(b) ABDC

(c) ACBD

(d) ACDB

(e) CABD

80. (A) Then the earth turned green and joyful, the birds sang and flowers bloomed. And then came the blazing, hot summer when the earth became parched and dry, and everything dried up.

(B) The cold, windy winter when man huddled before a fire to keep himself warm was followed by spring.

(C) The monsoons provided some solace from the heat. And leaves fell off the trees in autumn before winter came once again.

(D) This cycle of seasons covered about 365 days or a whole year.

(E) It is likely that the change in seasons gave birth to the idea of the year.

(a) EBACD

(b) BACDE

(c) EDBAC

(d) CABED

(e) ABCDE

81. (A) At night it disappears altogether from our sight.

(B) It is *we* who have moved!

(C) Just as it appeared to our ancestors, the sun seems to us to rise in the east and journey across the vast archway of the sky before setting in the west.

(D) This movement does not actually happen, but appears to do so.

(E) The sun at night is in exactly the same place as it was during the day.

(a) CEABD

(b) CADBE

(c) CABED

(d) CADEB

(e) BCEAD

82. (A) The shadow clock was a clever invention, although not a very

accurate timekeeper.

(B) It was a fairly simple device, consisting of a straight base placed in an east to west direction, on which stood a crosspiece.

(C) This crosspiece was placed at the east end of the base in the morning, and shifted to the west end in the afternoon.

(D) As the sun's rays fell on the crosspiece, it cast its shadow on the base.

(E) This was marked by a scale of six time divisions, so intervals of time could be measured.

(a) ABCDE
(b) ABECD
(c) ABCED
(d) CABED
(e) DACBE

83. (A) If the water level fell to the next mark, it showed that the clock had run for two hours.

(B) In this way, as marks were exposed, the time could be read.

(C) To start the clock, the vessel was filled to the brim with water. As the water ran out through the hole in the bottom, the level of water in the vessel kept falling.

(D) The water-clock was actually a basin shaped, stone vessel with a small hole at the bottom. Its inner walls were marked with divisions to show the hours, so the 'clock' was easy to read.

(E) When the water level dropped to the first mark on the walls, it indicated that the clock had been running for one hour.

(a) DEACB
(b) DECAB
(c) DCBEA
(d) DCEAB
(e) DBCEA

84. (A) The ancient Greek philosopher Plato invented an ingenious alarm

clock by fitting a siphon (a bent tube used to transfer liquids from one vessel to another) to a water-clock.

(B) Plato effectively used this device to summon his pupils for classes at the unearthly hour of 4 a.m..

(C) Since this had to be set six hours beforehand, Plato probably did not get much sleep himself as he set about adjusting it!

(D) As soon as the water was level with the top of the siphon, it ran down a tube into a vessel below so quickly that the air in it was compressed, and escaped through a pipe with a piercing whistle.

(E) It is not likely that they could have continued to sleep once their alarm clock went off.

(a) ABDEC
(b) ADBEC
(c) ABCDE
(d) ADBCE
(e) ACBED

85. (A) When the sand has run through from one glass vessel to the other, the egg is hardboiled.

(B) Today, if you want to boil an egg for three minutes and you have an egg-timer or three minute sandglass, you cannot really go wrong.

(C) Start the sand ‘clock’ as soon as you have dropped the egg into boiling water in the fire.

(D) But if you are impatient and do not wait for the sand to run right through, you will have to eat a rather ‘gooey’ egg.

(E) If, on the other hand, the egg keeps boiling after the sandglass has run through, you will have to chew a very hard-boiled egg indeed!

(a) BAECD
(b) BECAD
(c) BCADE
(d) BADCE
(e) BACED

86. (A) It was taken from the French word *Cloche* which means a bell.

(B) French was widely spoken by the English upper classes, and many English words were ‘borrowed’ from it.

(C) In fact, even before mechanical clocks existed, churches and monasteries rang bells to tell the common folk that it was time for prayers.

(D) Bells were, therefore, associated with clocks in those early days of mechanical timekeeping.

(E) The word ‘clock’ or ‘cloch’ as it was called in Middle English, goes back to this time.

(a) EABDC

(b) BACDE

(c) EABCD

(d) EACDB

(e) CABDE

87. (A) With the twentieth century, time had to be much more exact.

(B) After all, it had to keep pace with the new science and technology that was sweeping the modern world.

(C) Even one-hundredth of a second mattered in fields like astronomy.

(D) Accuracy no longer meant keeping time to the half minute or even second.

(a) ABDC

(b) ABCD

(c) DCBA

(d) DCAB

(e) DABC

88. (A) These were really our earliest calendars.

(B) They simply used sticks with crude notches in them to count the days, or strings with knots in them to keep a record of so many full moons or even seasons.

(C) In those far-off days, there were no fancy calendars like the one you have hung up in your room to keep track of the year.

(D) They probably called a number of days so many ‘dawns’ or ‘suns’.

(E) Ancient tribes used a dawn-to-dawn reckoning to count the days.

(a) EDCAB

(b) EDCBA

(c) CEDBA

(c) CAEDB

(e) ABCDE

89. (A) Every calendar welcomes the first day of the year as the ‘NEW YEAR’. This is one of the oldest and gayest customs of mankind, and is celebrated the world over.

(B) New Year’s day is a great time for parties and reunions that ring out the old year and ring in the new one.

(C) It is a time to make New Year ‘resolutions’ as well, though these are soon forgotten!

(D) In the bigger cities of the world, many people collect in a big square to welcome the New Year. They greet each other and embrace each other.

(E) In London, Trafalgar Square is the traditional gathering place, while Times Square is popular in New York.

(a) ABCED

(b) ADECB

(c) ABCDE

(d) BCDEA

(e) AEBCD

90. (A) At sixteen, Mamie was something of a knockout.

(B) She had wide blue eyes, a pert nose, soft brown hair worn long with a dip over her high forehead, and one of the most infectious smiles around.

(C) As the prettiest Doud girl, she drew many young men to the house on Saturday afternoons and Sunday evenings, when they would gather around the piano to sing.

(D) All this was coupled with a gaiety of personality, an honesty and a directness that were most appealing.

(a) DCBA
(b) ACDB
(c) CDAB
(d) ABDC
(e) DABC

91. (A) He was about to receive an honorary degree of Doctor of Laws.

(B) In 1948, he would assume the presidency of Columbia.

(C) Precisely at four o' clock on a snow February afternoon in 1947, Dwight David Eisenhower, in full military uniform, walked down the aisle in the great rotunda of Law Memorial Library at Columbia University in New York City.

(D) In 1945, he had returned in triumph from Europe, where he had served as Supreme Commander of the Allied Expeditionary Forces.

(a) CDAB
(b) BDAC
(c) ACBD
(d) CABD
(e) ABCD

92. (A) After all, he was only a soldier and a poor boy, and everybody felt he was marrying above his 'class'.

(B) and….people felt she could have done a good deal better.

(C) "The Douds were well off financially,"

(D) When the engagement of Dwight David Eisenhower and Mamie Doud was announced in Denver, neighbours were astounded at Mamie's choice.

(a) ABDC
(b) DCBA
(c) ACBD
(d) CBDA
(e) ABCD

93. (A) At the end of their lives, it could truly be said that they loved each other more than on the day they first met.

(B) Yet the steadfast devotion and mutual respect of the general and his lady carried them through the travails of World War II and on to the triumphs of the White House.

(C) Ike and Mamie had no such misgivings as they took their vows—or throughout their warm and loving marriage of almost fifty-three years.

(D) Innumerable army-ordered separations, the tragic loss of their first son, and the rumors on two continents of Ike's involvement with another woman were almost devastating.

(E) The way was not always smooth.

(a) ABECD
(b) CEDBA
(c) CDEBA
(d) BCADE
(e) ABCDE

94. (A) Mother Morag not only saw them, she deliberately came up to her cell to watch them—her window overlooked the road—but this was not Dilbury, England, not the mists and freshness of the downs.

(B) There, the first sound was the bird chorus, especially larks; here, the first sound was cawing of crows.

(C) Early every morning of each racing season, Mother Morag, Reverend Mother of the Sisters of our lady of poverty, saw the string go by,

a line of horses, brown, bay, chestnut—worst of all colors—in the heat; now and again a roan, or a dappled gray.

(D) In winter, there was mist, but it swirled above arid dust, because this was Calcutta, India, and the string was not Michael Traherne's—Michael, friend of royalty and other famous owners—it was John Quillan's, he who had defiantly chosen to drop out.

(a) CBAD
(b) ABDC
(c) BACD
(d) CABD
(e) ABCD

95. (A) They had to wait in the outer kitchens, among squalid washing up, shouting, horseplay.

(B) The night round was hard, not only on the sisters but on Solomon and Gulab.

(C) Solomon often had to stand for half an hour–some restaurants seemed to take pleasure in keeping the sisters waiting—and in the cold-weather months, Solomon and Gulab shivered.

(D) The sisters, too, often met with contempt.

(a) BCAD
(b) ADCB
(c) DCBA
(d) BADC
(e) ABCD

96. (A) Ted raised his head.

(B) He was sitting where he had sat for most of the last two days, at the desk in the darkest corner of the darkened room.

(C) He had kept the shutters closed.

(D) There was nothing on the desk now; the photograph of him and Ella in her "lace curtain" had been shut away in the drawer, as had been

the framed form of his new license.

(a) ADBC
(b) BCAD
(c) ABCD
(d) DACB
(e) CABD

97. (A) My sense of direction wasn't clear, and at first, I didn't know where we were going.

(B) We left the car in the almost empty parking area and walked once more into a world of perfect beauty and harmony.

(C) Beside me, Rick was quiet, though tension showed in his hands on the wheel.

(D) Not until I saw the lighted bell tower of Tlaquepaque did I realize where we were.

(a) ACDB
(b) DCAB
(c) CBDA
(d) ADCB
(e) BACD

98. (A) Without a pause he rushed outside to search the vicinity.

(B) When Rick came back, I started, as though I'd been in a trance.

(C) I followed him into the shop, and just when we stepped inside, a sound came back from the back, as if something had been knocked over in the darkness.

(D) It was a while before he returned, his effortfutile.

(E) He ran into the rear rooms, and I waited tensely among the counters, remembering the desecrated blue cloth upstairs.

(F) Rick flicked switches, and the shop blazed with light.

(a) CFEBAD
(b) CEFABD
(c) BACEFA

(d) CBFEDA

(e) BDCEAF

99. (A) The boy looked puzzled and disappointed.

(B) As he walked down the path, a park Service ranger heard him blurt out to his mother, “But it looks just like Grandma’s house!”

(C) It does, and it did.

(D) In 1980, when the Eisenhower Gettysburg farm was opened to the public, a young boy and his mother emerged after a tour of the stone and brick house on the edge of the Civil War battlefield.

(a) ACDB

(b) DACB

(c) CBDA

(d) DABC

(e) ABDC

100. (A) “Johnny, how do you keep so lean?”

(B) Mr. Leventine did not lunch there either—anyone thinking of inviting him would have been quietly persuaded not to by the club secretary, “as they would with me,” John could have said, for a different reason.”

(C) Mr. Leventine had once lamented. John gritted his teeth.

(D) The Bengal club had the best food east of Suez and a renowned wine cellar.

(E) “Sweat,” said John, “and I don’t lunch at the Bengal Club.”

(F) He detested the nickname.

(a) EFBDCA

(b) ACFEDB

(c) CFAEDB

(d) DEAFBC

(e) ABCDEF

101. (A) He was arriving tomorrow and she hadn’t finished her programme.

(B) The school inspector.

(C) Too late.

(D) She snuggled down in her bed, hoping to push the worry away for a little longer.

(E) She knew there was something unpleasant in her memory and that it would be in her consciousness in seconds.

(F) Sally Jones opened her eyes at seven a.m. that May 8 and looked at the rust stain on the ceiling.

(a) FEBCDA

(b) EBADCF

(c) FEDCBA

(d) DCFEBA

(e) EFABCD

102. (A) It was the school inspector and another person, unknown to them.

(B) A car pulled up, and two men got out and walked toward the little group.

(C) Sally was reading aloud.

(D) Magpies called from the pepper tree and, high above, an eagle circled, watching for prey, barely moving its wings.

(E) Later that day, the children and their teacher were sitting on the grass in the warm winter sun.

(a) EDCBA

(b) ABEDC

(c) EDABC

(d) DCEAB

(e) ABCDE

103. (A) Gabrielle Lord published her first novel, *Fortress*, to instant acclaim in her native Australia.

(B) The eldest of six children, she grew up in Sydney and attended the University of New England, in Armidle, New South Wales.

(C) Success did not come easily, however.

(D) Writing appealed to her even as a child—she was composing stories at nine.

(E) But it wasn't until she was thirty that she completed her first book, a literary novel that was rejected by every publishing firm to which it was sent.

(a) ADBCE

(b) CDEBA

(c) ACBDE

(d) DEBAC

(e) ABCDE

104. (A) I can still hear Mother calling from the staircase landing," Marry, is your light out?"

(B) Then I would set the alarm so that in the morning I could get up early, fix a cup of hot cocoa and snuggle back in bed for a blissful hour with my current book.

(C) Yes, it was—but the streetlight in front of my window threw a very satisfactory beam on my pillow, and most evenings I would manage to sneak in a little extra reading.

(D) It was heaven!

(a) ABCD

(b) DABC

(c) BCAD

(d) ACBD

(e) CABD

105. (A) From halfway up that hill, one can see on the clear autumn day most of the majesty that is Washington.

(B) Across the muddy Potomac from the Lincoln Memorial a gentle slope rises gradually to what was once the home of Robert E. Lee.

(C) The three marble monuments and memorials—to the men who forged

in the Presidency an instrument of power and compassion—remind a grateful nation that it has been blessed in its gravest trials with its greatest leaders.

(D) In the distance, the dome of the capital covers a milieu of wisdom and folly, Presidential ambitions and antagonisms, political ideals and ideologies.

(a) CABD
(b) BACD
(c) BCAD
(d) DABC
(e) ABCD

106. (A) The senator never wore a ring, a diamond stickpin or any jewellery other than an ordinary watch and tie clasp.

(B) But he was not ashamed of the fact that his father's wealth had enabled him to presenthimself for public office without being financially dependent on powerful pressure groups.

(C) His political campaigns, while costly, avoided the kind of lavish display (such as billboards, full-page advertisements or telethons) that might provoke charges of excess.

(D) All his government salaries—as Congressman, Senator and President—he donated to charity, roughly half a million dollars.

(a) ADCB
(b) CDBA
(c) BADC
(d) BCAD
(e) DABC

107. (A) Despite many similarities, each of the Kennedys differed from the Senator and from each other.

(B) But they were bound by ties of genuine filial and fraternal affection, ties that were strengthened by family tragedy and pride.

(C) But when it came to competing with the rest of the world, the warmth

of their solidarity strengthened Jack and awed his adversaries.

(D) They were all intensely competitive and at home, vied with each other.

(a) CDAB
(b) ABDC
(c) CDBA
(d) DCAB
(e) DABC

108. (A) Ever interested in history, he asked Senator Hayden what changes, if any, had occurred in that time, and the reply was: “New members did not speak in those days.”

(B) He was too young, too liberal and too out spoken.

(C) Senator Kennedy was never a full-fledged member of the Senate’s inner circle, the “club” whose influence has been exaggerated by both its defenders and its detractors.

(D) Early in his first term, his participation in a floor debate caused him to move closer to the front from his seat in the back row, and he found himself temporarily sitting next to Senate “Dean” Carl Hayden, who had entered Congress more than forty years earlier.

(a) ACDB
(b) ABDC
(c) BCDA
(d) CBDA
(e) DABC

109. (A) The speech proved to be substantially, and in some ways distressingly prophetic in subsequent years, but it was bitterly criticized at the time in Washington as well as Paris.

(B) A tremendous amount of staff research preceded every Kennedy talk.

(C) He was known in the library of Congress as the heaviest borrower of their reference works.

(D) One of the most carefully researched, widely publicized and officially ignored speeches Senator Kennedy ever delivered was his address

in 1957, outlining the interest of America and the west in a negotiated solution of eventual self-determination in Algeria.

(E) His same speech, he later discovered, was hailed throughout North Africa—and an American correspondent who visited the Algerian camp related to the Senator his surprise at being interviewed by weary grimy rebels on Kennedy's chances for the Presidency.

(F) He did not make as many major Senate speeches as some of his more vocal colleagues, nor did he measure his—or their—effectiveness by the publicity a speech was given.

(a) BDEFAC
(b) CDEAFB
(c) BCFDAE
(d) ADEFBC
(e) ABEDCF

110. (A) The only two other people in the house had been a servant who was drunk and a chauffeur enraged at the servant.

(B) While they chased each other threatening murder, the then Senator sat alone with his crutches in deadly still air, watching nature's fury swirl about him and wondering whether he would survive.

(C) In 1961, he found himself once again in the eye of a hurricane.

(D) John Kennedy once recalled with humor the day at Cape Cod when he sat handicapped by his bad back, in the eye of a New England hurricane.

(a) DABC
(b) CDAB
(c) DACB
(d) ACDB
(e) CABD

Answer Key

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

31. (b)
32. (c)
33. (a)
34. (c)
35. (c)
36. (c)
37. (b)
38. (a)
39. (b)
40. (d)
41. (b)
42. (c)
43. (c)
44. (c)
45. (a)
46. (a)
47. (b)
48. (c)
49. (a)
50. (c)
51. (b)
52. (c)
53. (a)
54. (c)
55. (b)
56. (a)
57. (b)
58. (a)
59. (b)
60. (d)
61. (d)

62. (c)
63. (d)
64. (c)
65. (a)
66. (d)
67. (b)
68. (a)
69. (b)
70. (b)
71. (d)
72. (b)
73. (a)
74. (c)
75. (c)
76. (a)
77. (d)
78. (d)
79. (a)
80. (a)
81. (d)
82. (a)
83. (d)
84. (b)
85. (c)
86. (a)
87. (a)
88. (b)
89. (c)
90. (d)
91. (d)
92. (b)

93. (b)
94. (d)
95. (a)
96. (c)
97. (d)
98. (a)
99. (d)
100. (b)
101. (c)
102. (a)
103. (c)
104. (d)
105. (b)
106. (a)
107. (b)
108. (d)
109. (c)
110. (a)

Level of Difficulty—II

1. (A) Aristotle begins his treatise on metaphysics with the assertion that all human beings have the desire to acquire knowledge.
   (B) As evidence, Aristotle cites the delight that we take in sense perception, and in particular, in vision.
   (C) By this, he means that we value knowledge for its own sake, entirely apart from its utility.
   (D) His teacher, Plato, expressed the delight in vision in a still more radical way in the *Symposium* by attributing it to a demonic force, Eros.
   (E) The sense that discriminates the largest number of intelligible forms.

(a) ABCDE
(b) ACBED
(c) ABCED
(d) ADBCE
(e) ADBEC

2. (A) There is so much disagreement about the correct sense of Holy Scripture that the claim that this sense is manifest is itself an interpretation, and so subject to rejection.

(B) Prophets, preachers, and scholars alike, all attempt to derive the genuine will of God from the revealed text.

(C) The commands of God, that is, the contents of divine revelation, are sufficiently ambiguous that they require interpretation.

(D) But this distinction cannot be unambiguously preserved, for a very simple reason.

(E) We seem to have arrived at a sharp distinction between philosophy and religion.

(a) ABCED
(b) CEDAB
(c) EDCAB
(d) CABED
(e) DABCE

3. (A) Everything that we experience as material reality, is born in an invisible realm beyond space and time, a realm revealed by science to consist of energy and information.

(B) What would the facts be like if we had them? They would be as follows.

(C) This invisible source of all that exists is not an empty void, but the womb of creation itself.

(D) Something creates and organizes this energy.

(E) It turns the chaos of quantum soup into stars, galaxies, rain forests, human beings, and our own thoughts, emotions, memories and desires.

(a) ACEDB
(b) BACED
(c) ADCEB
(d) BCDEA
(e) CABDE

4. (A) The experience of God feels like flying.

(B) It feels as if I’m walking above the ground with such equibrium that nothing can sway me from my path.

(C) It's like being the eye of the storm.
(D) I see without judgment or opinion.
(E) It's just as everything passes in and out of my awareness like clouds.

(a) ABEDC
(b) ABDCE
(c) ABCDE
(d) ADCEB
(e) EADCB

5. (A) This is far from true.
(B) It is typical of modern life to believe that nature is set up to be random and chaotic.
(C) As one spiritual teacher wisely put it, "The material world is infinite, but it is a boring infinity. The really interesting infinity lies beyond."
(D) Life looks meaningless when you have worn out old responses, old realities, and an old version of God.
(E) To bring God back, we have to follow new, even strange responses wherever they lead us.

(a) DCBEA
(b) DCEBA
(c) DECBA
(d) BADEC
(e) EABDC

6. (A) The whole universe is as we are, because without the human mind, there would be only quantum soup, billions of random sensory impressions.
(B) He is as real as they are, but just as elusive.
(C) Yet thanks to the mind/brain, we recognize that encoded into the swirling cosmos, are the most valued things in existence: form, meaning, beauty, truth, love.
(D) These are the realities the brain is reaching for when it reaches for God.

(E) The most startling conclusion of our new model is that God is as we are.

(a) EBCDA
(b) ADCBE
(c) EACDB
(d) AEBCD
(e) DABCE

7. (A) From quarks to quasars, all will be revealed as the old melodramas used to promise.

(B) Is there a place for God in this "everything," or does the Creator get booted out of his own creation?

(C) Some scientists believe we are closer than ever to a "Theory of Everything," or TOE, as the physicists dub it. TOE will explain the beginning of the universe and the end of time, the first and last breaths of cosmic existence.

(D) His fate may be important, but when it is wrapped up with ours, it becomes all-important.

(E) The mystery of God wouldn't exist if the world wasn't also a mystery.

(a) CBADE
(b) CBDAE
(c) EDCAB
(d) ECABD
(e) DEABC

8. (A) Neurologists have long divided the brain into old and new. The new brain is an organ to be proud of.

(B) When you have a reasoned thought, it is this area of gray matter, primarily the cerebral cortex that comes into play.

(C) Shakespeare was referring to the new brain (and using it) when he had Hamlet utter, "What a piece of work is a man, how noble in reason, how infinite in faculties."

(D) But Hamlet was also wrapped up in a murder case that called for vengeance, and as he dug deeper into the sins of his family, he dug deeper into his own mind.

(E) The old brain wanted its due; this is the part of us that claws for survival and is willing to kill, if need be to protect us.

(a) ACEDB
(b) ACDEB
(c) ABCDE
(d) ABEDC
(e) ADBEC

9. (A) However, each stage of God must give scope to the whole range of human abilities; even in the worst situations, a person aspires to do more than cope.

(B) In stage one, the limit is set by physical circumstances.

(C) If you are surrounded by threats, to survive is a high aspiration. This would be true in a shipwreck, a war, a famine, or an abusive family.

(D) Every stage of God implies a life challenge, which can be expressed in terms of a higher aspiration.

(E) God exists to inspire us, and we express this through the aspirations we set for ourselves. An aspiration is the limit of the possible.

(a) DEACB
(b) DEBCA
(c) EDCAB
(d) EDCBA
(e) CDEBA

10. (A) Such as the experiences involved in looking at the cat and the mat.

(B) A statement is a posteriori (Latin, literally 'from the latter') just if it cannot be known to be true or false independently of experience.

(C) 'The cat is on the mat' is a posteriori because it cannot be known to be true or false independently of experience.

(D) One can establish whether it is true or false only by having certain

experiences.

(a) BDAC
(b) BCAD
(c) BACD
(d) BCDA
(e) CABD

11. (A) Philosophers often contrast objective reality and subjective appearances.
(B) How things seem from different points of view and how things really are.
(C) For example, one can contrast how the sand really is, independently of any subjective point of view, and the different ways it appears through a fish's eyes and through human eyes.
(D) In this context, the absolute is usually taken to mean the totality of objective reality, which transcends all subjective points of view upon it.

(a) ABCD
(b) ADBC
(c) BCDA
(d) BADC
(e) CABD

12. (A) Absolute advantage, in economics, is a concept of trade in which one country can produce a quantity of a product in a more efficient manner (that is, with fewer resources of labour, land and/or capital) than another country.
(B) However, this statistics does not carry the implication that Japan should specialize in steel and the UK should not because Japan might be even better relative to the UK at other things.
(C) For example, in 1981, Japan produced a ton of steel with only 9.4 man-hours at a cost of only $502, compared with 16.5 man hours and $622 in the U.K.
(D) Not only that, but neither absolute nor comparative advantage are

necessarily static for all time: Once, UK steel producers were more efficient than the Japanese.

(E) The real guide to specialization and to maximizing the gains from trade is comparative advantage.

(a) EACBD
(b) ECBAD
(c) ACBED
(d) ACBDE
(e) BACDE

13. (A) It marks off the beginning of mathematics from what went before.

(B) Ever since this discovery, abstraction has been a major theme in the development of mathematics, as those interested in the field have come up with ideas further and further divorced from their basis in the real world, and then sought ways to bring them back to tell us things about the real world which we might otherwise not have known.

(C) The discoverer of abstraction was the person who first realized that numbers are independent of the objects being counted, that two oranges and two apples (for instance) share a property, 'twoness', which is independent of what kinds of fruit they are.

(D) Abstraction, the action of divorcing properties of physical objects from the objects themselves, is a fundamental concept, perhaps the most fundamental concept, in mathematics.

(a) DACB
(b) DBCA
(c) CBAD
(d) DABC
(e) BACD

14. (A) The aim was to capitalize on the rising status of the artist as the exponent of a liberal art.

(B) Other cities soon followed Florence's example, a notable case being Rome, where the Academy of St Luke was founded in 1593 with

Frederico Zuccaro as its president.

(C) Towards the end of the 16th century, groups of European painters and sculptors, dissatisfied with the venality and artisanal aspects of the guild system, joined together into academies of art which sought to promote the intellectual and creative aspects of producing art over that of their craft-based predecessors.

(D) In France, the Academic Royale de Peinture et de Sculpture was founded in 1648 around the ambitious and politically astute Charles Le Brun, who enlisted the royal support which was to make this academy the envy of Europe.

(E) The first artists' academy (as opposed to the gathering of dilettanti, antiquarians and amateurs also called academies), was established in 1563 in Florence by the artist and historiographer Giorgio Varansi, under the patronage of Cosimo de' Medici and with Michelangelo at its head.

(a) CABED

(b) EABCD

(c) EADBC

(d) CAEBD

(e) ABCDE

15. (A) The accommodation theory, in linguistics, starts from the premise that speech accommodation takes place when people modify their speech so that it conforms more with the way their conversational partner speaks.

(B) For example, the speeed at which people talk, the length of both pauses and utterances, the kind of vocabulary and syntax used, as well as intonation, voice pitch and pronunciation are all subject to the accommodation process.

(C) A wide range of subtle adaptations have been observed, which tend to occur more or less unconsciously.

(D) This kind of convergence is by no means an automatic feature of all conversations, and we can discern certain social contexts in which

accommodation can be predicted.

(a) ACBD
(b) DABC
(c) BDAC
(d) ABCD
(e) CABD

16. (A) Managerial accountability, whether in the public or the private sector, similarly requires that managers be answerable for the tasks which they have contracted to perform, according to agreed standards of competence.

(B) In parliamentary systems, ministers are held to account through oral and written questions—in some cases through 'interpellation', that is, through requiring them to give a detailed response to a question on policy or administration.

(C) Regimes in which rulers cannot be held to account, either by representatives or by judges, are called arbitrary and authoritarian.

(D) Political accountability is the hallmark of responsible and representative government.

(E) Political accountability requires the actions of politicians, or public officials, whether they be administrative, ethical or financial, to be open to inspection, scrutiny and challenge.

(a) ABCDE
(b) EDBCA
(c) CDEBA
(d) DEBAC
(e) BACDE

17. (A) Their aim was to write about everyday phenomena, and to use words and images for their primary, stripped-down meanings, without metaphor, clogged syntax or other forms of 'poeticizing'.

(B) The acmeists were particularly opposed to the mysticism and erotic suggestiveness of symbolist writing, and to the experiments of Mayakovsky and the surrealists.

(C) The idea of cleansing language, of using words for words' sake alone,

has been a recurring feature of poetry, not least in the 20th century (for example in the work of T.S. Eliot and William Carlos Williams) but the acmeists, in a way characteristic of artists in the 1910s, were the only ones to give it a name and a specific agenda.

(D) Acmeism (from Greek ame, 'point') was a movement in Russian poetry of the 1920s led by the writers Niloai Gumilev and Sergei Gorodetsky, and followed by Anna Akmatova and Osip Mandelstam.

(E) They published a magazine, Apollo, from, 1909-17, and were denounced by the authorities as decadent and 'individualist': socialism demanded realism of a rather different kind.

(a) BDAEC
(b) CDBAE
(c) CBDAE
(d) DABCE
(e) ABCDE

18. (A) Not all actions are bodily movements, and the causal theory of action also applies to mental actions such as imagining and calculating.

(B) It is not enough for imagining a teddy bear that one has an image as of a teddy bear.

(C) If a hallucinogenic drug causes me to have an image as of a teddy bear, then I have not imagined a teddy bear, since my having the image as of a teddy bear is something that has happened to me, rather than an action of mine.

(D) A mental event is an action only if it is caused by an appropriate intention of the subject's.

(E) Having an image is an action of mine only if it is preceded by my having an appropriate intention. And if, as a matter of complete coincidence, I intended to imagine a toy just before a hallucinogenic drug caused me to have an image as of a teddy bear, then I have not imagined a teddy bear.

(a) ABCED

(b) DAEBC
(c) ABECD
(d) DABEC
(e) BADCE

19. (A) Fossil evidence suggests that the mammals underwent adaptive radiation to produce the range of mammal types extant today.
(B) Adaptive radiation, in the life sciences, refers to the differentiation (or anagenesis) of one or a few species into many to fill a large number or related ecological niches by adaptation.
(C) Thus the first bird species may have given rise to many more bird species by adaptive radiation.
(D) Typically, a species adapts to colonize a new habitat and, this adaptation opening up a new range of niches, adapts again to fill the new niches which are presented.

(a) BADC
(b) BDCA
(c) CBAD
(d) CBDA
(e) ABCD

20. (A) It has clearly done much good by bringing many useful inventions, ideas and by-products of major research programmes to a wide number of people.
(B) But to say that this is still all it does would be too superficial.
(C) Advertising is arguably a main vehicle of social communication; and as such, it has become the subject of much critical comment and even concern.
(D) Advertising was conceived essentially as a kind of social, consumer rhetoric: a way of publicly praising goods in order to encourage or persuade the public to use or buy them.

(a) CABD
(b) CDBA

(c) DCAB

(d) DABC

(e) BDCA

21. (A) The main application of aerodynamics is in aviation.

(B) The concept of flight was established by Leonardo da Vinci, who made sketches of devices similar to the modern helicopter and hang-glider.

(C) Aerodynamic analysis is also used to study the effect that wind will have on such artificial structures as bridges and tower block, on the flow of steam in turbines, or on the operation of wind-power generators.

(D) Although Leonardo's ideas were well ahead of their time, they were doomed to failure, as the principles of aerodynamics were unknown.

(E) Aerodynamics (Greek, 'study of the power of air') is the study of the flow of air or gases in motion.

(a) ABCDE

(b) BEDCA

(c) EACBD

(d) EBDCA

(e) CABDE

22. (A) In literary criticism, the effective fallacy assumes that works can be read not as independent structures, but in terms of their emotional or other effects on their readers.

(B) In other words, the preconceptions we bring to our reading of any literary work.

(C) Our cultural, emotional and verbal baggage, as well as that of our society and of the author—are part of the 'meaning' of the text as we perceive it, and cannot be dissociated from our perception.

(D) 'Non-affective' reading, by contrast, excludes all such external

associations and concentrates solely on what is in the actual text.

(a) ACDB
(b) ABCD
(c) ABDC
(d) ACBD
(e) CABD

23. (A) The concept of the affluent society, used to describe post-1945 democratic welfare capitalist societies, was pioneered by the Canadian economist, John Kenneth Galbraith.

(B) He argued that a long-term unintended consequence of economic growth in Western democracies was the simultaneous development of ‘private affluence’ and ‘public squalor’.

(C) While very efficient in encouraging the demand for private goods and services, including consumer-durables, liberal-democratic capitalist societies are prone to under-supply public goods, like education, public health, environmental protection and public transport.

(D) Galbraith later embellished this argument: because modern liberal democracies contain satisfied majorities, which have the skills and resources to avoid poverty, a ‘culture of contentment’ has developed, hostile to active and progressively redistributive big government.

(E) Whereas in the earliest electoral democratic systems, the poor comprised (potential) electoral majorities, affluent or contented societies are likely to be content with tax-cutting conservative administrations.

(a) ACDBE
(b) ABCDE
(c) ABDCE
(d) ACDBE

(e) ADCEB

24. (A) The main application of aleatory techniques is in the performing arts, and particularly in music.

(B) Aleatory music is, in conception, similar to both Far Eastern art music and to jazz and rock, all of which involve improvisation, on an agreed basis, as a feature of the performance.

(C) In art music, 20th century composers as significant as Pierre Boulez, Gyorgi Ligeti, Witold Lutoslawski and Karlheinzz Stockhausen use aleatory techniques as an integral, and entirely accepted, component of their work.

(D) In aleatory music the players are encouraged to choose the sequence of movements, sections or individual chords and notes, or to improvise on a pattern or idea suggested by the composer—for example, in Ligeti's Aventures, on letters of the alphabet, and in Lutoslawski's Preludes and Fugue, on a series of lines, squares and triangles.

(E) Thus, the result differs from player to player and from performer to performer.

(a) BACDE
(b) CBADE
(c) ACDEB
(d) EBACD
(e) ABCDE

25. (A) In the development of numbers, algebraic numbers come in generality between the rational numbers and the real numbers. A rational number is one that can be expressed in the form p/q, where p and q are integers and q is non-zero.

(B) Suppose that there was a rational number whose square was b. It can be written in its lowest terms as p/q (this means that p and q have no common factors). So $(p/q)^2 = p^2/q^2 = 2$.

(C) The Greeks discovered the alarming fact (to them) that not all numbers

are rational, through a classic use of the technique of proof by contradiction.

(D) So, cancelling by 2, we see that $2 \frac{3}{2} r^2 = q^2$, which means that 2 also divides q. So 2 divides both p and q, contradicting that p/q was in its lowest terms. So, the original assumption must be false.

(E) Therefore, $p^2 = 2 \frac{3}{2} q^2$, so that 2 divides p^2 and therefore p (this is because 2 is a prime number). So we write p as $2 \frac{3}{2} r$, and, rewriting the original equation, $(2 \frac{3}{2} r)^2 = 4 \frac{3}{2} r^2 = 2 \frac{3}{2} q^2$.

(a) CABDE
(b) CBEDA
(c) ABEDC
(d) ACBED
(e) DEBCA

26. (A) Religious allegory was especially popular in medieval Europe, when stories of love, descriptions of nature and tales of heroic adventure were all allegorized to have a deeper, Christian meaning.

(B) Allegories may also be philosophical and political.

(C) Allegory is a form of irony; one in which the added meanings are generally more significant than the events from which they are grafted.

(D) Typical examples are versions of the Holy Grail and Parsifal legends, in which knights stand for the beleaguered Christian soul, dragons and wizards for the Devil and his minions, and attainment of the goal is overlaid with images of transfiguration and ascension into heaven.

(a) CADB
(b) CBAD
(c) DCBA
(d) CDAB
(e) ABCD

27. (A) Trance states can be defined according to the degree of interaction believed to occur between the individual, who is in an altered

state, and the spirit realm.

(B) Modern Psychology locates these changes as arising within the psyche, while other cultures explain them in terms of changes in external reality, such as access to a spirit realm or extrahuman power.

(C) Altered states of Consciousness is an umbrella term for describing physical and mental states which are not considered part of ordinary experience.

(D) In states of possession, the spirit is assumed to be in control of the person, who acts as the bodily vehicle by means of which the spirit can communicate.

(E) They occur in many societies in connection with mystical practices, ecstatic and trance states.

(a) ABCDE
(b) ABDCE
(c) BECDA
(d) CEBAD
(e) EABCD

28. (A) As this fact becomes clearer, governments and individuals have begun to look at different propositions in order to save on energy costs.

(B) With the environmental problems as well as the finite supplies of the four energy sources, more time and research is being spent on alternative sources of energy.

(C) At this present time, the main sources of energy available to the Westernized culture are oil, gas, coal and nuclear power.

(D) It has become apparent over the past thirty years that the total energy from a fuel source has to be maximized to its full potential, in order to save money and mineral resources.

(a) CADB
(b) CABD
(c) DBAC
(d) DACB

(e) ABCD

29. (A) The statement ‘all bachelors are male’ is analytically true because it is true solely in virtue of its meaning—‘bachelor’ means ‘unmarried adult male’. The statement ‘some spinsters are married’ is analytically false because it is false solely in virtue of its meaning —‘spinster’ means ‘unmarried adult female’.

(B) A statement in analytical just if it is true or false solely in virtue of its meaning.

(C) Whether this statement is true or false depends not only on what it means but also on facts about John on whether or not he is married and an adult.

(D) A statement is synthetic just if it is not true or false solely in virtue of its meaning. The statement ‘John is a bachelor’ is synthetic because it is not true or false solely in virtue of its meaning.

(a) DBAC

(b) BADC

(c) BDCA

(d) DACB

(e) CABD

30. (A) It was felt that their elders had failed them, and that the values of society should be certainly questioned and probably swept away.

(B) The group included Kingsley Amis, John Osborne, Alan Sillitoe, John Wain and others. Their works attacked the Establishment not merely in thought and utterance, but in a social way (by letting us hear the voice of what one critic disparagingly called ‘the bright working class’), and above all, by using techniques of popular culture (notably the routines of stand-up comedy) to subvert such hallowed Establishment forms as the ‘novel of ideas’ and the ‘well-made play’.

(C) This is, perhaps, a common, even healthy, feeling among the young, but it was particularly vehement from the mid-1950s, and was one of the forces that led to the rise, at about the same time, of ‘teenage culture’.

(D) In the period following World War II, there was a feeling among younger people in many Western countries that the entire fabric of society was rotten.

(E) In the UK, it was given literary form by a group of writers nicknamed 'the angry young men'.

(a) DACEB

(b) EBACD

(c) BDCAE

(d) DCAEB

(e) CABDE

31. (A) These are known as the 'supreme feminine figure', what Goethe called the 'Eternal Feminine'.

(B) The anima as the female element in the male unconscious is often symbolized as a hermaphrodite figure.

(C) Myths that illustrate the male need to rescue the female in himself are those where the hero rescues the damsel in distress.

(D) Mistress figures, who guide initiates through spiritual journeys are also symbols of the anima for example, Kwan-yn in Chinese Buddhism, Sophia in Christian Gnostic doctrine or the ancient Greek goddess of wisdom, Pallas Athene.

(a) DBCA

(b) DBAC

(c) BCDA

(d) BADC

(e) ACBD

32. (A) In Europe, from the 15th century onwards, accounts from travelers about people encountered in distant territories were widely available.

(B) During the Enlightenment, the idea of 'primitive man existing in a simple communal society, became prevalent.

(C) Remote and unfamiliar peoples have been a topic of interest since recorded times.

(D) In 1761, the French philosopher Jean-Jacques Rousseau lauded the 'noble savage' who lived in a communal and dignified state—an ideal that was preferable, he claimed, to the economic iniquity and social deterioration of European societies.

(a) ABDC

(b) CABD

(c) BCDA

(d) BDCA

(e) ABCD

33. (A) A contemporary example of organized anti-clericalism is the movement in the US to prevent religious fundamentalists winning the right to practise religious activities in state schools.

(B) In the 20th century, political cleavages between clericalists and anti-claricalists shaped electoral support for parties, especially in Italy and France.

(C) Anti-clericalist movements range from having particularist objectives (for example, getting rid of Jesuits) to general opposition to all types of clerical power (for instance, atheist campaigns in USSR in the 1930s.)

(D) Anti-clericalism is a liberal or socialist doctrine of opposition to the political authority, power and status of the clergy.

(E) In Europe, the Catholic clergy were the special target of the currents of anti-clericalism which flourished in the post-Enlightenment era and influenced many European nationalist movements, including the French, Spanish Italian and Irish revolutionary nationalist movements of the mid 19thcentury.

(a) ABCDE

(b) DCABE

(c) BDCAE

(d) DEBCA
(e) EADBC

34. (A) Anxiety (Greek, ‘racking’), that is distress of mind, disquietude and uneasiness, is not generally regarded in psychology as an irrational fear—a suggestion that may come from such common phrases as ‘Anxiety was driving him out of his mind’.
(B) Anxiety does not have a clear source, unlike a phobia, but can be traced to unconscious processes (in psychonalysis) and to faulty responses and thinking (cognitive therapy).
(C) Psychoanalysis has focused on the unconscious sources of anxiety.
(D) Originally, it saw anxiety as the outcome of repressed libido.
(E) Freud also thought at one time that anxiety was the result of an unconscious memory of the birth trauma.

(a) CABED
(b) CADBE
(c) ABCDE
(d) CABDE
(e) DBCAE

35. (A) Apocalyptic writers in general, however, are more concerned with the sequence of dire events, the crumbling of civilization, which precedes that end.
(B) The root thought that gave rise to apocalyptic literature was the Judaeo-Chiristian idea that human life, indeed the life of the universe, is not random, but an ordered progression from the Beginning through to the End.
(C) Some apocalyptic writers, for example William Blake, were particularly concerned with the End, and developed images, ideas and language directly from Revelation, the last book of the New Testament, which details the final days of the world.
(D) Once such broadening of the idea is allowed, a huge range of writers can be described as apocalyptic, from Swift to George Orwell,

from Zola to Wyndham Lewis. Critics have suggested that the apocalyptic imagination is a particular characteristic of 20th century writing, both directly in sf (where writers such as J.G. Ballard, Harry Harrison and George Turner regularly depict the horrors of a future in which present-day problems—the green-house effect, over-population, too many cars—are multiplied in geometric progression towards oblivion), or in writers who have used sf ideas and techniques in a wider context, such as John Barth, Alasdair Gray, Thomas Pynchon and Kurt Vonnegut.

(E) Systopian writing of this kind sees the human race as doomed (usually self-doomed). We are trapped like animals, laboratory specimens at the mercy of irresponsible powers; we are too prolific; we are plundering the planet.

(a) AECDB
(b) ABCDE
(c) ECBDA
(d) BACDE
(e) CABDE

36. (A) This abstraction is then manipulated mathematically, possibly with other assumptions thrown in (for example, Newton assumed that the attraction between the planets varied according to the inverse of the square of the distance between them), to find a mathematical way of describing this data (in Newton's case, that the planets move in elliptical orbits around the Sun), which can then be verified by further experimentation (which in this example, had already been done a century before by Kepler).

(B) The whole of physics and much of many other sciences depends on this procedure.

(C) Mathematics began with the abstraction of properties from the real world around us; it proves its usefulness when the results obtained from this abstraction are turned back again to the real world.

(D) This is how science works; scientists abstract the properties they wish

to study from experimental evidence (for example, the observations of planetary motion over many years were used to find the positions of the planets).

(E) Applicability is the real strength of mathematics: its relationship to the scientific method is due the fact that it is so successful in explaining the real world.

(a) CABDE
(b) EDCAB
(c) ECDAB
(d) CAEBD
(e) DABCE

37. (A) Factions of the Ba'athist Party have held power in Iraq under Saddam Hussein, and in Syria, under President Assad. Their dictatorships have not led to pan-Arabist unity, but rather the converse.

(B) The Arab league was formed in 1945 with the aspiration to create eventual unity, but it has remained committed only to the moderate goals of inter-governmental co-operation.

(C) A short-lived United Arabic Republic (1958–61) of Syria and Egypt created temporary optimism that a broader pan-Arabic ideal could be achieved.

(D) Pan-Arabism seeks a unified state embracing all Arabic speaking peoples.

(E) Like the Pan-Africanist movement was divided between proponents of inter-governmental economic and political co-operation between sovereign Arab states (for example Lebanon), and advocates of the merger of existing Arab states into a single state (such as Syria).

(a) BACED
(b) BACDE
(c) DCEAB

(d) DEBCA
(e) EABDC

38. (A) He discovered that images occur which are not always part of our own history or personal experience.
(B) He also discovered that these elements, which seemed to be inherited from somewhere else, had a tendency to organize themselves into predetermined patterns or symbols; these he called archetypes.
(C) Freud's analysis of dreams had come up with similar anomalies which he called 'archaic past and biological development, a part of our mind that is close to animals.
(D) Archetypes (Greek, 'originals') were discovered by Jung through the analysis of dreams.
(E) Each of us, in this sense, has an extremely old psyche, a deposit of collective images and primitive motifs.

(a) CABDE
(b) DABCE
(c) ECABD
(d) DECAB
(e) ABCDE

39. (A) Art Deco design was an amalgam of the changes affecting fine art and design in the interwar years, for example the bold colours of Fauve and Cubist painting and the architecture of modernism.
(B) Populist application of the new Modernism influenced design across the board from cinemas to radios and vacuum cleaners.
(C) Art Deco (derived from the phrase 'art as decoration') was a design style universally popular from late 1920s onwards.
(D) It also led to several important critics and designers criticizing Art Deco as a mere style without the intellectual rigor of hard-line Modern Movement thinking. In this context, the term Moderene was used to suggest the Art Deco style as a much less serious version of Modernism.

(E) It was characterized by geometric forms, distinctive colour combinations, modern materials like stainless steel and in furniture, smooth wraparound surfaces in luxurious veneers.

(a) CBEAD
(b) CEBDA
(c) ADBCE
(d) CEABD
(e) BADCE

40. (A) This kind of question is not really answerable in the present state of philosophy and psychology.

(B) For example, it is not possible to answer the question 'Do computers have knowledge of the data they process?' unless you can define the term knowledge. (This question also has consequences in the legal field—can a computer be allowed as a witness in court if it does not really know what it is talking about?)

(C) Thanks to our limited understanding of human thought, it is quite difficult to define what the goal of artificial intelligence actually is.

(D) It is an area in which much research has been done since the end of the World War II, beginning with the theoretical work of Alan Turing (1912–54) in the 1940s.

(E) Artificial Intelligence is the most controversial area of computing today, an area beloved of authors—the duplications of human thought patterns by computer.

(a) EDCBA
(b) ECDAB
(c) ECBDA
(d) CEDBA
(e) DABCE

41. (A) Essentially, they are communities which grow up around a religious figure.

(B) The Upanishad tradition of sages going to the forest to mediate resulted in communities of disciples and devotees settling around their hut, following their teacher's guidance.

(C) Probably the most famous in modern times are Rabindranath Tagore's community at Shantiniketan, West Bengal, where he conducted his educational and cultural experiments (and which is now recognized as a university, although originally, it was closer to deschooling, non-formal education and arts workshops), and Gandhi's ashram on the banks of the Sabarmati near Ahmedabad, which was a springboard for his independence campaign.

(D) Ashrams are quite different from Buddhist or western-Christian monasteries.

(a) DBAC
(b) ACDB
(c) BDAC
(d) DABC
(e) CABD

42. (A) Insofar as Marx's and Engels' writings can be decoded and clearly understood, the Asiatic mode of production refers to a system in which the vast majority of the population lives in villages, in which there is no private property, complex division of labour or significant external trade.

(B) The Asiatic mode of production is both the most obscure and controversial of the 'modes of production' (economic systems) mentioned in Karl Marx's writings.

(C) The villages are exploited by a despot and his officials, to whom they pay a combination of rent and taxes.

(D) They were arbitrary, despotic and stagnant, historical culs-de-sac, which could only be transformed by external intervention by more advanced societies.

(E) The Urban population centred on the court aristocracy and the

monarchy, are parasitic on the rural population. Marx described such Oriental societies, following in the tradition of British political economy, as incapable of development into more progressive social formations.

(a) BACED
(b) ABCDE
(c) BCEDA
(d) BCDEA
(e) CABDE

43. (A) Although, in many ancient societies, ‘natural’ astrology was the nearest thing to what we might nowadays think of as a ‘proper’ science, and its practitioners were among the most learned and intellectually sophisticated members of the community, two things fatally hampered its development.

(B) First was the lack of instruments to make precise observations of the heavens, and of mathematical systems or devices which would allow any but (in our terms) the crudest calculations.

(C) Second was the interdependence of astrologers with religion.

(D) Because the astrologers dealt with heavenly bodies (which were thought to be under the control of the gods), and because they made predictions, they were thought to have supernatural contracts and abilities denied to less-learned people.

(E) Even in societies as sophisticated as ancient China and ancient Babylon, magic and esoteric Jargon were essential tools of the astrologers, allying them with sibyls, soothsayers and other prophets rather than with surveyors, for instance, or merchants, the other main group skilled in the use of numbers.

(a) AEBDC
(b) ADEBC
(c) EABDC
(d) ABCDE

(e) DABCE

44. (A) ‘The fool says in his heart, there is not God.’

(B) The *Old Testament* verse accurately sums up the attitude to atheism found in the Bible.

(C) Even in the *Book of Job* (4th century BCE), it is not the existence of God which is questioned, but only his justice, mercy and love.

(D) But the question there is only whether one worships and obeys the true God or a false God.

(E) When Job is finally vindicated, his hypocritical friends are said ‘not to know’ God, meaning that for all their protestations of faith, they understand nothing.

(a) ABCDE
(b) CEDAB
(c) ABDCE
(d) ADBCE
(e) BADCE

45. (A) As land plants grew larger and more elaborate, they provided another sink for carbon and another source of free oxygen.

(B) The first green plants were the phytoplankton, which lived in the surface waters of the oceans.

(C) Like other green plants, they liberated oxygen through photosynthesis but then reused it in respiration.

(D) However, because they lived in the deep ocean they caused a small net addition to oxygen levels because some of the carbon compounds incorporated in their cells sank to the bottom of the oceans and were locked into sediments which do not decompose because of the cold, dark and oxygen-free conditions.

(a) BACD
(b) ABDC
(c) DABC
(d) BCDA

(e) CABD

46. (A) Chiristians believe that reconciliation between God and humankind took place through the sacrificial life and death of Jesus Christ.

(B) Humankind being too far sunk in sin and misery, and too restricted by the limitations of the human conditions, to initiate reconciliation from the human side, the death of Christ was necessary to transform human awareness, to jolt humankind out of the consequence of sin, to vanquish death and to assuage God's wrath.

(C) Atonement ('at-one-ment'), originally a legal term for the reconciliation of two parties, has been annexed—almost exclusively for theological use.

(D) In Buddhism and Judaism, atonement is thought to be initiated by the divine party, acting out of compassion and love, and despite the alienation caused by human sin and weakness.

(a) CDAB
(b) ABDC
(c) ABCD
(d) CABD
(e) BDCA

47. (A) It is an economic system that is totally self-sufficient, producing all that is consumed and importing nothing from outside.

(B) Autarky (Greek, 'self-sufficiency'), in economics, is a Utopian aim.

(C) Others have pursued autarky together with social isolation to maintain the mores and genetic purity of the native population or to maintain the leaders' control.

(D) However, because no country is able to produce the whole range of goods demanded, at competitive prices, in practice, autarky condemns its disciples to inefficiency and relative poverty.

(E) Some countries' leaders have attempted to achieve autarky in order to eliminate any reliance on foreign materials and better to defend the society in time of war.

(a) CABED
(b) BECDA
(c) ABCDE
(d) BADEC
(e) BDACE

48. (A) In politics, autonomy is a relative concept which refers to the degree of freedom from coercion or outside influence which a state, a region, a group or an individual has over its own actions.

(B) However, in practice, the autonomy of sovereign states is limited by international organizations, like the United Nations, NATO, ASEAN, supranational organizations, like the EC, and multiple forms of economic, cultural and political interdependence between states.

(C) The expression the 'autonomy of the state', when used by historians or political scientists may also refer to the ability of state officials to pursue state interests, rather than simply reflecting or reacting to the interests of dominant groups in society.

(D) Theoretically, all states which are recognised in the world system as sovereign are thought to be autonomous from other states.

(a) DCAB
(b) ACDB
(c) CDBA
(d) CADB
(e) ABCD

49. (A) International balance of power theories focus on the mechanisms which are used to prevent war or aggression between and among sovereign states, the key idea being that wars are caused by a disruption of the existing balance of power.

(B) Debate among historians and political theorists has centered on whether or not a single hegemony (or dominant power) is necessary to prevent war and whether (and how) deterrence is essential to the preservation of stability in international relations. The relations between the 'great powers' between 1815 and 1945 remain the

subject of controversy for balance of power theorists.

(C) Theories which describe conditions of equilibrium in political systems are called ‘balance of power’ theories.

(D) Internal balance of power theories describe the political process through which certain parties and interest groups influence the allocation of resources or access to political power.

(E) They can be divided into those which describe stability within internal (or domestic) political systems and those which refer to external or international systems.

(a) DCEAB
(b) CADEB
(c) CEADB
(d) CEDAB
(e) EADBC

50. (A) By the mid-20th century, ballet throughout the world had become an esoteric and extravagant minority interest, exclusive and self-obsessed.

(B) It still has its purist corners, dazzling shrines to decadence—the Japanese court tradition and Bolshoi tradition come to mind.

(C) But elsewhere, the influence of folk dance and popular dance from around the world, and even of athletics and gymnastics, has made ballet one of the most eclectic and dynamic of all performing arts.

(D) But in the latter half of the century, with increased international travel and awareness of other cultures, ballet has been regenerated.

(a) ABCD
(b) ADBC
(c) ADCB
(d) ACBD
(e) CABD

51. (A) Batteries have come a long way since then and are now used in everything from a watch to powerful fuel cells.

(B) Batteries consist of one or more electric cells which produce electric currents directly from chemical reactions.

(C) The first battery was the Voltaic Pile, named after Alessandro Volta (1745–1827).

(D) Volta discovered that, by using dissimilar metals immersed in water with a little acid added, an electric current was produced.

(a) BCDA
(b) ACDB
(c) BACD
(d) CDAB
(e) ABCD

52. (A) The rule shows how to handle ‘conditional probabilities’, ones which show the effect of one event on another.

(B) Bayes’s rule is used to find the probability of an event experimentally; the experimenter starts off with a degree of belief in each of his or her hypotheses, and uses Bayes’s rule to modify these degrees of belief according to the results of experimentation (for example, an experiment could consist of asking a patient if he or she has back pains). The method is commonly used today by computers, providing ‘expert systems’ used in medicine, prospecting and fault diagnosis.

(C) We make one event (that the patient claims to have back pains) a condition of the other (that he or she has back trouble). It is usual to write the conditional probability of event *A*, given that event *B* is known to have happened, as p(*A B*); Bayes’s rule tells us that p(*A*)=p(*AB*)xp(*B*)+p(*A* not *B*) x p(not *B*).

(D) For example, the probability that a patient has back trouble is higher if it is known that he or she claims to have back pains.

(E) Bayes’s rule, formulated by Thomas Bayes (1702–61), sparked off a radical new direction in statistics, the application in mathematics of probability theory.

(a) ABCDE
(b) BDACE
(c) ABDC

(d) EADCB
(e) CADBE

53. (A) When the future date arrives, the bear expects to buy in at a lower price to deliver the stock that had been sold under the future contract at a higher price.
(B) A market in which prices are falling or are expected to fall is called by economists a bear market.
(C) Likewise, the term bear can be applied to a person who expects stock prices to fall and sells stock that he or she does not have for delivery at a future date.
(D) It is a designation commonly used in securities markets and commodity markets and is the opposite of a bull market.

(a) BACD
(b) BCAD
(c) BDCA
(d) ACBD
(e) ABCD

54. (A) To some extent, it arises naturally enough from the events of our time.
(B) An age that has seen Fascist states trample down the liberties of a continent, and has heard them hail their leaders with a mindless and horrifying devotion, will understandably view with distrust the whole conception of leadership.
(C) The very word is contaminated by the associations of a fuhrer or a Duce, and, seen in the light of our experiences, the great leader-figures of the past, Napoleon or Fredrick the Great for example, seem unworthy of the respect, still less of the admiration, with which they have sometimes been regarded.
(D) The reasons for the rejection of the idea of leadership are complex.

(a) DABC
(b) CDBA
(c) CABD
(d) DBAC

(e) ACBD

55. (A) It is sometimes contented that modern war has become so highly technical in character that the role of the army, with its demands for leadership at all levels, has become far less important.

(B) Let us take as an example, exercise of leadership in war, the most obvious field in which it is required—in deed, so obvious that the reactions of many people towards the whole subject are coloured by the picture of the leader as a military commander.

(C) The very fact that many of the problems which arise in a technical world are necessarily very complex in character, sometimes divert attention from the fact that they require leadership to solve them.

(D) But, though the fields in which leadership has to be exercised have changed, most of its essential qualities remain as necessary as ever.

(a) CDBA
(b) CADB
(c) ADCB
(d) DACB
(e) DABC

56. (A) Leadership in any of the fields in which it is most obvious, in the armed forces, in politics, in commerce, has until quite recently been determined by birth.

(B) The fact that the principle is still obviously followed to some degree in the very different social climate of today reminds us how strong it was, and how unquestioningly it was accepted.

(C) It imposes on us rather a greater obligation to investigate the qualities of good leadership and its recognition by other means, if birth and wealth are no longer to be the criteria of choice.

(D) But the rejection of an elite recruited by birth in the democratic and equalitarian temper of the modern, world does not imply that all leadership can be dispensed with.

(a) ABCD
(b) ABDC

(c) CDAB
(d) BADC
(e) CABD

57. (A) A belief in equality of opportunity of and in the necessity of recruiting leaders from every class imposes on society an obvious obligation to break down those obstacles as rapidly and as completely as possible.

(B) Others are more peculiar to individual circumstance, and attempts to overcome them by society are less easy to envisage and less likely to succeed.

(C) Some of them are removable by social change; bad housing, inferior education, the limitations on personal development imposed by poverty are all barriers to the emergence of leadership among some sections of the community.

(D) In practice, there are admittedly very great difficulties in the way of realizing the ideal of equality of opportunity.

(a) DCBA
(b) DCAB
(c) BACD
(d) BADC
(e) DACB

58. (A) At present, many of those most prominent in our national life, particularly in trade unionism, business, and industry, are men who received little formal education.

(B) Among men of the most obvious distinction and holding the most responsible positions, a number can be found who left school at eleven or twelve.

(C) To cite these as examples of the fact that high intellectual capacity is unnecessary for leadership is to make an elementary confusion between ability and educational attainment, quite apart from the fact that many of them have by private study, more than repaired the deficiencies of their formal education.

(D) But, much more important, such an attitude shows a failure to grasp the magnitude of the educational revolution of the past forty years.

(E) With any educational change, there is inevitably a time-lag before its effects become clear in society, but it is nevertheless surprising that the full meaning of the 1902 Act is still only imperfectly realised.

(a) ABCDE

(b) ADCBE

(c) ACBDE

(d) EABDC

(e) CABDE

59. (A) I have to admit that knowing all the finer points of etiquette is not always easy.

(B) For instance, it is just not civilized to hover over someone's table in a busy coffee shop, eyeing her half finished tea until she finally lets you have her seat.

(C) Loosely defined, the right way to do things is how I do them myself.

(D) The well-bred thing to do is to stand quietly at a discreet distance until the table is vacated and then elbow out of your way anyone who tries to get there first.

(E) As an adult, I have come to see that there is a right and wrong way to do everything.

(a) EDBCA

(b) ECDAB

(c) ECBDA

(d) CDEBA

(e) DABCE

60. (A) However, Indians were charged 10% extra premium.

(B) Humiliating as it may seem today, it was much more so for self respecting Indians then.

(C) Life insurance, known to India since Vedic times, arrived here from

England in its modern form only in the year 1818, to insure Europeans and support their widows.

(D) Under pressure of influential Indians, Insurance Companies that were established later started insuring Indians.

(E) It all began like this…"The Company does not Insure Natives of India" Shocking?!? But this is exactly what our forefathers had to face in their own land in an era much before nationalisation of life insurance in India.

(a) EDCAB
(b) EDACB
(c) ECDAB
(d) CEDAB
(e) DEACB

61. (A) Did you ever wonder what your long policy number means, and how, among fifteen crore policyholders, your number is unique?

(B) A series of roughly ten crore numbers are allotted to each of the 7 zonal offices of LIC, and further to lower offices.

(C) So your number arises systematically from the series that your issuing branch gets.

(D) Well, the 9-digit number makes a count of one hundred crores (short by one).

(E) And, by the way, did you know that each time you breathe, LIC settles 3 claims. Are you counting?

(a) ABDCE
(b) ACBDE
(c) ADBCE
(d) DABCE
(e) BACED

62. (A) Everyone has insecurities.

(B) When you show yourself in the world and display your talents, you naturally stir up all kinds of resentment, envy, and other

manifestations of insecurity.

(C) This is to be expected. You cannot spend your life worrying about the petty feelings of others.

(D) With those above you, however, you must take a different approach.

(E) When it comes to power, outshining the master is perhaps the worst mistake of all.

(a) EDABC
(b) ACBED
(c) ABCDE
(d) ABDEC
(e) AECBD

63. (A) They also become spoiled and tyrannical.

(B) But hire a former enemy and he will be more loyal than a friend, because he has more to prove.

(C) If you have no enemies, find a way to make them.

(D) In fact, you have more to fear from friends than from enemies.

(E) Be wary of friends—they will betray you more quickly, for they are easily aroused to envy.

(a) CDBEA
(b) CEDAB
(c) ECDAB
(d) EABDC
(e) BADCE

64. (A) The problem is that you often do not know your friends as you imagine.

(B) It is natural to want to employ your friends when you find yourself in times of need.

(C) The world is a harsh place, and your friends soften the harshness.

(D) Why depend on a stranger when you have a friend at hand?

(E) Besides, you know them.

(a) ABCDE
(b) BCEDA

(c) CBADE
(d) CDBEA
(e) EABCD

65. (A) Although it is generally best not to mix work with friendship, there are times when a friend can be used to greater effect than an enemy.
(B) A man of power, for example, often has dirty work that has to be done.
(C) But for the sake of appearances, it is generally preferable to have other people do it for him.
(D) Friends often do this the best, since their affection for him makes them willing to take chances.
(E) Also, if your plans go awry for some reason, you can use a friend as a convenient scapegoat.

(a) ABCDE
(b) DCEAB
(c) ADCEB
(d) ABDCE
(e) EBACD

66. (A) Do not give them the chance to sense what you are up to:
(B) If at any point in the deception you practice, people have the slightest suspicion as to your intentions, all is lost.
(C) Throw them off the scent by dragging red herrings across the path.
(D) Use false sincerity; send ambiguous signals, set up misleading objects of desire.
(E) Unable to distinguish the genuine from the false, they cannot pick out your real goal.

(a) EACDB
(b) ABCDE
(c) BCDEA
(d) BACDE
(e) CADBE

67. (A) How and why has the atmosphere changed so much? The earliest

atmosphere probably consisted of gases like hydrogen, helium, methane, ammonia and carbon dioxide (CO_2)— gases which occur in the atmospheres of the other planets.

(B) Less well known but much more interesting is the fact that the present-day composition is totally different from that of the primitive.

(C) Hence, the atmosphere for most of the Earth's history, consisted largely of CO_2 with small amounts of nitrogen.

(D) Most of these gases were lost and replaced by atmospheres of gases emitted by volcanoes.

(E) The Earth's atmosphere is made up of 79% nitrogen, 21% oxygen and a small but growing trace of carbon dioxide.

(a) ABECD
(b) EBACD
(c) EADCB
(d) ADCBE
(e) DEABC

68. (A) That is the Homeric Question which has intrigued classical scholars down the centuries.

(B) One genius who selected, refined, and embellished the material from the countless lays available in those far-off times and bound them together to produce the *Iliad* and the *Odyssey* in their present form.

(C) Modern opinion is overwhelmingly in favour of the view that there was, indeed, one outstanding poet named Homer among the throng of minstrels in Greek-speaking world during the eighth or ninth century before Christ.

(D) Were the early epic masterpieces, the *Iliad* and the *Odyssey*, composed by one hand or by many?

(a) CABD
(b) DCBA
(c) DABC
(d) BDAC

(e) ABCD

69. (A) But two special themes made certain appeal to an audience nurtured on memories of a magnificent past:

(1) The siege of Troy which was the supreme glory of their heroic ancestry, and (2) the wanderings overseas forced upon their forebears by the all-conquering Dorians.

(B) But such a splendid theme could not be worthily expressed in short lays.

(C) As the art of minstrelsy was passed down from one generation to the next, a repertoire of short lays about the heroic times was built up.

(D) Every well-born Ionian was familiar with the history of the Trojan War and its sequel.

(E) The grandeur of the subject called into being narrative verse which used the traditional saga as raw material but was composed in epic dimensions, magnifying the two favourite themes far beyond historical fact.

(a) CBEAD
(b) ADCBE
(c) CADBE
(d) BACDE
(e) EABCD

70. (A) The Athenians are revolutionary and their designs are characterised by swiftness alike in conception and execution; you have a genius for keeping what you have got, accompanied by a total want of invention and, when forced to act, you never go far enough.

(B) They are adventurous beyond their power and daring beyond their judgment and in danger, they are sanguine; your way is to attempt less than your power justifies, to mistrust even what your judgement sanctions and to convince yourself that there will be no end to your danger.

(C) They are prompt, you procrastinate; they are never at home, you are never from it; they hope by leaving it to extend their acquisitions, you fear any new enterprise will endanger what you possess.

(D) They are swift to follow up a success and slow to recoil from a reverse; their bodies they spend ungrudgingly in their country's cause; their intellect they jealously husband to be employed in her service.

(a) CADB
(b) ABCD
(c) BADC
(d) ABDC
(e) DABC

71. (A) We have no black looks or angry words for a neighbour if he enjoys himself in his own way, we abstain from the little act of churlishness which, though they leave no mark, yet cause annoyance to those who notes them.

(B) But our laws secure equal justice for all their private disputes, and our public opinion welcomes and honours talent in every branch of achievement, not for any sectional reason, but on grounds of excellence alone.

(C) And, as we give free play to all in our public life, so we carry the same spirit into our daily relation with one another.

(D) Our constitution is named a democracy because it is in the hands not of the few but of the many.

(a) DBCA
(b) CDAB
(c) ADBC
(d) DACB
(e) CADB

72. (A) And their story is not graven only on stone over their native earth, but lives on far away, without visible symbol, woven into stuff of other men's lives…

(B) Fix your eyes on the greatness of Athens as you have it before you day by day, fall in love with her, and when you feel her greatness,

remember that this greatness was won by men with courage, with knowledge of their duty, and with a sense of honour in action, who, if they failed in any ordeal, disdained to deprive the city of their service, but sacrificed their lives as the best offering on her behalf.

(C) So they gave their bodies to the commonwealth and received, each so for his own memory, praise that will never die, and with it the grandest of all sepulchres, not that in which their mortal bones are laid, but a home in the minds of men where their glory remains fresh to stir to speech or action as the occasion comes by.

(D) For the whole earth is the sepulchre of famous men.

(a) ADCB
(b) BCDA
(c) BDCA
(d) DCBA
(e) CBDA

73. (A) In early youth, the poet as well as an intellectual, Plato it is believed, was a great wrestler, and he also served as a soldier.

(B) It is through that he adopted the name of Plato, because of his broad shoulders.

(C) He was not only born a free man but an aristocrat, his father's name being Ariston, a descendant of one of the legendary founder of Athens, while on his mother's side, he was related to many wealthy and well-born Athenians.

(D) Plato, the father of Western philosophy, used to say that he thanked the Gods for three things: one, that he was born a free man and not a slave; that he was born a Greek and not Barbarian; and three, that he lived in the days of Socrates.

(a) ACBD
(b) CADB
(c) DCBA

(d) ACBD
(e) BACD

74. (A) The whole of Plato's philosophy is expressed in dialogues and many of early dialogues preserve an air of having risen from chance conversations in the streets.

(B) He also attacked the Sophists, the new brand of philosophers who, in Athens, were examining everything and teaching the people no longer to respect the old ideas on which the city had been founded and whose brilliant speech and witty paradoxes attracted men to them—and yet Plato himself had all the qualities, and often used them, of these enemies of his.

(C) Plato's philosophy seems to arise directly out of daily life and this is one of its great charms.

(D) For this father and fountain-head of philosophy, unequalled in the breadth of his ideas, is also unmatched for the persuasive beauty of his writing.

(E) Plato is said to have burnt his poems after he met Socrates and he adopted a very severe view of poet in republic—but he could not help being a poet himself.

(a) ACDEB
(b) BADCE
(c) ABCDE
(d) CDABE
(e) DBCAE

75. (A) Socrates, who always stated that he was only wise because other men thought they knew certain thing for sure while he knew he did not know, went about asking very simple questions and using the language of metaphor of the market place.

(B) It has the many sided attraction of thought at its fullest and most elegant, combined with an intense moral preoccupation, the preoccupation of getting somewhere, of not being satisfied with

the most ingenious argument, the most appealing and attractive arrangement of ideas.

(C) The work of Plato can be said to be the simple moral teaching Socrates understood, re-expressed by the most brilliant man of his age who preserved, while being the passionate disciple of Socrates, the quantities of mind he was born with, those of the clever fashionable world.

(D) Socrates was the contrary of Plato—a man of the people, a sort of poor monk whose teaching, based on questioning and cross-questioning, tended to turn to ridicule the poetry, the eloquence and the metaphysics of which the young aristocratic Plato was a master.

(a) CDAB
(b) ADCB
(c) DACB
(d) BDCA
(e) BACD

76. (A) He was convinced that truth and goodness exist and are inseparable, and that virtue is one thing and is dependent upon knowledge.

(B) On account of this unity of goodness, truth and beauty, Plato considered that the arts—music, literature, poetry, architecture, rhetoric, politics and the practical arts—must be the servant of moral philosophy and only have value in so far as they serve it.

(C) In essence, the doctrine of Plato has many similarities with that of Christianity's.

(D) But it is a doctrine founded on an intellectual view of man and of the soul rather than one based on belief in God and Redeemer of mankind.

(E) There is a false architecture, false music, literature, etc., which takes man away from the pursuit of the perfect and help him to remain ignorant and malformed, and there is the converse.

(F) Plato’s foremost place as a philosopher lies in his conception of unity.

(a) FABECD
(b) CBEDAF
(c) FACEDB
(d) ABFCDE
(e) EFACBD

77. (A) In all his writing on philosophy, whether political or ethical, Aristotle reveals himself as a teleologist, this is attempting the interpretation of things under discussion in terms of purpose or end (Greek *telos*: end).

(B) “Every art and every science,” it begins,” and in like manner every action and every moral choice, aims, it is thought at some good”.

(C) What that good is depends of course on the things concerned: some activities are undertaken only for what they lead to or produce and bring about, while others are engaged in for their own sakes.

(D) So far as man is concerned, this end must be the good of man.

(E) But it is surely clear that there must be something that may be fairly described as the Chief Good, that is, the best thing of all.

(F) This is clearly evidenced from the very first statement of his *Nicomachean Ethics*.

(a) ABEFDC
(b) BDCAFE
(c) AFBCED
(d) DCBEFA
(e) FAEDCB

78. (A) For some say it is one of those things which are palpable and apparent, as pleasure or wealth or honour; in fact, some one thing, some another; nay, often times the same man gives a different account of it, for when ill, he calls it health, when poor, wealth; and conscious of their own ignorance, men admire those who talk grandly and above their comprehension.

(B) To use the more common form, “happiness (says Aristotle) is what both the multitude and the refined few call it, and ‘living well’ and ‘doing well’ they conceive to be the same with ‘being happy’; but about the nature of this happiness men dispute, and the multitude do not in their account of it agree with wise.”

(C) Now, what is this very special Good?

(D) There is pretty general agreement that is eudaimonia, a Greek word which is usually translated as Happiness, although a possibly better rendering would be Well-being or Welfare.

(a) DBAC

(b) CDBA

(c) BCDA

(d) ADBC

(e) ABCD

79. (A) After some pages descriptive of the liberal Man, who “will give and spend on proper objects, and in proper proportion, in great things and small alike, and all this with pleasure to himself”, we come to a portrait of the Magnificent Man, which is doubtless based on what Aristotle had observed of the great aristocratic, popularity seeking spenders of Athens.

(B) “The expenses of the Magnificent Man are great fitting: such also are his works.”

(C) The kind of expenditure which he will incur will be what are called honourable, “such as dedicatory offering to the gods, and furnishing their temples, and sacrifices, and in like manner everything that has reference to the deity, and all such public matters as are objects of honourable ambition, as when men think it is their duty to furnish a chorus for the stage splendidly, or fit out and maintain a three-decker for the navy, or give a great public feast...It is characteristic of the Magnificent Man to do magnificently whatever he is about.”

(D) He will consider how a thing may be done most beautifully and

fittingly, rather than for how much.

(a) ACBD
(b) CDBA
(c) BACD
(d) ABDC
(e) DABC

80. (A) Comparisons between Vergil and his great Greek prototype, Homer, are inevitable, although academic admirers of the Latin poet find them odious, arguing that Homer composed for an audience which knew only the epic on the grand scale and that his poetry was meant to be heard, not read.

(B) Nevertheless it can hardly be disputed that poetic merits of the *Aeneid* are far below those of *Iliad*, lacking the unity of purpose and integrity of construction of the earlier work as well as its truth and simplicity.

(C) It is also true that Homer's society was relatively uncomplicated, with a nobility not unlike the barons of England's feudal ages, whereas Vergil's civilisation was complex and he wrote for scholarly and thoroughly educated readers.

(D) Perhaps a model, however masterly, can never quite capture the spontaneous freshness of a glorious original.

(a) DCBA
(b) ACBD
(c) CABD
(d) ABCD
(e) BACD

81. (A) But later, when scholars had deciphered the cuneiform inscriptions of Babylon and Assyria, the historicity of a large part of the Old Testament was vindicated.

(B) The story of Abraham, for instance, is now to be seen much more than a folk tale, for the discoveries in the 'thirties of the Amorite Kingdom ruled by the smiling-faced Mari kings have unearthed cities such as Harun and Nathor mentioned in the Bablical

narrative, but totally unknown till they were unearthed'.

(C) By the end of the century, when the work of geologists and physicists had begun to enlarge man's knowledge about the beginning of the physical world, the *Bible* as history, began to be considered largely as fable or folk-lore; by Christians it was thought divinely inspired but still basically mythical.

(D) To the simple-minded then, as in past centuries, the story of the *Old Testament* appeared as exact, literal history.

(E) When Queen Victoria came to the throne, it was generally believed that the world was created in 4004 BC.

(F) In fifty years or so, when so much has been discovered by archaeology about the Middle East and Egypt, the claim of the whole Old Testament story to be a valuable historical record, has been more and more accepted.

(a) DCAEFB
(b) EDCAFB
(c) ACEFDB
(d) FCDABE
(e) CABDEF

82. (A) When the Meccans challenged Mohammed to perform a miracle as proof of his Divine mission, he appealed, boldly and confidently, to the book which was taking shape under his supervision.

(B) It was indeed a miracle, the miracle of miracles, this book that had come down from heaven …

(C) So wonderful a work (he maintained), written in such superlatively beautiful language and expressing the most profound and majestic of religious truths, could surely not have been written by mere man, most certainly not by such an unlettered man as he was himself.

(D) The book in question was *Koran*, as we generally call it, although a more correct rendering is Quran, which is an Arabic word meaning reading, lecture, or recitation, or perhaps that which

ought to be read.

(a) ACBD
(b) BACD
(c) ABCD
(d) CDBA
(e) DCAB

83. (A) Fortunately, the lack of details available about the life of Shakespeare does not apply to Dante, who is revealed to us as the hero of one of the strangest and most beautiful love stories in the world.

(B) If a limit may be set to the period of medieval literature, Dante's *Divine Comedy* may be said to have brought it to an end in a glorious climax.

(C) Of all the great figures, who embellish the pageant of literature, Dante shares an equal place with Shakespeare.

(D) Here all the greatest and best in thought and work that flowered in the millenium between the fall of Roman Empire and the close of the thirteenth century, is given a new vitality and endowed with poetic passion.

(a) ACDB
(b) DBAC
(c) BDCA
(d) CDBA
(e) BACD

84. (A) There were numerous religious shrines at home and abroad that attracted the pilgrims hosts, but in England, by far the most popular was Canterbury, where in the great cathedral stood the magnificent tomb of Thomas Beckett—St. Thomas of Canterbury —hard by the spot where in 1170 he had been brutally slain by four of King Henry's knights.

(B) On an April morning, many centuries ago, a band of pilgrims set out

from the Tabard inn in Southwark to go to Canterbury.

(C) We should not suppose that the fact that they were pilgrims means that they were specially devout.

(D) Pilgrimages in the Middle Ages—and the year in question is somewhere in the thirteen-eighties—were a most welcome break in the monotonous round of daily existence, an occasion for seeing the sight and meeting fresh people and exchanging gossip and tales of high life, and of low.

(a) DBAC

(b) ACDB

(c) BADC

(d) BCDA

(e) CADB

85. (A) It was invented by More, and is a reminder of the fact that it was one of the most famous figures of revivals of Learning that was inspired by the rediscovery of the ancient classical civilisation of Greece and Rome after the long night of middle ages.

(B) Of all the cities that men have built in the cloudlands, the most famous is the one described in a small book written by the English scholar-statesman, Sir Tomas More, in the beginning of the sixteenth century.

(C) It is called *Utopia*, and so famous it is that ever since, all similar imaginary commonwealths have been referred to as Utopias.

(D) It comes from the Greek words, ou meaning not, and topas, a place, and so means literally, nowhere.

(E) The word is a made-up one.

(a) BCEDA

(b) CDBCA

(c) ADCBE

(d) EDCAB

(e) ABCDE

86. (A) What an audacious declaration it is, this of Jean-Jacques Rousseau, that “Man is born free; and everywhere he is in chains!”.

(B) No matter that the critics in every generation have insisted that the first part of the declaration is untrue, since men come into the world carrying a heavy burden of heredity; and that as for the second part, there are quite a lot of places in the world nowadays where chains have long ceased to form part of the political machinery.

(C) No matter: it has a splendid, fine-sounding ring about it, and our political philosophy would be ever so much duller without it.

(D) When he first spat it out, it shocked and shattered the complacency of the eighteenth century, and it has been an inspiration and encouragement to the young and hopeful ever since.

(a) ADCB
(b) CBAD
(c) BADC
(d) ADBC
(e) CDBA

87. (A) From them he obtained a mass of information on business matters that came in exceedingly useful in writing his book.

(B) He may well have felt that his career was fixed, but then in 1764, he was invited to accompany the young Duke of Buccleugh on the customary “grand tour” of the continent.

(C) In the middle of the eighteenth century, Glasgow was still a small provincial city, but by 1760 it had supplanted Bristol as the principal tobacco port, and its “tobacco lords” were fine men of business.

(D) Adam Smith cultivated their acquaintance, and felt highly honoured when he was invited to join their weekly dining-club.

(a) DBCA
(b) CDAB

(c) DACB
(d) BCDA
(e) ABCD

88. (A) Now a few words on the third of the main themes of the Wealth of Nations, the one which is of greatest practical interest and importance—what may be described as his policy or programme of action.

(B) Under the influence of Mercantilist ideas, Adam Smith declared, "nations have been taught that their interest consisted in beggaring all their neighbours… Commerce which ought naturally to be, among nations as among individuals, a bond of union and friendship, has become the most fertile source of discord and animosity."

(C) It will be found for the most part in his fourth book, where we have a lengthy, detailed, and highly critical examination of the "Commercial or Mercantile System" that was the accepted ideology of the principle governments of his time.

(D) The Mercantilists held that wealth consists primarily of money, and mercantilist governments strove to foster home industries and encourage the export of as large an amount of goods as possible, and to import as little possible, when the difference would have to be made up in cash or bullion.

(a) CDAB
(b) ACDB
(c) BADC
(d) BACD
(e) CADB

89. (A) Mention should be made, too, of the many pithy sayings that ought to find a place in every dictionary of quotations.

(B) For example, "the delightful art" of gardening, "the desire for food is limited by the narrow capacity of the human stomach", "a man is

of all sorts of luggage the most difficult to be transported", and "When you have got a little money, it is often easy to get more: the great difficulty is to get that little".

(C) All these things are of secondary importance, however.

(D) The really important thing about Adam Smith is that it was he who mapped out the ground and prepared the way for Economics to become what it is today, one of the most interesting, stimulating and vitally important of the science that are the instruments of human progress.

(a) ABCD

(b) DABC

(c) CDBA

(d) BCDA

(e) CABD

90. (A) Here, perhaps even more importantly than with any other science, the scientist has created a barrier of terms by which to express thoughts and ideas about matter affecting us all—the origins of knowledge and wisdom—but which effectively cuts off the ordinary man from the thinker, the man who by terming himself philosopher, clearly looks upon himself, as the word implies, as the fount of wisdom.

(B) Unfortunately, as with most sciences, the would-be interpreter of philosophy finds himself becoming involved in almost insoluble complications of expression if he does not use some of the jargon, the special terms by which philosophers convey, in a kind of shorthand, their own particular thoughts to their professional colleagues.

(C) If a really outstanding example of non-communication were ever to be sought, scarcely a better one could be cited than that of philosophy.

(D) The preceding paragraph, simple though it is in philosophical

expression, is nevertheless sufficient to show the non-philosophic student that, like all sciences, philosophy has acquired its own particular jargon which only the initiated can understand with ease.

(a) DBAC
(b) ACDB
(c) CABD
(d) DCAB
(e) BACD

91. (A) All our intuitions have a dual nature; objects appear to be outside ourselves and externally co-existent in space; and they also seem to exist within our own minds, either simultaneously or in succession, and so, in time.

(B) The reason why all our intuitions are bound up with these two forms lies in the manner in which our faculty of imagination receives the impression of objects.

(C) Space and time, then, are pure intuitions, which are present a priori in advance of any real sensation, inherent in the faculty of imagination in our soul, and are thus only necessary ideas a priori, underlying all intuitions.

(D) Thus, space and time are the two forms to which all our intuitions are bound, and as they are ideas directly related to objects, they are themselves intuitions.

(a) BDAC
(b) ADBC
(c) BACD
(d) CADB
(e) DABC

92. (A) The important place that it occupies in Marx’s system is shown by the hundreds of pages that he devotes in Capital to its elucidation and illustration.

(B) But nowhere do we find any indication that Marx had ever been inside a cotton-mill or down a coal-mine, that he had ever visited pottery or ironworks or railway shed; and all the detail with which his pages are filled was what he could collect from seat No.7 in row G in the British Museum reading-room.

(C) Most of his supporting material is drawn from English practice, for the very good reason that it was in England that the capitalized system had mainly originated and had reached its most advanced development.

(D) This theory of surplus value is Marx's special contribution to economic ideology, and it is no wonder that it made a strong appeal to the workers, especially those engaged in factory production in the industrialised countries of Europe and America.

(a) DCAB

(b) CADB

(c) BCDA

(d) DACB

(e) ABCD

93. (A) Before the modern system of capitalist enterprise could come into existence, there had to be what Marx calls the stage of "primary accumulation", which he defines as "the historical process whereby the producer was divorced from the means of production."

(B) These were "the idyllic methods of primary accumulation", which cleared the ground for capitalist agriculture and provided urban industry with the requisite number of "masterless proletarians".

(C) This was effected through the spoliation of the property of the Church at the Reformation, the subsequent alienation of the State domains, the transformation of feudal property and the property of the Scottish clans, by a system of ruthless terrorism, into modern private property.

(D) Hard upon their heels came the commercial wars between the great European powers, fought over the whole surface of the globe, of which a recent sequel had been the opium wars against China.

(E) Then followed the discoveries of gold and silver in America, the extirpation or enslavement and entombment of the native, the beginning of the conquest of the East Indies, the transformation of Africa into a source of raw material of the slave trade—these were the incidents that characterised the "rosy dawn of the period of capitalist production".

(a) ACEBD

(b) DABCE

(c) ACBED

(d) CAEDB

(e) EADCB

94. (A) He had been led to this discovery by applying to dreams, a new method of psychological investigation which had proved of great value in the solution of phobias, obsessions, delusions and so on —namely, psycho-analysis.

(B) Serious-minded people were apt to smile at all this, but one day he was astonished to find that the view of dream which most nearly approached the truth was not the medical one—that dreams are caused entirely by sensory and somatic stimuli—but the popular one.

(C) The methods of interpretation consist in transferring the content of a dream as it is remembered, either by replacing it piecemeal in accordance with a fixed key, or by replacing the dream as a whole by a certain series of symbols.

(D) Having thus set out his problem, and referred to the more recent pronouncements on the nature of dreams by scientists and medical men, Freud points out that popular opinion has taken little heed of scientific judgments in this field, and persists in the belief that

dreams have meaning which relates to the prediction of the future and which can be discovered by some process of interpretation of a content which is often confused and puzzling.

(E) An investigation into the significance of dream inquiries, first, into the psychical significance of dreaming, into the relation of dreams to the mental processes and into any biological function dreams may have; while, second, it tries to discover whether dreams can be interpreted, whether the content of individual dreams has a "meaning" such as can be found in other psychical structures.

(a) EDCBA
(b) ABEDC
(c) DEBCA
(d) DECBA
(e) ABCDE

95. (A) The impression which acts as the dream-instigator may be such an important one that we feel no surprise at being concerned with it in the day-time.

(B) If we unravel dream-displacement by analysis, we obtain what appears to be completely trustworthy information about dream-instigators and the connection of dreams with waking life.

(C) By analysis, we find that every dream without exception, goes back to an impression received during the last few days.

(D) As a rule, however, if a connection is to be found between a dream-content and an impression received the previous day, it is usually so trivial that we can recall it only with difficulty, and dream content seems concerned with trivialities.

(a) DBAC
(b) ACDB
(c) BCAD
(d) DCAB
(e) ABCD

96. (A) Joe had had trouble falling asleep, and once asleep, he went from

one dream to another.

(B) The phone rang.

(C) He was showing a house to a young couple.

(D) He looked at it but could not find it.

(a) ADCB

(b) ACBD

(c) BDCA

(d) CBAD

(e) ADBC

97. (A) I dressed and fixed breakfast in the small kitchen.

(B) Afterward, I stepped out on the narrow deck to breathe the mountain air.

(C) The answers would come gradually, I told myself.

(D) The next morning, I awakened early and lay quietly, trying to orient myself.

(E) Last night, there had been much that was strange and perplexing.

(a) DECAB

(b) ADECB

(c) CABDE

(d) ADCEB

(e) BADCE

98. (A) Later that night, as I sat up in bed trying to read the *Book of the Hopi*, my thoughts were melancholy and not the pages.

(B) Mountain silence seemed to press all around the small guesthouse, threatening me.

(C) I was about to put the book aside and attempt to fall asleep when a light tapping sounded on the outside door.

(D) In my present state of mind, the sound was unnerving.

(E) Nevertheless, I drew on my robe and went into the little hallway.

(a) DBCAE

(b) ADBCE

(c) ABCDE
(d) CAEBD
(e) EDCBA

99. (A) “Who’s there?” I called.
(B) I sighed and turned the latch, not at all sure that I could cope with Marilla just then.
(C) “It’s me–Marilla. Open the door, Lindsay.”
(D) She stood on the flagstones outside, dressed in pajamas and one of her father’s sweaters, and holding both hands behind her back.
(E) She smiled at me angelically.

(a) ACBDE
(b) BACED
(c) DBCEA
(d) CABDE
(e) ECABD

100. (A) I decided to ask her a direct question.
(B) “You’ve already told me that Sybil came to talk to you about the dinner on the day she disappeared. Was there anything else?”
(C) For a moment, I thought Orva wouldn’t answer.
(D) Then she seemed to make a decision.

(a) ACDB
(b) BADC
(c) CADB
(d) ABCD
(e) DABC

101. (A) A Roman chariot decorated with the figure of Columbia on the front.
(B) On Sunday afternoons John Doud, wearing goggles and a long white coat, took the family for outings in his Stanley Steamer, one in a series of cars that he owned.

(C) Sometimes they would go to City Park, where the Doud girls would wander through the Zoological Gardens or listen to band concerts.

(D) Other times, they went to Elitch Gardens, one of the oldest amusement parks in the country, where Mamie had a favorite seat on the merry-go-round —

(a) DCAB
(b) BCDA
(c) CBDA
(d) CDAB
(e) ABCD

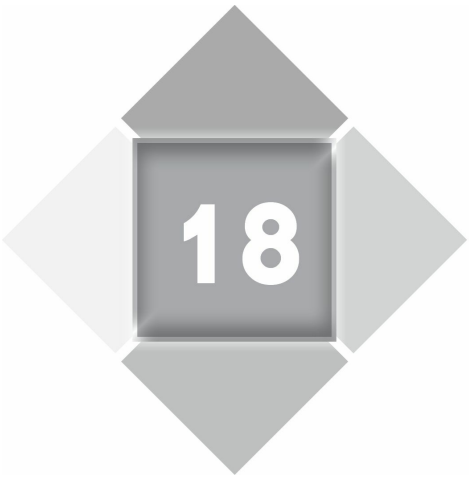
Answer Key

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

17. (d)
18. (a)
19. (b)
20. (d)
21. (c)
22. (b)
23. (b)
24. (c)
25. (d)
26. (a)
27. (d)
28. (d)
29. (b)
30. (a)
31. (c)
32. (b)
33. (d)
34. (c)
35. (d)
36. (c)
37. (d)
38. (b)
39. (d)
40. (a)
41. (d)
42. (a)
43. (d)
44. (c)
45. (d)

46. (a)
47. (d)
48. (b)
49. (d)
50. (b)
51. (a)
52. (d)
53. (c)
54. (a)
55. (a)
56. (b)
57. (b)
58. (a)
59. (c)
60. (c)
61. (c)
62. (c)
63. (d)
64. (b)
65. (a)
66. (d)
67. (b)
68. (c)
69. (c)
70. (b)
71. (a)
72. (b)
73. (c)
74. (a)

75. (c)
76. (a)
77. (c)
78. (b)
79. (d)
80. (b)
81. (b)
82. (a)
83. (c)
84. (d)
85. (a)
86. (d)
87. (b)
88. (b)
89. (a)
90. (d)
91. (b)
92. (d)
93. (c)
94. (a)
95. (c)
96. (b)
97. (a)
98. (c)
99. (a)
100. (d)
101. (b)



Level of Difficulty—III

1. (A) Put simply, the ancient Greek city (*polis*) was configured as a kosmos before the philosophers adopted the pertinent term and used it to assert that the natural world is likewise, an intelligible and ordered whole.

(B) To begin with, there is the question of philosophy's origins within the first self-governing civic polities known to man.

(C) The annually elected magistrates of the city of Crete that appears to have pioneered constitutional forms were called kosmoi.

(D) It is revealing that the kosmos and its cognates were used in the political realm well before they were appropriated by the philosophers.

(E) The army described in the Catalogue of Ships in the second book of Homer's *Iliad*, was arranged in its appropriate ranks by a kosmetor.

(a) BDECA
(b) BDACE
(c) DBCEA
(d) DCEAB
(e) EDACB

2. (A) He was familiar with Hesiod's *Theogony*, a poetic treatment of

the origin of the gods and the cosmos, and he knew something of the beliefs of the barbarians.

(B) But for the opinions of mankind he had little, if any, respect.

(C) *Xenophanes* knew perfectly well that "mortal men believe that gods are begotten, and that they have the dress, voice, and body of mortals."

(D) "If oxen, horses, or lions had hands with which to sketch and fashion works of art as men do," he remarked, "then horses would draw the forms of god like horses, oxen like oxen, and they would each make their god's bodies similar in frame to the bodies that they themselves possess."

(E) Indeed, he observed, "the Ethiopians claim that their gods are snub-nosed and black; the Thracians, that theirs are blue-eyed and red-headed."

(a) ABEDC
(b) DCABE
(c) ABDEC
(d) CABDE
(e) EACDB

3. (A) The wisdom that he attributes to the philosopher in the *Republic* is possessed by no one he knows —and arguably for good reason.

(B) Its implausibility as an actual project owes less to the unlikelihood that one can indoctrinate a class of Auxiliaries and deny them property and family ties than to the requirement that wisdom rule.

(C) Plato's *Socrates* never claims that he is himself wise—only that he has encountered no one wiser than himself.

(D) Plato's *Republic* is not a blueprint for utopia.

(E) It exploits the political idealism of the young, represented by Plato's

brothers, for the sake of an exploration of the limits of politics, the nature of the human soul, and the superiority of the philosophical life.

(a) DBECA
(b) DAEBC
(c) DEBCA
(d) DACEB
(e) DCEAB

4. (A) In this spirit, *Xenophanes* dismisses the Olympian gods outright.

(B) It was inevitable that philosophy's debt to politics be repaid.

(C) Aristotle intimates that Anaximander of Miletus and the first phusiologoi—"those exercising logos regarding nature"—espoused a species of monotheism;

(D) From speculation about the natural world, one can all too easily draw conclusions about matters of more immediate concern to man.

(E) This was in keeping with their presumption that the natural world reflects a single ordering principle.

(a) BDCEA
(b) CABED
(c) DEABC
(d) BCADE
(e) ABCDE

5. (A) The idea that life arose, and continues to arise, spontaneously in mud, was proposed by the Greek philosopher Anaxiamander who suggested that a spiny fish had been the first animal to emerge onto the land and had given rise to other animals by the process of transmutation (change of form).

(B) Biogenesis is an ancient explanation for the origin of life, supported by superficial observation of events such as the emergence of maggots from rotting meat or the appearance of mice near a piece of old cheese.

(C) It began to be accepted that higher organisms could not appear by spontaneous generation, but the discovery of animalcules (microorganisms) by the early microscopist Antonie van Leeuwenhoek revived the theory.

(D) This basic concept was recapitulated in a variety of forms (the 9th century Arab biologist Al-Jahic refers to the spontaneous generation of life in mud in his Book of Animals) until the 17th century, when William Harvey, through his work on deer embryos, proposed that 'everything comes from the egg' in 1651.

(E) This was followed by the Italian physician Francesco Redi's demonstration in 1668, that meat which was shielded from flies bore no maggots.

(a) BDEAC
(b) BADEC
(c) BADCE
(d) BDACE
(e) BEDCA

6. (A) Beggar-my-neighbor, in economics, is a trade policy of competitive devaluation, where countries devalue their exchange rates in rapid succession in order to make export prices more competitive.

(B) This was prevalent in the 1930s. It is harder to achieve under floating rates, though the Japanese are often accused of trying to keep the yen artificially low to encourage their exports.

(C) Although beggar-my-neighbor policies work for a short time, to boost the domestic economy, there are several detrimental results—(1) the protected industry is inefficient, so consumers have to pay higher prices; (2) trading partners are forced to retaliate with their own protectionist policies; and (3) they earn less foreign exchange, so buy less of the first country's exports.

(D) In effect, everyone is beggared.

(E) This happened in the 1920s and 1930s, but was partly outlawed by

GATT (the General Agreement on Tariffs and Trade) after 1947. The slow-growing 1970s and 1980s and early 1990s have rekindled beggar-my-neighbor instincts.

(a) ABCDE
(b) ADCBE
(c) ACBDE
(d) ABECD
(e) AEDCB

7. (A) My life is constantly thrown headlong into transcendent thing, and passes wholly outside me.

(B) I am thinking of the Cartesian cogito, wanting to finish this work, feeling the coolness of the paper under my hand, and perceiving the trees of the boulevard through the window.

(C) This book, once begun, is not a certain set of ideas; it constitutes for me an open situation, for which I could not possibly provide any complex formula, and in which I struggle blindly on until, miraculously, thoughts and words become organized by themselves.

(D) The cogito is either this thought which took shape three centuries ago in the mind of Descartes, or the meaning of the books he has left for us, or else an eternal truth which emerges from them, but in any case, is a cultural being of which it is to say that my thought strains towards it rather than that it embraces it, as my body, in a familiar surrounding, finds its orientation and makes its way among objects without my needing to have them expressly in mind.

(a) BADC
(b) CBAD
(c) BCAD
(d) ACDB
(e) ADBC

8. (A) It is the same with the recent achievements of our material

civilisation; Our Western scientific knowledge and our technique for turning it to account are perilously esoteric.

(B) All acts of social creation are the work either of individual creators or, at most, of creative minorities; at each successive advance, the great majority of the members of society are leftbehind.

(C) If we glance at the great religious organisations extant in the world today, Christian, Islamic, and Hindu, we shall find that the great bulk of their nominal adherents, still live in a mental atmosphere which, so far as religion is concerned, is not far removed from simple paganism.

(D) The great new social forces of Democracy and Industrialism have been evoked by a tiny creative minority, and the great mass of humanity still remains substantially on the same intellectual and moral level in which it lay before the titanic new social forces began to emerge.

(a) CADB
(b) DBAC
(c) DACB
(d) BCAD
(e) ABDC

9. (A) This tendency to over-stress the contribution of character, and to put it in an altogether misleading antithesis to intellect, is also probably characteristic of equalitarian societies.

(B) Differences in intellectual capacity are particularly distasteful to the equalitarian, who can with comfort fall back on a vague mystique of character as the principal attribute of such leadership as he will allow, and which he may delude himself is very widely diffused.

(C) Whereas a high intelligence is not usually a spectacular quality to the majority of people, courage, tenacity, and dominance are.

(D) The contribution of intelligence to leadership is underestimated, perhaps, because in the popular picture of the leader, attributes

of character are far more obvious than those of intellect.

(a) DCAB
(b) BCAD
(c) ACDB
(d) CADB
(e) ABCD

10. (A) What we mean by a work of art is, then, an entity which provides a more or less lasting possibility for a number of consumers to make such actualisation or concretions on the basis of a material thing or a series of physical 'happenings' which are the existential substrate of the work of art.

(B) Roman Ingarden, who discusses the same thing, uses the word 'concretion' in order to emphasise that the process of actualisation is one of rendering the indeterminate determinate or concrete.

(C) Appreciation, then, consists in bringing an appropriate aesthetic object into awareness to the fullest possible degree on the basis of the material thing or 'happening' to which we are attending.

(D) In previous writing, as here, I have used the word 'actualisation'—making actual what is latent or potential–for this process.

(a) CDBA
(b) ADCB
(c) DCBA
(d) CBDA
(e) BDAC

11. (A) *Aesthetic experience* is a mode of cognition by direct apprehension and it consists of focusing awareness upon whatever is presented to the senses.

(B) It is a basic form of mental activity in so far as sensory awareness is fundamental to all our dealings with the world in which our lives are fated to be spent.

(C) Sensuous awareness is the first step out from imprisonment within the solitariness which is the penalty of individual existence, and from this step all else follows.

(D) We can only manipulate our environment to our needs and desires, to obduracies of the environment, to the extent that we become directly acquainted with it through our organs of sense.

(a) ACBD
(b) ABDC
(c) ABCD
(d) BCAD
(e) BACD

12. (A) For example, if a person holds an attitude towards the United States, military participation in the Persian gulf war and discusses this issue with a friend, this attitude would likely become linked, in a molar schema, with both the friends, attitude on the issue and the person's attitude towards the friend.

(B) As our discussion of bonds between attitude and values has already shown, attitudes are generally not isolated within the individual's mind, but are linked to other's attitudes in molar cognitive structures.

(C) These connections between attitudes develop as a product of a social interaction.

(D) Of particular interest to social psychologists are the cognitive linkages that may be formed between attitudes towards issues and attitudes towards people.

(a) DCAB
(b) DCBA
(c) BDCA
(c) BDAC
(e) ABCD

13. (A) In this model, subjective norm is itself a function of normative

beliefs, which represent perception of a significant other's preference about whether one should engage in a behaviour.

(B) The model quantifies these beliefs by multiplying the subjective likelihood that a particular significant other (called a referent) thinks the person should perform the behaviour, times the person's motivation to comply with that referent's expectations.

(C) For example, an individual might believe that his mother thinks that he should not donate money to the democratic party and that his best friend thinks he should donate.

(D) These products, which are analogous to the expectancy times value products, computed for behavioral beliefs, are then summed over the various salient referent persons.

(a) ACBD

(b) DCBA

(c) DBCA

(d) CBAD

(e) ADCB

14. (A) Worth considering in the context of the probabilogical model's treatment of belief change is the question of how change in a premise is brought about.

(B) Baye's theorm specifies how beliefs should change if information is used properly (that is, according to the law of mathematical probability.)

(C) Whereas the probabilogical model considers the effect of change in one belief (a premise) a on change in another belief (a conclusion), it does not consider how new information changes belief in the premise in the first place.

(D) The approach thus provides a normative model that prescribes how beliefs, which are called hypothesis in this tradition (e.g. "research on groups will become dominant in social psychology"), should change in response to the introduction of some new information called evidence or datum in this

tradition.

(a) ADCB
(a) CBAD
(c) CDBA
(d) ACBD
(e) DABC

15. (A) Much of this research has documented a reliable tendency of persuasion to decrease when fewer arguments are presented.

(B) For example, in several experiments by ‘Insko’ and his colleagues, subjects were presented with varying numbers of arguments supporting the guilt or innocence of a fictitious defendant.

(C) Across the various studies, increasing the number of guilty arguments significantly increased the subjects’ tendencies to render guilty verdicts, whereas increasing the number of not guilty arguments increased the subjects’ tendencies to judge the defendant innocent.

(D) Because lowering message comprehensibility presumably decreases the persuasiveness of high quality messages by lessening the amount of supportive argumentation received, it is also important to consider research that has varied the number of arguments that a message contains.

(a) DBCA
(b) DABC
(c) ABCD
(d) CBAD
(e) BDCA

16. (A) It is worth noting that McGuire felt that the compensation principle applied to a large set of individual difference dimensions, not only to the few variables he used to illustrate his logic and predictions (e.g., self-esteem, intelligence, anxiety.)

(B) In large part, this belief was based on another, that complete

susceptibility or non-susceptibility to influence attempts, was less adaptive for human organisms than being susceptible in some situation and non-susceptible in others.

(C) For example, rather than being ubiquitously persuasible, people with low self-esteem were predicted to be some times more persuasible than people with moderate(or high) self-esteem and sometimes less persuasible.

(D) Taken together, the compensation in situational weighting principles of the Mcguire paradigm allowed him to model this view point.

(a) DCBA

(b) ABDC

(c) ACBD

(d) ABCD

(e) CDBA

17. (A) The definition of the object is, as we have seen, that it exists in parts, and that consequently, it acknowledges between itself and other objects, only external and mechanical relationships, whether in the narrow sense of motion received and transmitted or in the wider sense of the relation of function to variable.

(B) It was of course realised that in the circuit of behaviour, new particular forms emerge, and the organism with the power transforming the physical world.

(C) Where it was desired to insert the organism in the universe of objects and thereby close off that universe, it was necessary to translate the functioning of the body into the language of the stimulus and receptor, receptor and Empfinder.

(D) But in fact, it attributed to the nervous systems, the occult power of creating the different structure of our experience, and whereas sight, touch and hearing are so many ways of gaining access to the object, these structures found themselves transformed into

compact qualities derived from the local distinction between the organs used.

(a) ACBD (b) CDBA

(d) ABDC

(d) DACB

(e) DCBA

18. (A) Intellectualism set out, it is true, to discover by reflection, the structure of perception, instead of explaining it in terms of a combination of associative forces and attention, but its gaze upon perception is not yet direct.

(B) Sensation is no longer presupposed as a real element of consciousness.

(C) This will be seen better by examining the role played in its analysis by the notation of judgement.

(D) Judgement is often introduced as what sensation lacks to make perception possible.

(E) But when it is desired to delineate the structure of perception, it is done by joining up the points of sensation.

(a) EDABC

(b) DABCE

(c) ACDBE

(d) CDBAC

(e) BCEAD

19. (A) Intellectualism is unequal to dealing with this perceptual life, either falling short of it overshooting it; it calls up as limiting cases, the manifold qualities which are merely the outer or casing of object, and from there it passes on to a consciousness of that which claims to hold within itself, the law or secret of that object, and for this reason, deprives the development of the experience of its contingency and the object of its distinctive perceptual style.

(B) This move from thesis to antithesis, this flying from one extreme to the

other, which is the regular procedure of intellectualism, leaves the starting-point of analyses unaffected.

(C) We started off from a world in itself which acted upon our eyes so as to cause us to see it, and we now have consciousness of or thought about the world, but the nature of this world remains unchanged: it is still defined by the absolute mutual exteriorty of its part, and is merely duplicated throughout its extent by a thought which sustains it.

(D) An object is an organism of colour, smells, sounds and tactile appearances, which symbolise, modify and accord with each other according to the laws of real logic which it is the task of science to make explicit, and which it is far from having analysed completely.

(a) DACB
(b) CABD
(c) DABC
(d) ACDB
(e) BACD

20. (A) Between sense experience and knowing, common experience establishes a difference which is not that between the quality and the concept.

(B) This had been possible only at the price of moving far from the ordinary acceptation of the word.

(C) Empiricism had emptied it of all mystery by bringing it down to the possession of a quality.

(D) ‘Sense experience’ has become once more a question for us.

(a) DABC
(b) ABDC
(c) CADB
(d) DCBA
(e) ABCD

21. (A) As soon as one grew tired of them, to picture consciousness in the process of perceiving to revive the forgotten perceptual experience, and to relate them to it, they were found to be inconceivable.

(B) By dint of making these difficulties more explicit, we were drawn implicitly into a new kind of analysis, into a new dimension in which they were destined to disappear.

(C) So, ‘sensation’ and ‘judgement’ have together lost their apparent clearness: we have observed that they were clear only as long as the prejudice in favour of the world was maintained.

(D) The criticism of the constancy hypothesis and more generally, the reduction of the idea of ‘the world’ opened up a phenomenal field which now has to be more accurately circumscribed, and suggested and assigned its place in relation to scientific knowledge, and to psychological and philosophical reflection.

(a) CABD
(b) CDAB
(c) DCBA
(d) ADBC
(e) CBDA

22. (A) I am trying to express in this way a certain manner of approaching the object, the ‘gaze’ in short, which is as indubitable as my own thought, as directly known by me.

(B) But what do these words mean? Is not to see always to see from somewhere? To say that the house itself is seen from nowhere is surely to say that it is invisible! yet when I say that I see the house with my own eyes, I am saying something that cannot be challenged; I do not mean that my retina and crystalline lens, my eyes as material organs, go into action and cause me to see it; with only myself consult, I can know nothing about this.

(C) Our perception ends in objects, and the object once constituted, appears

as the reason for all experiences of it which we have had or could have.

(D) For example, I see the next-door house from a certain angle, but it would be seen differently from the right bank of the Seine, or from the inside, or again from an aeroplane: the geometrized projection of these perspectives and of all perspectives, that is, the perspective position from which all can be derived, the house seen from nowhere.

(a) CDAB
(b) BCDA
(c) ADBC
(d) CDBA
(e) BADC

23. (A) In order not to prejudge the issue, we shall take objective thought on its own terms and not ask it any questions which it does not ask itself.

(B) We cannot remain in this dilemma of having to fail to understand either the subject or theobject.

(C) If we are led to rediscover the experience behind it, this shift to ground will be attributed only to the difficulties which objective thought itself raises.

(D) We must discover the origin of the object at the very centre of our experience; we must describe the emergence of being and we must understand how, paradoxically, there is for us an in-itself.

(a) ABDC
(b) CDAB
(c) BDAC
(d) DACB
(e) ABCD

24. (A) Just as we speak of repression in the limited sense when I retain

through time one of the momentary worlds through which I have lived, and make it the formative element of my whole life—so it can be said that my organism, as a prepersonal cleaving to the general form of the world, as an anonymous and general existence, plays, beneath my personal life, the part of an inborn complex. It is not some kind of inert thing; it too has something of the momentum of existence.

(B) Thus, there appears round our personal existence, a margin of almost impersonal existence. The human world which each of us has made for himself is a world in general terms to which one must first of all belong in order to be able to enclose oneself in the particular context of a love or an ambition.

(C) To the extent that I have 'sense organs', a 'body' and 'psychic functions' comparable with other men's, each of the moments of my experience ceases to be an integrated and strictly unique totality, in which details exist only in virtue of the whole; I become the meeting point of 'causalities'.

(D) In so far as inhabiting a 'physical world', in which consistent 'stimuli' and typical situations recur—and not merely the historical world in which situation are never exactly comparable—my life is made up of rhythms which have not their reason in what I have chosen to be, but their condition in the humdrum setting which is mine.

(a) BADC
(b) CDBA
(c) ADBC
(d) CDAB
(e) BDAC

25. (A) In its descriptions of the body from the point of view of the self, classical psychology wasalready wont to attribute to it 'characteristics' incompatible with the status of an object.

(B) In the first place, it was stated that my body is distinguishable from the table or the lamp in that I can turn away from the latter whereas my body constantly perceived.

(C) It is not the case that ever-renewed perspectives simply provide it with opportunities of displaying its permanence, and with contingent ways of presenting itself to us.

(D) It is therefore an object which does not leave me. But in that case, is it still an object? If the object is an invariable structure, it is not one in spite of the changes of perspective, but in that change or through it.

(E) It is an object, which means that it is standing in front of us, only because it is observable, situated, that is to say, directly under our hand or gaze, indivisibly overthrown and re-integrated with every movement they make.

(F) Otherwise, it would be true like an idea and not present like a thing.

(a) ACBDEF

(b) ADBCEF

(b) CDBAFE

(d) ABDCEF

(e) FEDACB

26. (A) It is red and golden.

(B) Our leaf falls.

(C) It detaches itself with a little plopping sound from its place high up in the tree.

(D) The sun catches it and it glitters with mist and dew.

(E) It plunges straight down through the tree and then hesitates and hovers for a while just below the lowest branches.

(F) It now descends in a leisurely arc and lingers for another moment before it finally settles on the ground.

(a) CADBEF

(b) BCAEDF
(c) ABCDEF
(d) AFDEBC
(e) FACBDE

27. (A) They are almost universally recognisable and immediate in their appeal.

(B) All these are qualities to which most people can readily respond because, although they are raised above their normal intensity, they are all qualities to which we habitually respond in everyday life.

(C) Consider, for example, the overwhelming pathos of the *Perpignan Crucifix*, the dignity and power of Michelangelo's *Moses*, the tenderness of the gesture of the man's hand in Rodin's *The Kiss*, the warm radiance of Maillol's and Renoir's sculptures of women, the erotic appeal of an Indian apsara, and the youthful charm of choirboys in Lucca della Robbia's *Cantoria*.

(D) There are some qualities of sculpture which may be appreciated without much effort.

(a) DACB
(b) ABCD
(c) DCBA
(d) CBAD
(e) BACD

28. (A) Such expression and our perception of it operate according to the same principles in the simulated figures of art as in real life.

(B) Artists have been praised for their success in depicting accurately and unambiguously, the outward manifestations of emotion in the figures which their pictures displayed.

(C) The depiction or description of external emotional expression (physiognomic qualities) has been a prominent feature of much of the world's art, particularly art produced in the tradition of

naturalism.

(D) A person with a delicate sensibility for emotional expression in life, one who can read them with more than ordinary perceptivity and sympathy, will be for that reason, better qualified to appreciate this kind of art.

(a) BACD
(b) DABC
(c) BCAD
(d) CBAD
(e) ABCD

29. (A) His subject is virtually a matter of indifference, if you hang together still life's, portraits, landscapes, and figure studies by him, you find that the difference of subject is of minor importance because all are dominated by his struggle to realise spatial structure by certain technical means common to all and to build into a composition of spatial planes.

(B) On his attitude to landscape, Cezanne himself is quoted by Joachim Gasquet as saying: Here is motif.

(C) The planes of a head, for example, are described as if they had formed the sides of a mountain, an arm as if it had been a tree trunk and a still life may have the formal properties of a landscape.

(D) Cezanne is a classical example of an artist whose theme was, almost consistently, the solution of problems connected with the interpretation of visible things in terms of spatial struture.

(a) DACB
(b) DCAB
(c) ACBD
(d) CABD
(e) CDBA

30. (A) Relationship, patterns, and higher-order qualities, which before had been invisible, leap into prominence and become organized into

the whole.

(B) It is sharper and more vivid in detail as if it had been removed from the periphery to the focus of vision and it acquires structure by which it is compacted into a unified configuration.

(C) Though much more complicated and more intricate, the process is akin to what happens when from seeing a picture as a chaotic assemblage of unrelated colours and shapes, we see it as a coherent whole with new structural and expressive qualities permeating the whole.

(D) When a work of art is successfully apprehended in appreciation, the new aesthetic object which is actualized to awareness is perceived with more lucidity, as if a caul had been removed from in front of it.

(a) ACDB
(b) CBAD
(c) DBAC
(d) DABC
(e) BACD

Answer Key

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

10.(a)
11. (b)
12. (c)
13. (a)
14. (d)
15. (b)
16. (b)
17. (a)
18. (c)
19. (c)
20. (d)
21. (a)
22. (d)
23. (c)
24. (b)
25. (d)
26. (b)
27. (a)
28. (d)
29. (a)
30. (c)

19 Previous Years' Questions from CAT

CAT 1994

Directions for Questions 1 to 8: *In each question a set of six sentences of a continuous paragraph are provided. The sentence numbered 1 starts the paragraph and the sentence numbered 6 ends it. Arrange statements A, B, C, D between 1 and 6 to form a coherent paragraph.*

1.

1. What does the state do in a country where tax morality is very low?
   (A) It tries to spy upon the taxpayers.
   (B) It investigates income sources and spending patterns.
   (C) Exactly what the tax authority tries to do now, even if inconsistently.
   (D) It could also encourage people to denounce to the tax authorities any conspicuously prosperous neighbours who may be suspected of not paying their taxes properly.
6. The ultimate solution would be an Orwellian system.

(a) BACD
(b) DBAC
(c) ABCD

(c) DCBA

2.

1. The fragile Yugoslav state has an uncertain future.

(A) Thus, there will surely be chaos and uncertainty if the people fail to settle their differences.

(B) Sharp ideological differences already exist in the country.

(C) Ethnic, regional, linguistic and material disparities are profound.

(D) The country will also lose the excellent reputation it enjoyed in the international arena.

6. At worst, it will once more become vulnerable to international conspiracy and intrigue.

(a) BCAD

(b) ADCB

(c) ACBD

(d) DBCA

3.

1. India's experience of industrialization is characteristic of the difficulties faced by a newly independent developing country.

(A) In 1947, India was undoubtedly an under-developed country with one of the lowest per capita incomes in the world.

(B) Indian industrialization was the result of a conscious deliberate policy of growth by an indigenous political elite.

(C) Today India ranks fifth in the international community of nations if measured in terms of purchasing power.

(D) Even today, however, the benefits of Indian industrialization since independence have not reached the masses.

6. Industrialisation in India has thus been a limited success: One more example of growth without development.

(a) CDAB

(b) DCBA

(c) CABD

(d) BACD

4.

1. The new Economic Policy comprises the various policy measures and changes introduced since July 1991.

(A) There is a common thread running through all these measures.

(B) The objective is simple—to improve the efficiency of the system.

(C) The regulatory mechanism involving multitude of controls has fragmented the capacity and reduced competition even in the private sector.

(D) The thrust of the new policy is towards creating a more competitive environment as a means to improving the productivity and efficiency of the economy.

6. This is to be achieved by removing the barriers and restrictions on the entry and growth of firms.

(a) DCAB

(b) ABCD

(c) BDAC

(d) CDBA

5.

1. It is significant that one of the most common objections to competition is that it is blind.

(A) This is important because in a system of free enterprise based on private property, chances are not equal and there is indeed a strong case for reducing that inequality of opportunity.

(B) Rather it is a choice between a system where it is the will of a few persons that decides which is to get what and one where it depends at least partly, on the ability and the enterprise of the people concerned.

(C) Although competition and justice may have little else in common, it is

as much a commendation of competition as of justice that it is no respecter of persons.

(D) The choice today is not between a system in which everybody will get what he deserves according to some universal standard and one where individual shares are determined by chance or goodwill.

6. The fact that opportunities open to the poor in a competitive society are much more restricted than those open to the rich, does not make it less true that in such a society, the poor are more free than a person commanding much greater material comfort in a different type of society.

(a) CDBA

(b) DCBA

(c) ABCD

(c) BADC

6.

1. The necessity for regional integration in South Asia is underlined by the very history of the last 45 years since the liquidation of the British Empire in this part of the world.

(A) After the partition of the Indian subcontinent, Pakistan was formed in that very area which the imperial powers had always marked out as the potential base for operations against the Russian power in Central Asia.

(B) Because of the disunity and ill-will among the South Asian neighbours, particularly India and Pakistan, great powers from outside the area could meddle into their affairs and thereby keep neighbours apart.

(C) It needs to be added that it was the bountiful supply of sophisticated arms that emboldened Pakistan to go for warlike bellicosity toward India.

(D) As part of the cold war strategy of the US, Pakistan was sucked into Washington's military alliance spreading over the years.

6. Internally too, it was the massive induction of American arms into Pakistan which empowered the military junta of that country to snuff

out the civilian government and destroy democracy in Pakistan.

(a) ACBD
(b) ABDC
(c) CBAD
(d) DCAB

7.

1. Commercial energy consumption shows an increasing trend and poses the major challenge for thefuture.

(A) The demand, for petroleum, during 1996–97 and 2006–07 is anticipated to be 81 million tonnes and 125 million tonnes respectively.

(B) According to the projections of the 14th Power Survey Committee Report, the electricity generation requirements from utilities will be about 416 billion units by 1996–97 and 824 billion units by 2006–07.

(C) The production of coal should reach 303 million tonnes by 1996–97 to achieve Plan targets and 460 million tonnes by 2006–07.

(D) The demand for petroleum products has already rapidly outstripped indigenous production.

6. Electricity is going to play a major role in the development of infrastructural facilities.

(a) DACB
(b) CADB
(c) BADC
(d) ABCD

8.

1. The success of any unit in a competitive environment depends on prudent management of resources.

(A) In this context, it would have been more appropriate if the concept of accelerated depreciation, together with additional incentives towards capital allowances for recouping a portion of the cost of replacements out of the current generations had been accepted.

(B) Added to this are the negligible retention of profits because of inadequate capital allowances and artificial disallowances of genuine outflows.

(C) One significant cause for the poor generation of surpluses is the high cost of capital and its servicing cost.

(D) The lack of mechanism in Indian tax laws for quick recovery of capital costs has not received its due attention.

6. While this may apparently look costly from the point of view of the exchequer, the ultimate cost to the Government and the community in the form of losses suffered through poor viability will be prohibitive.

(a) ADBC
(b) BCDA
(c) CBDA
(d) DBAC

Directions for Questions 9 to 14: *A number of sentencesare given below 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 given choices to construct a coherent paragraph.*

9. (A) Realists believe that there is an objective reality out there independent of ourselves.

(B) This reality exists solely by virtue of how the world is, and it is in principle discoverable by application of the methods of science.

(C) They believe in the possibility of determining whether or not a theory is indeed really true or false.

(D) I think it is fair to say that this is the position to which most working scientists subscribe.

(a) ABCD
(b) CDBA
(c) DCBA
(d) BCAD

10. (A) There is a strong manufacturing base for a variety of products.

(B) India has come a long way on the technology front.

(C) But the technology adopted has been largely of foreign origin.

(D) There are, however, areas such as atomic energy, space, agriculture and defence where significant strides have been made in evolving relevant technologies within the country.

(a) ADCB

(b) DBAC

(c) BACD

(d) CBAD

11. (A) In emission trading, the government fixes the total amount of pollution that is acceptable to maintain a desired level of air quality.

(B) Economists argue that this approach makes air pollution control more cost effective than the current practice of fixing air pollution standards and expecting all companies to pollute below these standards.

(C) USA uses emission trading to control air pollution.

(D) It then distributes emission permits to all companies in the region, which add up to the overall acceptable level of emission.

(a) BADC

(b) ACBD

(c) CADB

(d) DBAC

12. (A) The individual companies vary in size, from the corner grocery to the industrial giant.

(B) Policies and management methods within firms range from formal, well-planned organizations and controls to slipshod day-to-day operations.

(C) Various industries offer a wide array of products or services through millions of firms largely independent of each other.

(D) Variation in the form of ownership contributes to diversity in capital

investment, volume of business, and financial structure.

(a) DBCA
(b) CADB
(c) BADC
(d) ADCB

13. (A) All levels of demand, whether individual, aggregate, local, national, or international are subject to change.

(B) At the same time, science and technology add new dimensions to products, their uses and the methods used to market them.

(C) Aggregate demand fluctuates with changes in the level of business activity, GNP, and national income.

(D) The demand of individuals tend to vary with changing need and rising income.

(a) CBDA
(b) DCAB
(c) BCAD
(d) ADCB

14. (A) Secret persons shall strike with weapons, fire or poison.

(B) Clans, mutually supporting each other, shall be made to strike at the weak points.

(C) He shall destroy their caravans, herds, forests and troop reinforcements.

(D) The conqueror shall cause enemy kingdom to be destroyed by neighbouring kings, jungle tribes, pretenders or unjustly treated princes.

(a) DCBA
(b) ABCD
(c) BDCA
(d) ADCB

CAT 1995

Directions for Questions 15 to 17: *Arrange the sentencesA, B, C and D to form a logical sequence between sentences 1 and 6.*

15.

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

16.

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.

(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

17.

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

Directions for Questions 18 to 19: *Sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. Choose the most logical order of sentences from among the four given choices to construct a coherent paragraph.*

18. (A) One reason can be that the total investment allocated to power was deficient.

(B) However, it may also be that the demand for power was based on incorrect information.

(C) The question arises as to why the planning of the power sector in Indian plans turned out to be faulty, as widely alleged.

(D) In that case, obviously the plan was bad even on paper.

(a) DABC

(b) CBAD

(c) CADB

(d) DBAC

19. (A) Children need to be loved, and in a sense they cannot have too much of it.

(B) She herself doesn’t want to grow up and attempts to make time stand still.

(C) Fortunately, she cannot succeed.

(D) But it is not because of love that a mother prevents her child from growing up.

(a) ACDB

(b) DABC

(c) CADB

(d) ADBC

CAT 1996

Directions for Questions 20 to 22: *Arrange the sentences A, B, C and D to form a logical sequence between sentences 1 and 6.*

20.

1. The market mechanism is the natural coordinator of private sector activities.

(A) It is also linked to the centrality of the notion of a free contract for both the operation of the market mechanism and the safeguarding of private property.

(B) This is linked to the autonomy of the decision maker under the market mechanism.

(C) It is futile to expect the State unit to behave as if it were privately owned.

(D) It is time to get rid of this vain hope once and for all.

6. There is no reason to be astonished by the fact that the State ownership permanently recreates the bureaucracy because it is but an organic part of the bureaucratic hierarchy.

(a) BADC

(b) ACDB

(c) DCBA

(d) BACD

21.

1. A manager is faced with innumerable situations in which he has to make a choice.

(A) These are not the only kind of decisions that managers take.

(B) As a seller, he has to decide what to sell.

(C) As a producer, he has to decide what to produce, how to produce, how much to produce and where to produce.

(D) As a buyer, he has to decide what to buy.

6. They generally face a wide range of situations involving choice.

(a) ABCE

(b) DCBA

(c) CDAB

(d) BDAC

22.

1. Operating a small motel, I tried to avoid answering the doorbell before 6:30 a.m.

(A) One morning at about five o'clock, the doorbell rang.

(B) So I had a box put up next to the door and placed a sign on it saying, Deposit keys here.

(C) But some guests continued to summon me as early as 4:30 a.m.

(D) Customers were told to leave their keys in the rooms when checking out.

6. When I opened the office door, a smiling guest greeted me with: I just wanted you to know, I put my key in the box.

(a) DCBA

(b) DACD

(c) BADC

(d) ABDC

Directions for Questions 23 to 27: *Sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labeled*

with a letter: Choose the most logical order of sentences from among the four given to construct a coherent paragraph.

23. (A) Widely publicized tables of income levels of all countries indicate that when incomes are higher, the greater is the contribution made by the manufacturing industry.

(B) Countries which have little or no industry are almost invariably poor.

(C) The lesson is clear: to overcome poverty and backwardness, a country must industrialize.

(D) Industrialization is seen as the key to growth and a prerequisite for development.

(a) CBAD

(b) DCBA

(c) DABC

(d) CABD

24. (A) A wife may not be sure that what her husband is saying means the end.

(B) She has found that people's voices often get higher or shriller when they lie, and they are more likely to stumble over words.

(C) According to De Paulo, changes in voice can be significant.

(D) She should listen closely, not only to what he says, but how he says it.

(a) ADCB

(b) ACDB

(c) ADBC

(d) ABCD

25. (A) He pulled popcorn dipped in ketchup out of her mouth with a pair of pliers.

(B) Soon Steven was making horror pictures, using his sisters as victims.

(C) A few years later, Steven borrowed his dad's eight-millimeter movie camera to film 'The Last Train Wreck' using his own electric train set.

(D) In one, he played a dentist, with his sister Ann as the patient.

(a) CBAD
(b) DACB
(c) DABC
(d) CBDA

26. (A) In bulk processing, a set of standard prices typically emerge.

(B) Competing therefore means keeping products flowing, trying to improve quality, getting costs down.

(C) Let us look at the two cultures of competition.

(D) Production tends to be repetitive—much the same from day to day or even from year to year.

(a) CDBA
(b) ABDC
(c) CADB
(d) DCBA

27. (A) A moment later, my prospective fiancée reappeared and shoved a ticket to Jiuquan through the hatch.

(B) The queue gazed at me dumbstruck, then broke into a little ripple of applause.

(C) The station master and clerk retreated into the back room.

(D) I lifted it like a trophy.

(a) CABD
(b) ACDB
(c) ACBD
(d) CADB

CAT 1997

Directions for Questions 28 to 30: *Arrange the sentences A, B, C and D to form a logical sequence between sentences 1 and 6.*

28.

1. So now, let’s sum it up.

(A) We can call this the material of knowledge.

(B) According to Kant, there are two elements that contribute to man’s knowledge of the world.

(C) The other is the internal conditions in man himself.

(D) One is the external conditions that we cannot know of before we have perceived them through the sense.

6. We can call this the form of knowledge.

(a) BDAC

(b) BADC

(c) CADB

(d) CBDA

29.

1. I may have a strong desire for a fresh ripe peach, but no peaches may be available.

(A) I am about to take a bite when news arrives of an accident injuring someone dear to me.

(B) The hay fever passes.

(C) On the other hand, I buy some peaches but a sudden attack of hay fever prevents me from enjoying their fragrance or taste.

(D) My interest in the peach vanishes.

6. I no longer have any appetite.

(a) DCBA

(b) CBAD

(c) ABCD

(d) ACBD

30.

1. A nation, like an individual, has many personalities and many approaches to life.

(A) If there is a strong organic bond between different personalities, it is

well.

(B) Otherwise, this could lead to disintegration and trouble.

(C) Normally, some kind of equilibrium is eventually established.

(D) If normal development is arrested, then conflict arises between different personalities.

6. In the mind and spirit of India, there has been this fundamental conflict due to a long period of arrested growth.

(a) ABCD

(b) BDCA

(c) CABD

(d) DBCA

Directions for Questions 31 to 33: *Sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. Choose the most logical order of sentences from among the four given choices to construct a coherent paragraph.*

31. (A) Because negotiations had been delayed until the last moment, he was at a tremendous disadvantage.

(B) Only then did the truth dawn on him.

(C) He broke off talks and returned home.

(D) My friend was under intense pressure to make concessions.

(a) DBAC

(b) ACBD

(c) ABCD

(d) DBCA

32. (A) "Son, why are you reading that sissy magazine?" he asked.

(B) "There's an article that tells women where to meet men" I responded; pointing to the magazine's cover.

(C) "I need to know where I'm supposed to be."

(D) When I was a teenager, my father caught me reading one of my older

sister's magazines.

(a) DCAB

(b) ADCB

(c) DABC

(d) DACB

33. (A) "Actually," Ronnie replied, "I asked my wife."

(B) One day, a man named Ronnie answered a difficult one correctly to put the men in front.

(C) Impressed, the host kept Ronnie on the line and asked how he knew the answer to such a tough question.

(D) Occasionally, a local radio station airs "Battle of the sexes," in which listeners phone in to answer trivial questions.

(a) BCAD

(b) ACDB

(c) CABD

(d) DBCA

CAT 1998

Directions for Questions 34 to 36: *Arrange the sentences A, B, C and D to form a logical sequence between sentences 1 and 6.*

34.

1. Why are horses the same?

(A) It may be old and lame, and in time, it will die.

(B) A particular horse 'flows', naturally.

(C) But there is something all horses have in common.

(D) You probably don't think they are at all.

6. But the 'form' of the horse is eternal and immutable.

(a) DCAB (b) CABD

(c) CBDA

(d) DCBA

35.

1. Buddhism is a way to salvation.

(A) But Buddhism is more severely analytical.

(B) In the Christian tradition, there is also a concern for the fate of human society conceived as a whole, rather than merely as a sum or network of individuals.

(C) Salvation is a property, or achievement, of individuals.

(D) Not only does it dissolve society into individuals; the individual in turn is dissolved into component parts and instants, a stream of events.

6. In modern terminology, Buddhist doctrine is reductionism.

(a) BCAD

(b) ADBC

(c) CBAD

(d) CDAB

36.

1. Matrilineal systems of land inheritance advantaged women in many respects, especially in granting them economic and social security.

(A) Women, in particular; were profoundly affected by these changes.

(B) The large joint family estates came to be partitioned; there was an increasing penetration of market forces and patriarchal ideologies spread in influence.

(C) These systems, however, did not remain fixed over time.

(D) Interventions by the colonial and post-colonial states, and the processes of social change which these set in motion, eroded customary practices.

6. At the same time, their customary exclusion from major authority in public bodies meant that they were unlikely to be the ones directing

the changes.

(a) BDCA

(b) CDBA

(c) CDAB

(d) CADB

Directions for Questions 37 to 39: *Sentences given in each question, when properly sequenced, form a coherent paragraph, Each sentence is labeled with a letter. Choose the most logical order of sentences from among the four given choices to construct a coherent paragraph.*

37. (A) However, the real challenge today is unlearning, which is much harder.

(B) But the new world of business behaves differently from the world in which we grew up.

(C) Learning is important for both people and organizations.

(D) Each of us has a ‘mental model’ that we’ve used over the years to make sense.

(a) DBCA

(b) CADB

(c) DACB

(d) CBDA

38. (A) A large number of intellectuals believe that the North is using its military and economic powers to force unequal contracts on the South.

(B) The make-believe ethical issue of the sanctity of law camouflages the unethicality of the entire transaction, which is a travesty of the ethical concept of the greatest good for the greatest number.

(C) Once these contracts are made, the North uses the façade of legality and ethics to pin down the South.

(D) Thus, it suffers from the flaw that the law—one of the useful means to

implement ethics—has fouled the ethicality of the ends.

(a) DACB
(b) CBDA
(c) ACBD
(d) BDAC

39. (A) The fact that he could find absolutely nothing to substantiate their wild claims made no difference.

(B) We always gave the poor man a cup of tea, and he grew quite fond of some of the animals.

(C) The neighbors, now thoroughly indignant, kept bombarding the local health authorities.

(D) On an average, twice a week, the poor inspector was forced to come up to the house.

(a) DBAC
(b) CDAB
(c) ADBC
(d) CADB

CAT 1999

Directions for Questions 40 to 44: *Sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. Choose the most logical order of sentences from among the four given choices to construct a coherent paragraph.*

40. (A) In rejecting the functionalism in positivist organization theory, either wholly or partially, there is often a move towards a political model of organization theory.

(B) Thus the analysis would shift to the power resources possessed by different groups in the organization and the way they use these resources in actual power plays to shape the organizational structure.

(C) At the extreme, in one set of writings, the growth of administrators in the organization is held to be completely unrelated to the work to be done and to be caused totally by the political pursuit of self-interest.

(D) The political model holds that individual interests are pursued in organizational life through the exercise of power and influence.

(a) ADBC

(b) CBAD

(c) DBCA

(d) ABDC

41. (A) Group decision making, however, does not necessarily fully guard against arbitrariness and anarchy, for individual capriciousness can get substituted by collusion of group members.

(B) Nature itself is an intricate system of checks and balances, meant to preserve the delicate balance between various environmental factors that affect our ecology.

(C) In institutions also, there is a need to have in place a system of checks and balances which inhibits the concentration of power in only some individuals.

(D) When human interventions alter this delicate balance, the outcome have been seen to be disastrous.

(a) CDAB

(b) BCAD

(c) CABD

(d) BDCA

42. (A) He was bone-weary and soul-weary, and found himself muttering, “either I can’t manage this place, or it’s unmanageable”.

(B) To his horror; he realized that he had become the victim of an amorphous, unwitting, unconscious conspiracy to immerse him in routine work that had no significance.

(C) It was one of those nights in the office when the office clock was moving towards four in the morning and Bennis was still not through with the incredible mass of paper stacked before him.

(D) He reached for his calendar and ran his eyes down each hour, half-hour, and quarter hour, to see where his time had gone that day, the day before, the month before.

(a) ABCD

(b) CADB

(c) BDCA

(d) DCBA

43. (A) With that I swallowed the shampoo, and obtained most realistic results almost on the spot.

(B) The man shuffled away into the back regions to make up a prescription, and after a moment, I got through on the shop-telephone to the Consulate, intimating my location.

(C) Then, while the pharmacist was wrapping up a six-ounce bottle of the mixture, I groaned and inquired whether he could give me something for acute gastric cramp.

(D) I intended to stage a sharp gastric attack, and entering an old-fashioned pharmacy, I asked for a popular shampoo mixture, consisting of olive oil and flaked soap.

(a) DCBA

(b) DACB

(c) BDAC

(d) BCDA

44. (A) Since then, intelligence tests have been mostly used to separate dull children in school from average or bright children, so that special education can be provided to the dull.

(B) In other words, intelligence tests give us a norm for each age.

(C) Intelligence is expressed as intelligence quotient, and tests are

developed to indicate what an average child of a certain age can do—what a 5-year-old can answer, but a 4-year-old cannot, for instance.

(D) Binet developed the first set of such tests in the early 1900s to find out which children in school needed special attention.

(E) Intelligence can be measured by tests.

(a) CDABE

(b) DECAB

(c) EDACB

(d) CBADE

Directions for Questions 45 to 49: *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 labeled 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.*

45.

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 traveled 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, interface constructively and look bright.

(D) Because light is an electromagnetic wave, the peaks and troughs of each ray then interface 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

46.

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 bird's 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

47.

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 nation has been, and continues to be, at the basis of nationalist ideologies.

(a) DBAC
(b) ABCD
(c) BACD
(d) DACB

48.

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 practices 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 defenses.

(a) BDCA
(b) ABDC
(c) CABD
(d) CDBA

49.

1. Horses and communism were, on the whole, a poor match.

(A) Fine horses bespoke the nobility the party was supposed to despise.

(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

Directions for Questions 50 to 54: *The sentences given in each question, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. Choose the most logical order of sentences from among the four given choices to construct a coherent paragraph.*

50. (A) If caught in the act, they were punished, not for the crime, but for allowing themselves to be caught, with 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 deprivation 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

51. (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 reveling, 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) EABCE

(b) BDEAC

(c) BCDAE

(d) ECDAB

52. (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

53. (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

54. (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

CAT 2000

Directions for Questions 55 to 59: *Arrange sentences A, B, C and D to form a logical sequence between sentences 1 to 6.*

55.

1. Making people laugh is tricky.

(A) At times, the intended humour may simply not come off.

(B) Making people laugh while trying to sell them something is a tougher challenge, since the commercial can fall flat on two grounds.

(C) There are many advertisements which do amuse, but do not even begin to set the cash tills ringing.

(D) Again, it is rarely sufficient for an advertiser simply to amuse the target audience in order to reap the sales benefit.

6. There are indications that in substituting the hard sell for a more entertaining approach, some agencies have rather thrown out the baby with the bath water.

(a) CDBA
(b) ABCD
(c) BADC
(d) DCBA

56.

1. Picture a termite colony, occupying a tall mud hump on an African Plain.

(A) Hungry predators often invade the colony and unsettle the balance.

(B) The colony flourishes only if the proportion of soldiers to workers remains roughly the same, so that the queen and workers can be protected by the soldiers, and the queen and soldiers can be serviced by the workers.

(C) But its fortunes are presently restored, because the immobile queen, walled in well below ground level, lays eggs not only in large enough numbers, but also in the varying proportions required.

(D) The hump is alive with worker termites and soldier termites going

about their distinct kinds of business.

6. How can we account for her mysterious ability to respond like this to events on the distant surface?

(a) BADC
(b) DBAC
(c) ADCB
(d) BDCA

57.

1. According to recent research, the critical period of developing language skills is between the ages of three and five and a half years.

(A) The read-to child already has a large vocabulary and a sense of grammar and sentence structure.

(B) Children who are read to in these years have a far better chance of reading well in school, indeed, of doing well in all their subjects.

(C) And the reason is actually quite simple.

(D) This correlation is far and away the highest yet found between home influences and school success.

6. Her comprehension of language is therefore very high.

(a) DACB
(b) ADCB
(c) ABCD
(d) BDCA

58.

1. High-powered outboard motors were considered to be one of the major threats to the survival of the Beluga whales.

(A) With these, hunters could approach Belugas within hunting range and profit from its inner skin and blubber.

(B) To escape an approaching motor, Belugas have learned to dive to the ocean bottom and stay there for up to 20 minutes, by which time the confused predator has left.

(C) Today, however; even with much powerful engines, it is difficult to come close, because the whales seem to disappear suddenly just when you thought you had them in your sights.

(D) When the first outboard engines arrived in the early 1930s, one came across 4 and 8HP motors.

6. Belugas seem to have used their well-known sensitivity to noise to evolve an ‘avoidance’ strategy to outsmart hunters and their powerful technologies,

(a) DACB

(b) CDAB

(c) ADBC

(d) BDAC

59.

1. The reconstruction of history by post-revolutionary science texts involves more than a multiplication of historical misconstructions.

(A) Because they aim quickly to acquaint the student with what the contemporary scientific community thinks it knows, textbooks treat the various experiments, concepts, law and theories of the current normal science as separately and as nearly seriatim as possible.

(B) Those misconstructions render revolutions invisible; the arrangement of the still visible material in science texts implies a process that, if it existed, would deny revolutions a function.

(C) But when combined with the generally unhistorical air of science writing and with the occasional systematic misconstruction, one impression is likely to follow.

(D) As pedagogy, this technique of presentation is unexceptionable.

6. Science has reached its present state by a series of individual discoveries and inventions that, when gathered together, constitute the modern body of technical knowledge.

(a) BADC

(b) ADCB
(c) DACB
(d) CBDA

CAT 2001

Directions for Questions 60 to 64: *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.*

60. (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

61. (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 defence, 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) DFEBAC

62. (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

63. (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 may well be different.

(C) So indeed, it may be on the fringe of the unsubmissive.

(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

64. (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

CAT 2003

Directions for Questions 65 to 72: *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.*

65. (A) The wall does not simply divide Israel from a putative Palestinian state on the basis of the 1967 borders.

(B) A chilling omission from the road map is the gigantic ‘separation wall’ now being built in the West Bank by Israel.

(C) It is surrounded by trenches, electric wire and moats; there are watchtowers at regular intervals.

(D) It actually takes in new tracts of Palestinian land, sometimes five or six kilometers at a stretch.

(E) Almost a decade after the end of South African apartheid, this ghastly racist wall is going up with scarcely a peep from Israel’s American allies, who are going to pay for most of it.

(a) EBCAD

(b) BADCE

(c) AEDCB

(d) ECADB

66. (A) Luckily, the tide of battle moved elsewhere after the American victory at Midway and an Australian victory over Japan at Milne Bay.

(B) It could have been no more than a delaying tactic.

(C) The Australian military, knowing the position was hopeless, planned to fall back to the south-east in the hope of defending the main cities.

(D) They had captured most of the Solomon Islands and much of New Guinea, and seemed poised for an invasion.

(E) Not many people outside Australia realize how close the Japanese got.

(a) EDCBA

(b) ECDAB

(c) ADCBE

(d) CDBAE

67. (A) Call it the third wave sweeping the Indianmedia.

(B) Now, they are starring in a new role, as suave dealmakers who are in a hurry to strike alliances and agreements.

(C) Look around and you will find a host of deals that have been inked or are ready to be finalized.

(D) Then the media barons wrested back control from their editors, and turned marketing warriors with the brand as their missile.

(E) The first came with those magnificent men in their mahogany chambers who took on the world with their mighty fountain pens.

(a) ACBED

(b) CEBDA

(c) CAEBD

(d) AEDBC

68. (A) The celebrations of economic recovery in Washington may be as premature as that "Mission Accomplished" banner hung on the USS Abraham Lincoln to hail the end of the Iraq war.

(B) Meanwhile, in the real world, the struggles of families and communities continue unabated.

(C) Washington responded to the favorable turn in economic news with enthusiasm.

(D) The celebrations and high-fives up and down Pennsylvania Avenue are not to be found beyond the Beltway.

(E) When the third quarter GDP showed growth of 7.2% and the monthly unemployment rate dipped to 6%, euphoria gripped the US capital.

(a) ACEDB

(b) CEDAB

(c) ECABD

(d) ECBDA

69. (A) To much of the Labour movement, it symbolises the brutality of the upper classes.

(B) And to everybody watching, the current mess over fox hunting symbolises the government's weakness.

(C) To fox hunting's supporters, Labour's 1991 manifesto commitment to ban it, symbolises the party's metropolitan roots and hostility to

the countryside.

(D) Small issues sometimes have large symbolic power.

(E) To those who enjoy thundering across the countryside in red coats after foxes, foxhunting symbolises the ancient roots of rural lives.

(a) DEACB

(b) ECDBA

(c) CEADB

(d) DBAEC

70. (A) In the case of King Merolchazzar's courtship of the Princess of the Outer Isles, there occurs a regrettable hitch.

(B) She acknowledges the gifts, but no word of a meeting date follows.

(C) The monarch, hearing good reports of a neighbouring princess, dispatches messengers with gifts to her court, beseeching an interview.

(D) The princess names a date, and a formal meeting takes place; after that everything buzzes along pretty smoothly.

(E) Royal love affairs in olden days were conducted on the correspondence method.

(a) ACBDE

(b) ABCDE

(c) ECDAB

(d) ECBAD

71. (A) Who can trace to its first beginnings, the love of Damon for Pythias, of David for Jonathan, of Swan for Edgar?

(B) Similarly with men.

(C) There is about great friendships between man and man a certain inevitability that can only be compared with the age-old association of ham and eggs.

(D) One simply feels that it is one of the things that must be so.

(E) No one can say what was the mutual magnetism that brought the deathless partnership of these wholesome and palatable foodstuffs about.

(a) ACBED

(b) CEDBA

(c) ACEBD

(d) CEABD

72. (A) Events intervened, and in the late 1930s and 1940s, Germany suffered from "over-branding".

(B) The British used to be fascinated by the home of Romanticism.

(C) But reunification and the federal government's move to Berlin have prompted Germany to think again about its image.

(D) The first foreign package holiday was a tour of Germany organized by Thomas Cook in 1855.

(E) Since then, Germany has been understandably nervous about promoting itself abroad.

(a) ACEBD

(b) DECAB

(c) BDAEC

(d) DBAEC

CAT 2004

Directions for Questions 73 to 77: *The 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 choices to construct a coherent paragraph.*

73. (A) He felt justified in bypassing Congress altogether, on a variety of moves.

(B) At times, he was fighting the entire Congress.

(C) Bush felt he had a mission to restore power to the presidency.

(D) Bush was not fighting just the democrats.

(E) Representative democracy is a messy business, and a CEO of the White House does not like a legislature of second guessers and time wasters.

(a) CAEDB

(b) DBAEC

(c) CEADB

(d) ECDBA

74. (A) The two neighbours never fought each other.

(B) Fights involving three male fiddler crabs have been recorded, but the status of the participants was unknown.

(C) They pushed or grappled only with the intruder.

(D) We recorded 17 cases in which a resident that was fighting an intruder, was joined by an immediate neighbour, an ally.

(E) We therefore tracked 268 intruder males until we saw them fighting a resident male.

(a) BEDAC

(b) DEBAC

(c) BDCAE

(d) BCEDA

75. (A) In the west, Allied Forces had fought their way through southern Italy as far as Rome.

(B) In June 1944, Germany's military position inWorld War Two appeared hopeless.

(C) In Britain, the task of amassing the men and materials for the liberation of northern Europe had been completed.

(D) The Red Army was poised to drive the Nazis back through Poland.

(E) The situation on the eastern front was catastrophic.

(a) EDACB

(b) BEDAC

(c) BDECA

(d) CEDAB

76. (A) But this does not mean that death was the Egyptians' only preoccupation.

(B) Even papyri come mainly from pyramid temples.

(C) Most of our traditional sources of information about the Old Kingdom are monuments of the rich like pyramids and tombs.

(D) Houses in which ordinary Egyptians lived have not been preserved, and when most people died, they were buried in simple graves.

(E) We know infinitely more about the wealthy people of Egypt than we do about the ordinary people, as most monuments were made for the rich.

(a) CDBEA

(b) ECDAB

(c) EDCBA

(d) DECAB

77. (A) Experts such as Larry Burns, head of research at GM, reckon that only such a full hearted leap will allow the world to cope with the mass motorisation that will one day come to China or India.

(B) But once hydrogen is being produced from biomass or extracted from underground coal or made from water, using nuclear or renewable electricity, the way will be open for a huge reduction in carbon emissions from the whole system.

(C) In theory, once all the bugs have been sorted out, fuel cells should deliver better total fuel economy than any existing engines.

(D) That is twice as good as the internal combustion engine, but only five percentage points better than a diesel hybrid.

(E) Allowing for the resources needed to extract hydrogen from hydrocarbon, oil, coal or gas, the fuel cell has an efficiency of 30%.

(a) CEDBA

(b) CEBDA
(c) AEDBC
(d) ACEBD

Answer Key

CAT 1994

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

CAT 1995

15. (c)
16. (d)
17. (b)
18. (c)
19. (d)

CAT 1996

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

CAT 1997

28. (a)
29. (d)
30. (a)
31. (b)
32. (d)
33. (d)

CAT 1998

34. (d)
35. (c)
36. (b)
37. (a)
38. (c)
39. (b)

CAT 1999

40. (a)
41. (d)
42. (b)
43. (a)
44. (c)

45. (b)
46. (d)
47. (a)
48. (c)
49. (c)
50. (a)
51. (c)
52. (a)
53. (b)
54. (d)

CAT 2000

55. (c)
56. (b)
57. (d)
58. (a)
59. (a)

CAT 2001

60. (c)
61. (a)
62. (c)
63. (d)
64. (b)

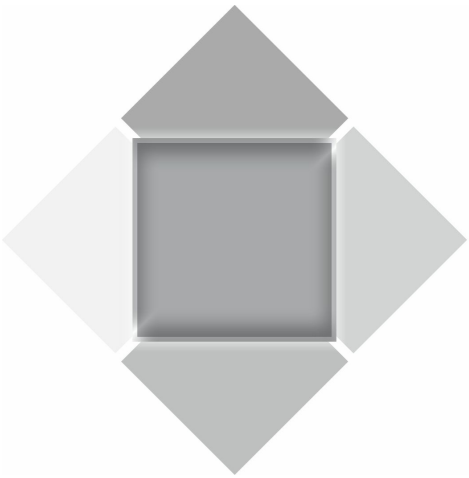
CAT 2003

65. (b)
66. (a)
67. (d)
68. (d)
69. (a)

70. (c)
71. (b)
72. (c)

CAT 2004

73. (d)
74. (a)
75. (b)
76. (c)
77. (a)



Flavour of Exams

PARAGRAPH JUMBLES

XAT 2012

1. Read the sentences and choose the option that best arrange them in a logical order. (1 mark)

A. Some of these are tangible while others are not.

B. The micro factors look at brand building, product development, competition, pricing, decision-making within organizations etc.

C. Another way to classify these factors is to distinguish which of them are macro in nature and which of them are micro.

D. The macro factors comprise government policies, state of the economy, changing demographics etc.

E. The factors influencing forecasts include social, technological, economic, political, religious, ethnic, governmental, and natural factors.

(a) E-A-C-D-B

(b) E-C-B-D-A

(c) A-E-C-D-B

(d) D-B-A-C-E

(e) E-D-B-A-C

2. Read the sentences and choose the option that best arranges them in a logical order. (1 mark)

A. In fact, it is considered as a dumping ground for unwanted people in quite a few organizations.

B. In many parts of the country, traditional castes such as *Kothari, Kotwal*, *Bhandari* and *Bhandarkar* have for generations been dealing in procuring, stocking, distributing goods and merchandise.

C. This is due to the fact that Indian traders have been trading with many parts of the world.

D. However, though the concept of warehousing has been prevalent for over 2000 years, the warehouse has not yet obtained due recognition in modern times.

E. The concept of warehousing or stores function is not new in India.

(a) E-A-C-D-B

(b) E-C-B-D-A

(c) A-E-C-D-B

(d) D-B-A-C-E

(e) E-D-B-A-C

3. Read the sentences and choose the option that best arranges them in a logical order. (1 mark)

(i) All it has to do is to drive up the inflation rate-examples are the damage Lyndon Johnson’s inflationary policies did to the US economy and the damage which consistently pro-inflationary policies have done to the economy of Italy.

(ii) It is easy, the record shows, for a government to do harm to its domestic economy.

(iii) Contrary to what economists confidently promised forty years ago, business cycles have not been abolished.

(iv) They still operate pretty much the way they have been operating for the past 150 years.

(v) But there is not the slightest evidence that any government policy to stimulate the economy has impact, whether that policy be Keynesian, monetarist, supply – side or neoclassical.

(a) (iii)-(iv)-(ii)-(i)-(v)
(b) (iii)-(v)-(ii)-(i)-(iv)
(c) (ii)-(iv)-(i)-(v)-(iii)
(d) (ii)-(i)-(iii)-(iv)-(v)
(e) (ii)-(i)-(v)-(iii)-(iv)

XAT 2013

1. Read the following sentences and choose the option that best arranges them in a logical order.
   1. I was scarcely in a position than my enemies began to arrive, seven or eight of them, running hard, their feet beating out of time along the road and the man with the lantern some paces in front.
   2. My curiosity, in a sense, was stronger than my fear, for I could not remain where I was, but crept back to the bank again, whence, sheltering my head behind a bush of broom, I might command the road before our door.
   3. Three men ran together, hand in hand; and I made out, even through the mist, that the middle man of this trio was the blind beggar.
   4. The next moment his voice showed me that I was right.

(a) 1, 2, 3, 4
(b) 2, 1, 3, 4
(c) 1, 2, 4, 3
(d) 1, 3, 4, 2

(e) 1, 4, 2, 3

2. Read the following sentences and choose the option that best arranges them in a logical order.

1. Finally he took a wrong turn and ran a few steps past me, towards the hamlet, crying, “Johnny, Black Dog, Dirk,” and other names, “you won’t leave old Pew, mates-not old Pew!”
2. This quarrel was the saving of us, for while it was still raging, another sound came from the top of the hill on the side of the hamlet — the tramp of horses galloping.
3. And that was plainly the last signal of danger, for the buccaneers turned at once and ran, separating in every direction, one seaward along the cove, one slant across the hill, and so on, so that in half a minute not a sign of them remained but Pew.
4. Him they had deserted, whether in sheer panic or out of revenge for his ill words and blows I know not; but there he remained behind, tapping up and down the road in a frenzy, and groping and calling for his comrades.
5. Almost at the same time a pistol-shot, flash and report, came from the hedge side.

(a) 5, 1, 3, 4, 2
(b) 1, 2, 3, 5, 4
(c) 2, 5, 3, 4, 1
(d) 4, 3, 2, 5, 1
(e) 2, 5, 4, 3, 1

3. Read the following sentences and choose the option that best arranges them in a logical order.

1. As chroniclers of an incremental process, they discover that additional research makes it harder, not easier, to answer questions like: When was oxygen discovered? Who first conceived of energy conservation?
2. Simultaneously, these same historians confront growing difficulties in

distinguishing the “scientific” component of past observation and belief from what their predecessors had readily labeled “error” and “superstition.”

3. Increasingly, a few of them suspect that these are simply the wrong sorts of questions to ask. Perhaps science does not develop by the accumulation of individual discoveries and inventions.
4. In recent years, however, a few historians of science have been finding it more and more difficult to fulfill the functions that the concept of development-by-accumulation assigns to them.

(a) 2, 1, 3, 4
(b) 4, 3, 1, 2
(c) 4, 2, 3, 1
(d) 4, 3, 2, 1
(e) 4, 1, 3, 2

XAT 2014

Directions for questions nos. 1–2. *Read the following sentences and choose the option that best arranges them in a logical order.*

1. Choose the best option:
   1. The mechanism of electroweak symmetry breaking is one of the most important issues in the present Particle Physics.
   2. They are required to give masses for all quarks and leptons and to guarantee the absence of the gauge anomaly.
   3. In the standard electroweak model a fundamental Higgs doublet is introduced to cause the spontaneous symmetry breaking.
   4. Supersymmetry (SUSY), eliminating all quadratic divergences, may provide a better theoretical basis to describe a fundamental Higgs boson with a relatively small mass to a high energy cutoff scale, say the Planck scale for example.
   5. In the minimal SUSY extension of the standard electroweak model the

Higgs sector consists of two chiral superfields of Higgs doublets (HI and H2 with opposite hypercharges).

(a) 1, 3, 4, 5, 2
(b) 1, 4, 3, 5, 2
(c) 3, 4, 2, 5, 1
(d) 1, 5, 2, 3, 4
(e) 5, 4, 2, 3, 1

2. Choose the best option:

1. Shakespeare did not personally prepare his plays for publication, and no official collection of them appeared until after his death.
2. Some were probably based on actors' memories of the plays.
3. Many of these quartos are quite unreliable.
4. A collection of his sonnets, considered by critics to be among the best ever written in English, appeared in 1609.
5. Many individual plays were published during his lifetime in unauthorized editions known as quartos.

(a) 1, 2, 3, 5, 4
(b) 1, 2, 4, 5, 3
(c) 3, 1, 4, 5, 2
(d) 3, 5, I, 2, 4
(e) 1, 4, 5, 3, 2

XAT 2015

1. The first and the last sentences of the paragraph are numbered 1 and 6. The others, labelled as P, Q, R and S, are given below:

1. The world of cinema is indeed a strange one and baffles many a critic.

P. But there are incorrigible optimists who see a bright future.

Q. The Pundits still predict doom and they insist that it is the end of the road for cinema.

R. At the temples of the box office, fortunes are made and unmade.

S. The world of cinema has, they say, its own attraction.

6. Perhaps a positive outlook is not unwarranted. A doomsday approach is far too fatal at this stage.

Which of the following combinations given below is the most logically ordered?

(a) 1SQPR6

(b) 1RSPQ6

(c) 1RQPS6

(d) 1QSPR6

(e) 1QPSR6

2. Read the following sentences and choose the option that best arranges them in a logical order.

I. It is certainly true that the critics—those persons whom the dictionary describes as "skilled in judging the qualities or merits of some class of things, especially of literary or artistic work"—have long harboured murderous thoughts about the conditions of our drama, but their ineffectuality as public executioners is legendary.

II. But not close enough, it would seem, for this "marriage" constitutes the case of an absolute desire encountering a relative compliance.

III. The reviewers, by contrast, come close to being the most loyal and effective allies the commercial theatre could possible desire.

IV. Perhaps the greatest irony in a situation bursting with ironies is the reiterated idea that the critics are killing the theatre.

V. We all know that when theatre people or members of the public refer to the critics, they nearly always mean the reviewers.

(a) V, IV, III, II, I (B) IV, V, I, III, II

(c) IV, I, V, II, III

(d) II, V, IV, I, III

(e) I, IV, V, II, III

XAT 2016

1. The FIRST and the LAST sentences of the paragraph are numbered 1 and 6. The others, labelled as P, Q, R and S are given below:

1. Suppose I know someone, Smith.

P. One day you come to me and say: “Smith is in Cambridge.”

Q. I inquire, and find you stood at Guildhall and saw at the other end a man and said: “That was Smith.”

R. I’d say: “Listen. This isn’t sufficient evidence.”

S. I’ve heard that he has been killed in a battle in this war.

6. If we had a fair amount of evidence he was killed I would try to make you say that you’re being credulous.

Which of the following combinations is the MOST LOGICALLY Ordered?

(a) 1SPQR6
(b) 1RSPQ6
(c) 1PRSQ6
(d) 1QSRP6
(e) 1RQPS6

2. The FIRST and the LAST sentences of the paragraph are numbered 1 and 6. The others, labelled as P, Q, R and S are given below:

1. The word “symmetry” is used here with a special meaning, and therefore needs to be defined.

P. For instance, if we look at a vase that is left-and-right symmetrical, then turn it 180° around the vertical axis, it looks the same.

Q. When we have a picture symmetrical, one side is somehow the same as the other side.

R. When is a thing symmetrical – how can we define it?

S. Professor Hermann Weyl has given this definition of symmetry: a thing is symmetrical if one can subject it to a certain operation and it appears exactly the same after operation.

6. We shall adopt the definition of symmetry in Weyl’s more general form, and in that form we shall discuss symmetry of physical

laws.

Which of the following combinations is the MOST LOGICALLY ORDERED?

(a) 1PQRS6
(b) 1QRSP6
(c) 1RQPS6
(d) 1RQSP6
(e) 1SPQR6

IIFT 2012

Directions for questions 1 to 2: *A number of sentences are given below, which when properly sequenced, form a coherent paragraph. Choose the most logical order of sentences from the choice given to construct a coherent paragraph.*

1.

I. Have you ever gone through a book that was so good you kept hugging yourself mentally as you read?
II. Now, notice the examples I have used
III. Have you ever seen a play or motion picture that was so charming that you felt sheer delight as you watched?
IV. I have not spoken of books that grip you emotionally, of plays and movies that keep you on the edge of your seat in surprise, or of food that satisfies a ravenous hunger.
V. Or perhaps you have had a portion of pumpkin pie, light and airy and midly flavoured, and with a flaky, delicious crust, that was the last word in gustatory enjoyment?

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

2.

I. All these help hasten download and optimize the farmer's usage of the internet within the available bandwidth.

II. ITC has learnt invaluable lessons from finding creative local solutions on the ground, to some of these apparently intractable problems.

III. Solutions include the use of RNS kits in the telephone exchanges or, setting up VSAT to tide over connectivity problems, and using solar power as the back-up source of electricity.

IV. It has also adopted special imaging techniques.

V. It has applied the template approach to manage content.

(a) V, IV, I, II, III

(b) V, IV, III, I, II

(c) II, IV, I, V, III

(d) II, III, V, IV, I

IIFT 2013

Directions for questions 1 to 2: *Arrange the given sentences in the most logical sequence.*

1.

I. She was so innovative that she had begun to include the songs composed by Rabindranath Tagore in her repertoire even before the word "Rabindra Sangeet" was coined.

II. Gauhar knew she could gain the goodwill of the Bengali babus by singing as many Bengali songs as she could in her soirees.

III. Instead, she rendered them in her own style, giving them a classical twist.

IV. Gauhar was not afraid to defy the norms and in fact she seldom used the tunes that Tagore had set his songs to.

(a) I, II, III, IV

(b) II, IV, III, I

(c) II, I, IV, III
(d) IV, II, I, III

2.

I. At dusk, I allowed Adele to put away books and work, and to run downstairs.
II. Twilight and snowflakes together thickened the air hid the very shrubs
III. The afternoon was wild and snowy and we passed it in the schoolroom.
IV. Left alone, I walked to the window but nothing was to be seen there.

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

IIFT 2014

Directions for questions 1 and 2: *Read the following sets of four sentences and arrange them in the most logical sequence to form a meaningful and coherent paragraph.*

1.

I. Doubts Linger about Facebook's ability to be a business. Financial markets had also cratered since the Microsoft deal.
II. Big, as that is, it's considerably less than the $15 billion valuation that Microsoft and Li Ka-shing accepted in October 2007.
III. Milner's confidence that Facebook will eventually be profitable at a gigantic scale is what emboldened him to invest initially at a price that valued the company at $10 billion.
IV. But Milner's enthusiasm is such that not only did he buy stock from Facebook, he will also be spending as much as $300 million more buying stock from employees and outside investors

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

(d) III, IV, II, I

2.

I. No light, no sound comes in from the world.

II. My violin misses him more than I do. I tune it, and we enter my soundproof cell.

III. Electrons along copper, horsehair across acrylic create my only impressions of sense.

IV. I have not played Schubert for more than a month.

(a) I, II, III, IV

(b) II, III, I, IV

(c) III, I, IV, II

(d) IV, II, I, III

Directions for questions 3 to 4: *The first and last parts of the sentence are marked 1 and 6. The rest of the sentence is split into five parts and marked i, ii, iii, iv and v. These five parts are not given in their proper order. From the options given, please choose the most appropriate order to form a coherent, logical and grammatically correct sentence.*

3.

1. Having started

i. In less time than it takes

ii. More than half of your capital

iii. With just $5.8 million

iv. You squandered

v. In seed financing

6. To soft boil an egg

(a) 1, iii, iv, ii, v, i,

(b) 1, iii, v, iv, i, ii,

(c) 1, i, v, iii, iv, ii,

(d) 1, iii, v, iv, ii, i,

4.

1. You could behave badly, say you were sorry,

i. Who now had both to suffer the crime

ii. In the same position

iii. And the difficulty of forgiving

iv. You would get extra fun and be reinstated

v. As the one who had done nothing

6. With no goodies in addition at all

(a) 1, ii, v, iv, iii, i, 6

(b) 1, i, iii, ii, v, iv, 6

(c) 1, iv, v, ii, i, iii, 6

(d) 1, iv, ii, v, i, iii, 6

IIFT 2015

Directions for questions 1-2: *The first line (S1) of each question is fixed. Arrange the other four lines P, Q, R and S in a logical sequence.*

1. S1: The beginning of the universe had, of course, been discussed for a long time.

P: One argument of such a beginning was the feeling that it was necessary to have a first cause to explain the existence of the universe.

Q: He pointed out that civilization is progressing, and we remember who performed this deed or developed that technique.

R: According to a number of early cosomologies in the Jewish/Christian/Muslim tradition, the universe started at a finite and not very distant time in the past.

S: Another argument was put forward by St. Augustibe in his book, *The City of God.*

(a) QRSP

(b) RPSQ

(c) PSQR

(d) SQPR

2. SI: I was so eager not to disappoint my parents that I ean errands for

anyone.

P: On the way a boy on a bicycle crashed into me and my left shoulder hurt so much that my eyes watered.

Q: Only then did I cry

R: But I still went and bought the maize, took it to my neighbours and then went home.

S: One day my neighbours asked me to buy some maize for them from the bazaar

(a) SPRQ
(b) PQSR
(c) QRPS
(d) RSQP

IIFT 2016

Directions for questions 1-2: *In the following questions some parts of the sentence have been jumbled up. Re-arrange these parts which are labeled as (a), (b), (c) and (d) to produce the correct sequence in completing the sentence.*

1. Nelson Mandela <u>modern country in a modern way</u>
(a)
<u>and could run a new</u> <u>shifted the beliefs of the people</u>
(b) (c)
<u>so they could heal the racial conflict</u>
(d)

A. (c), (b), (d), (a)
B. (c), (d), (b), (a)
C. (b), (a), (c), (d)
D. (b), (c), (a), (d)

2. The difference <u>and development on the other affects</u>
(a)
<u>in the relationship between death and birth-rates on</u>
(b)

the one hand but the age structure of the population

(c)

not just the rate of population growth

(d)

A. (d), (c), (b), (a)
B. (b), (d), (a), (c)
C. (b), (a), (d), (c)
D. (d), (a), (b), (c)

Answer Key

XAT 2012

1. (a)
2. (b)
3. (e)

XAT 2013

1. (b)
2. (c)
3. (c)

XAT 2014

1. (a)
2. (e)

XAT 2015

1. (c)
2. (b)

XAT 2016

1. (a)
2. (d)

IIFT 2012

1. (d)
2. (d)

IIFT 2013

1. (c)
2. (b)

IIFT 2014

1. (c)
2. (d)
3. (d)
4. (d)

IIFT 2015

1. (b)
2. (a)

IIFT 2016

1. (b)
2. (c)

Explanations

XAT 2012

1. The paragraph should begin with Sentence E as it talks about the factors influencing forecast hence it qualifies its position as the opening statement. Option C and Option D disqualify as correct choice as they do not start with sentence E. Sentence A logically follows the sentence E as it describes the factors. Option A is the correct choice as it contains the logical sequence beginning with sentence E and followed by sentence A and subsequently by sentences C, D and B as

they talk about ‘Another way’ and micro and macro factors respectively.

2. Option C and Option D disqualify as correct choice as E should be the sentence the paragraph should commence with, Sentence E should followed by Sentence C as it explains why concept of warehousing is not new in India. Hence Option B automatically qualifies as correct choice.
3. Option (a) and Option (b) disqualify as choice because the sequence should start with Sentence 2 as this sentence aptly introduces the topic. Sentence 1 should follow the Sentence 2 as it highlights the impact while sentence 5 should follow it as presents the evidence. Hence Option (e) qualifies as correct option as it contains the logical sequence.

XAT 2013

1. (b); Options (a), (c), (d) and (e) are incorrect choice because Statement 1 can start the sequence logically because the line “I was scarcely in position...” suggests that an incident precedes, what is described in Statement 1. Statement seems a logical choice as an opening statement as it describes the condition, situation and author’s actions.
2. (c); Sentence 2 is the most logical opening line as it describes the sounds coming from different directions because of the fighting then sentence 5 will follow ‘almost the same time’ refers to time mentioned in sentence 2 then sentence 3 will follow as it depicts the same time depicted in sentences 2 and 5 and sentence 1 will concluding sentence hence Option (c) will be the correct choice.
3. (c); Sentence 2 is the most logical opening line as it describes the sounds coming from different directions because of the fighting then sentence 5 will follow ‘almost the same time’ refers to time mentioned in sentence 2 then sentence 3 will follow as it depicts the same time depicted in sentences 2 and 5 and sentence 1 will concluding sentence

hence Option (c) will be the correct choice.

XAT 2014

1. (a); Sentence should be the opening sentence as it introduces the topic by highlighting the issues related to particle physics, thus Options (c) and (e) are eliminated. Sentence 3 will follow sentence 1 as it explains the issue pertaining to electroweak model introduced in Sentence 1, thus Options (b) and (d) are eliminated as well. Sentence 4 will precede 5 as full-form for SUSY is contained in sentence 4 and later used in sentence 5. Option (a) only puts the sentences in the logical sequence Hence ,Option (a) emerges as correct choice.
2. (e); Options (c) and (d) are eliminated as Statement 1 can be the only statement starting the sequence as it opens up the plot hence most logical choice, Statement 2 can not precede 3 as it gives the reason for possible unreliability hence Options (a) and (b) are eliminated as well so Option (e) is the correct answer.

XAT 2015

1. (c); R should be the sentence to begin the sequence as it opens the conversation by mentioning the dual aspect of the box office. Q shall precede P as P is refutation of statement Q. S shall be the ending sentence as it sums up the world of cinema hence the correct choice would be Option (c).
2. (b); Options (a), (d) and (e) are disqualified as sentence 4 can only start the sequence as it introduces the idea, Sentence 3 should be followed by 2, as 3 talks about loyal and effective allies and 2 talks about ‘this marriage’ which is referring to loyal and effective allies. Option B is the correct choice as it has Sentence 4 starting the sequence and Sentence 2 follows 3.

XAT 2016

1. Statement R can not start the sequence as it is a refutation so it can not be used to start the sequence hence Options (e) and (b) disqualify as correct choice, P can not start the sequence as it is a response to a statement, hence Option (c) disqualifies as well, Q shall not start the sequence too as it is a response to a question hence considering all the statements S appears as the most apt statement to begin the sequence hence Option (a) emerges as correct choice.
2. Statement R raises questions and tries to introduce the context through question hence. Options (a), (b) and (e) are eliminated. R will be followed by Q as it answers the first part and then S answers the second part, hence (c) is disqualified as a choice therefore Option (d) is the right answer.

IIFT 2012

1. Statements I, III and V are questions/interrogative sentences that are quoted to explain language devices. They all will come together. Example given in statement II follows. Finally, statement IV gives the sequence of books, plays & food that is statements I, III and V; and it sums up the whole idea of the questions asked into a conclusion. Options (d) is the answer.
2. Statement II introduces the paragraph well. Statement III elaborates the ‘solutions’ aspect mentioned in Statement II. Statement V follows immediately. Statement IV follows as it has ‘also’ in it to elaborate the ideas in V. Finally, statement I with ‘all these help’ as mentioned in above statements concludes the paragraph. Option (d) is the answer.

IIFT 2013

1. Sentences discuss innovative style of Gauhar in her singing.

Statement I has pronoun ‘She’ hence cannot start the paragraph.

Statement II introduces the idea well as it sets context for others.

Statement III logically concludes the paragraph. Option (c) is the answer.

2. Seeing carefully, we can observe that ‘Afternoon’ is followed by ‘Dusk’ & ‘Twilight’. Only Option B. takes care of this chronology. Statement III describes the weather in afternoon followed by statement I. Statement II describes the scenario at Twilight hence concludes the paragraph. Option (b) is the answer.

IIFT 2014

1. $10 bn in statement III can be connected with statement II, lines “Big as that is, its considerably less than $15 bn”. Statement I connects with. Statement IV cratered business of Microsoft with “But Milner’s enthusiasm…”. Option (c) is the correct answer.
2. Statement IV, lines “I have not played with Shubert…” can be connected with statement II, lines “My violin misses him…”. Statement II, lines “…we enter my soundproof cell” can be connected with statement I, lines “No light, no sound comes in…”. Paragraph can be concluded with statement III. Option (d) is the answer.
3. Correct sentence is – Having started with just $5.8 mn in seed financing you squandered more than half of your capital in less time than it takes to soft boil an egg. Option (d) is the answer.
4. Logical links are of sentence iv.-ii and ii.-v. and v.-i. Option (d) is the answer.

IIFT 2015

1. Passage starts by saying that beginning of universe has long been a topic of discussion, followed by the theory that start of the universe was in a definite point of time in R. This is followed by the reasoning that ‘first cause’ explains universe’s existence in P. Finally statements S & Q put forth another theory by St. Augustine. Correct sequence is RPSQ.
2. Passage starts with author’s eagerness to impress his parents by

running house chores. Statement S exemplifies this, followed by P that discusses an accident that occurred on the way, R shows the determination by author to complete the task, finally concluded by Q that says that author allowed himself to cry only after reaching home. Correct sequence is SPRQ.

IIFT 2016

1. Correct sentence is- ‘Nelson Mandela shifted the beliefs of the people so they could heal the racial conflict and could run a new modern country in a modern way’. Other sequences are not inappropriate. Option (b) is the correct answer.
2. Correct sentence is – ‘The difference in the relationship between death and birth rates on the one hand and development on the other affects not just the rate of population growth but the age structure of the population’. Option (c) is the correct answer.

SECTION

5

Sentence Correction

This section will help you in the following ways:

- In the chapter on Sentence Correction, you would learn what the common grammatical errors are on the basis of which sentence correction questions are framed, as also how to identify these errors. You would also familiarise yourself with the various question types in the exam. This question type is always present in CAT and all other management entrance exams and hence becomes extremely relevant.
- In the chapter on Fact, Inference, and Judgement, you would learn the crucial differentiation between the three and how to identify them. Besides, a lot of unambiguous practice questions would help you hone your skills.

Sentence Correction

INTRODUCTION

Questions based on standard written English grammar are very common in the CAT, XAT and most other management entrance examinations. These questions are designed to test your ability to identify written English that is grammatically correct. They also test your ability to understand the essential message being given—and find out the most concise and grammatically correct way of conveying the same.

An analysis of previous papers of various institutes yields that there have been four patterns under which these questions can be segregated. These are:

SENTENCE CORRECTION: QUESTION PATTERN

Question Type 1

Each question will begin with sentences, parts of which have been underlined. You are then presented with 4 different options presenting alternative ways of stating the underlined portion of the text. The first answer choice will repeat the text without any changes (meaning that the sentence is clear in meaning, concise as well as grammatically correct as it is written originally).

The other choices will re-write the text. Wrong options are created by any one or more of the following methods:

(1) Introduction of grammatical mistakes. These are explained in greater detail in the later part of thischapter.

(2) By introducing an incorrect sentence structure.

(3) Introducing changes in the message to the reader by changing the intended meaning of the sentence.

(4) Introducing verbosity in the sentence—i.e., writing the same thing in more number of words.

This, however, does not mean that the shortest and most concise

answer choice is always the correct answer—but it does mean that if there are no errors (grammatical, sentence structural or in message conveyance) in the option which is the shortest, it is the answer more often than not. Hence, before succumbing to the temptation of marking the shortest option as the correct answer choice, you need to read it carefully in order to make sure that the sentence has no error.

Question Type 2

This question type is very similar to Type 1. The only difference between the two is that in this type, the entire sentence has to be tested for its grammar and accuracy.

There is no underlined part of the sentence. Incorrect answer choices are formed on the basis of the same errors as discussed above.

In the context of the above two question types, it is important to note the following:

Do not Waste Time on a Close Reading of Option A. Option A always simply repeats the wording of the original sentence/ underlined part of the sentence. Hence, reading it closely again right at the start might entail a waste of time.

However, you should remember that before you mark the correct answer choice, if Option A figures in your shortlist, you should read it closely. This you need to do since you will need to make a comparison between all the options on your shortlist for their correctness of grammar, sentence structure and the lack of verbosity.

On the other hand, if the original sentence looks incorrect straightaway, you will not need to read Option A at all.

Look Out for Multiple Errors in the Sentence: A sentence might contain more than one error. Hence, while reading the original sentence, do not be led into the fallacy that if you have found one error in the sentence, all you will need to do is eliminate it in order to get the correct answer. This is a

common error that students make, i.e., they find one error and then quickly choose the answer that corrects that error. They fail to consider whether there are other errors in the sentence that an alternative answer choice might also address.

The correct answer must correct *all* the errors contained in the original sentence.

Question Type 3

This question type consists of 4 sentences, out of which you have to identify the correct sentence/s.

Question Type 4

In this question type, you are given 4 sentences, out of which you are supposed to identify the incorrect sentence/s.

Question Type 5

This question type consists of correct/incorrect usage of words/phrases. It consists of a capitalised word or phrase which is used in four different ways. You have to find out the incorrect usage of the word in the four sentences.

STANDARD SOLVING PROCESS

Elimination

Employ the process of elimination. Eliminate any answer choices that are obviously grammatically incorrect. Besides, you can also eliminate any choices that alter the intended meaning of the sentence.

Your first objective should be to come down to a short list of sentences which is as small as possible.

If you are still unsure about how to answer a question even after narrowing your choices down to two, you will fare better by selecting the more concise of the remaining answer choices.

Small/Minute Differences When in doubt, look for small/minute differences among the different answer choices. After you create a short list of options that are not easily eliminated, you will need to examine each of the remaining options closely. Very often, the difference between two of the answer choices will be in a single word/ phrase usage. Use your ‘feel’ for standard usage of these words in the English language.

Spelling Errors Do not worry about spelling or capitalisation errors. Questions do not test you for these 2 types of errors.

Trust Your Ears If you become stuck, ‘say’ the choices in your head and then select the sentence that sounds best to your ears. This method will be particularly useful if you have a natural feel for the language. If you are used to English, you will have internalised many more grammar rules than you can explicitly identify.

Look for standard errors listed below while reading the question and its options.

IMPORTANT TIPS FOR GRAMMAR ANDSENTENCE CORRECTION

There are many grammatical errors that can be made while speaking or writing.

The CAT has a question type called Sentence Correction which tests your ability to spot errors.

To excel in this question type you have to be well versed in the kind of errors that are most common, so that those can be noticed easily while solving this question type.

Let us look at some errors commonly made or the common confusions which lead us to make errors:

1. Countable and uncountable nouns: A countable noun has both a singular and a plural form. Countable nouns are the opposite of non-countable nouns and collective nouns.

A non-countable noun does not have a plural form and is similar to a collective noun and it always takes the singular verb in the sentence.

Ex:

1. We decided to sell the furniture[non countable] of the house as it was damaged.
2. Fans(countable) and tubes (countable) are not counted as furniture[non countable].

Examples of countable nouns: Apple, fruits, river, mountains, boy, girl, humans, animals, etc.

Examples of non countable nouns: music, art, love, happiness, advice, information, news, electricity, gas, power, money, currency, furniture, luggage, rice, sugar, butter, water, etc.

Exceptions: some nouns can be used as both countable and non countable nouns, like hair, light and room.

Ex: I have few hairs [countable] on my head.

My hair[non countable] looks unmanageable.

2. Possessive Nouns: When we want to show that something belongs to somebody or something, we usually add (’s)to a singular noun and an apostrophe to a plural noun.

For example:

1. the boy’s toy(one boy)
2. the boys’ toy(two or more boys)

3. Singular & Plural Pronouns: There are some pronouns which seem to be plural but act as singular, taking singular verbs. The most common of these pronouns is anybody, anything, any, each, either, everyone, everybody, nobody, not one, etc.

These kinds of pronouns must be followed by a singular verb.

Example:

i. Not one of the oranges was (not ‘were’) ripe.

ii. Everyone has (not ‘have’) written the application.

4. Comparative and Superlative Adjectives: Comparative adjectives are used when we compare two things, not three or more things. **Ex:** Ravi is shorter than Arun.

Superlative adjectives are used to express the extreme or highest degree of an adjective. We use a superlative adjective to describe the extreme quality of one thing in a group of things, Ex :Mohan is the tallest of all myfriends.

5. Prepositions: A preposition links nouns, pronouns and phrases to other words in a sentence. Some common prepositions are about, above, below, beneath, between, beyond, but, by, despite, down, during, etc.

A preposition is always followed by a ‘noun’. It is never followed by a verb. A preposition cannot be followed by a verb. If we want to follow a preposition by a verb, we must use the ‘-ing’ form which is really a gerund or verb in noun form.

Examples: The bag is on the table.
The bag is beneath the table.
The bag is leaning against the table.
The bag is beside the table.
She held the bag over the table.
She opened the bag during class.

6. Conjunctions: Conjunctions are used to link words, phrases, and clauses.

Examples: I ate the sandwich and the cake.
Co-ordinating Conjunctions: You use a co-ordinating conjunction(and, but, or, nor, for, so, yet) to join individual words, phrases, and independent clauses that are grammatically equal.

Ex: Apples and oranges are both types of fruits.

A subordinating conjunction introduces a dependent clause and indicates the nature of the relationship among the independent clause(s) and the dependent clause(s). Some subordinating conjunctions are : after, although, as, because, before, how, if, once, since, than, that, though, till, until, when, where, whether, and while.

Ex: After she had learnt to cook, Rani felt more confident.

7. Subject, object and predicate: A subject is the noun [person or thing], who/ which carries out the action of the verb in the sentence. Ex: the teacher was teaching the students. Here the teacher was the subject carrying out the action of teaching.

The object is the person or thing upon whom/which the action of the verb is carried out. Ex : The sudents in the above sentence are the object on the the action of the verb[teaching] was carried out.

The predicate in a sentence tells us what a person or thing does or did, or what happened to a person or thing. Thus in the above example ‘is teaching’ is the predicate. Many times the verb is a predicate but all verbs are not predicates and all predicates might not just be verbs. They might be something more.

8. Participles: A participle is a verbal that is used as an adjective and most often ends in -ing or –ed. It has some features of verbs and some of adjectives, but it is most basically a type of adjective. Since it functions as an adjective, participle can only modify nouns or pronouns.
Ex: The crying baby had an upset stomach.

9. Punctuation: *Use colon to either introduce a list or to introduce an explanation.
*Use semicolons to connect two independent clauses.
*Never use a semicolon and a conjunction together.

10. Subject-Verb Agreement Rule: A singular verb must take a singular subject and a plural verb must take a plural subject

Ex: The boys has finished the job [incorrect]
The boys have finished the job. [correct]

11. Appositives: Appositives are nouns, pronouns, or noun phrases that are placed next to nouns to further describe them. If there are some parts of a sentence between commas, it would be correct to ignore the part between commas and read the remaining sentence as a whole.

Ex: Nuclear energy, one of the best ways to generate energy through fission and fusion, are being misused by countries to make weapons.[incorrect]

Nuclear energy, one of the best ways to generate energy through fission and fusion, is being misused by countries to make weapons.[correct]

The subject here was ‘nuclear energy’ a singular and we could get confused by ‘ fission and fusion’ which were plural together.

12. Additives: Ram as well as his brother Shyam is / are coming to meet us.

Here the correct usage is ‘is’. [Only the word ‘and’ can make a subject plural, ‘as well as’ is not included]

These are called as additives which do not make a subject plural.

Some additives are: As well as ;in addition to ; along with; together with ; including.

Exception:

Ex : Soups and salads is a good meal.

[Here, ‘is’ is correct because meal will in itself constitute a single unit.]

13. Either / or ; Neither / nor:

Ex:

Neither Sita, nor her friends are coming today [correct]

Neither Sita’s friends nor Sita is coming today [correct]

The rule is simple, make the verb agree with the subject/noun closest to it.

The same rule will apply for ‘either/ or’ too.

14. Collective Nouns: These are always singular.

Ex: A flock of birds is flying[correct]

15. Each and every: Each of the students is studying.[correct]

Each is singular.

Some singular subjects often confused are:

Each/Every

Anybody/Everybody/Somebody

Nobody/Nothing/No one

Anyone/Everyone/Someone

Whoever/Whatever
Anything/Everything/Something
Either/Neither (unless accompanied with ‘or’ in which case refer to previously discussed rule)

16. The number/A number: The number is singular where as a number is plural.
*The number of boys is more than the number of girls in the class.[correct]
*A number of boys are participating in the concert.

17. One of the: One of the shirts that belong/ belongs to him is/are torn.
One of the shirts that belong to him is torn.[correct]
One of the noun is always plural.

18. Use of had had and has had:
* Has/Have had -Present perfect of ‘to have’
*Had had – Past perfect of ‘to have’

19. If …… Then : This is a conditional statement, If X, then Y.
Ex: If I am hungry (then) I will eat food.
Then is not written in the sentence, it is implied.
Present tense: If you eat, [then] you will be satisfied.
Past tense: If you ate, [then] you would be satisfied.
Past perfect tense: If you had eaten, [then] you would have been satisfied.

20. Pronoun errors: A pronoun is that which replaces a noun. Some common errors related to pronouns are:
(a) Whether the pronoun refers to a specific noun.
Ex: Sita and Gita went for a walk and she fell down.[error: who is she referring to?]
(b) The pronoun has to agree in number with the noun it replaces.
You cannot replace a singular noun with a plural pronoun and vice versa.
(c) If the pronoun has an incorrect or no antecedent, it will constitute an error.
These days they have started charging you for baggage at the airports. [not clear who ‘they’ is referring to]

(d) **That or which:** both of these belong to a small group of words known as relative pronouns, which are used to relate parts of a sentence to one another.
Ex: consider the 2 sentences:
∑ The fifth bike, which is black in colour, belongs to Mike.
∑ The fifth bike that is black in colour belongs to Mike.

Are both of these sentences referring to the same bike? Not necessarily.

The first sentence is definitely referring to the fifth bike and we are provided with the additional information that it is black in colour but even without this information we can easily identify the bike because it has to be bike number five.

The second sentence just takes you to the fifth black bike; now this bike could be the fifth bike (in case the first four bikes are also black) or it could be the tenth bike or, it can be at any number as long as it satisfies the criterion of being the fifth black bike.

Rule: 'Which' should always come after a comma.

'Which' must refer to the noun that comes immediately before the comma.

(e) **Who and Whom:** The difference between who and whom is exactly the same as the difference between I and me, he and him, she and her, etc.

Who, like I,he, and she, is a subject—it is the person performing the action.

Whom, like me, him, and her, is an object—it is the person to/about/for whom the action is being done.

Ex: Who is going for the play ?
Whom is the play about?
If the response to Who/Whom is I, he, she, etc., then the correct word is 'Who' and if the response is me, him, her, etc., then the correct word is 'Whom'.
Whom is also the correct choice after a preposition: with whom, one of whom, etc.

21. Modifiers: A modifier should be placed as close as possible to that which it modifies.

Whenever a sentence begins with a modifying phrase (especially one that starts with an -ing‘ word) followed by a comma, the noun or pronoun following the comma should be what the modifier is referring to.

Example:
Only Mina can cook the food.
Mina can only cook the food.
Mina can cook the food only.

The word ‘only’ which is the modifier will be placed next to what it is modifying. In this case it can be Mina, food or cook.

22. Parallel Structure errors: Whenever you see a sentence that contains a list or series of items or actions separated by commas, you should realize that it has a parallel structure.
Ex: Mini can’t decide whether she should drink tea, coffee or milk.
Like and As: Since ‘Like’ is a preposition and ‘As’ is a conjunction, use ‘like’ only to compare nouns and ‘as’ for all other comparisons.
 Whenever comparison is done, it is done with similar articles…apples with apples and oranges with oranges, not apples with oranges.
 The compared things must be grammatically similar.
 When 2 things are compared, the comparative form is used. [**Ex:** better]
When more than 2 things are compared, then the superlative form is used. [**Ex:** best]

23. Idioms, Styles and Phrases: The errors of idioms are very common because they are used incorrectly in sentences.

Some common idioms which are often confused are listed below:

- An instance of: an example of. An instance of confusion.
- A means to: something done to get something else. A means to an end.
- Accused of, not accused for, accused with or accused to
- Ability to, not ability of or ability for
- Act as: to serve in some special capacity
- Act like: behave in a particular manner

- ∑ Agree to a proposal and agree with someone or their opinion
- ∑ Agree on / upon, a date or time
- ∑ Allow for: to give consideration for something.
- ∑ Among (a) and (b): evaluating between 2 options or more than 2 options.
- ∑ Appear to be: seem to be
- ∑ Appeal to, not appeal with
- ∑ As a result of: due to something
- ∑ Approve of / disapprove of
- ∑ As a child
- ∑ As an adolescent/ as a teenager
- ∑ As good as: Tea is as good as coffee
- ∑ As great as: used for comparison. **Ex:** Is he really as great as he is supposed to be?
- ∑ As much / as many: I have got as many clothes as you have.
- ∑ Associate with
- ∑ Ask for
- ∑ Attend to: take care of
- ∑ Be afraid of something
- ∑ Based on something
- ∑ Believe to be: have faith
- ∑ Better than, not better of
- ∑ Between (a) and (b): used to choose between 2 things
- ∑ Capable of, not capable for
- ∑ Care about, care for
- ∑ Choose as: select
- ∑ Claim that; claim to; claim to be [Ram claims that he knows English. Ram's claim to fame is that he knows English. Ram claims to have been educated in an English medium school.
- ∑ Compare with: used in case of actual comparison.

∑ Compare to: when only comparing similarities, not an actual comparison.
∑ Composed of, not composed from
∑ Concerned with, concerned about, not concerned for.
∑ Conceive of
∑ Confirm with: Maya is confirming the plan with Mira.
∑ Conform to: agree to
∑ Consequence of, not consequence for
∑ Connection between a and b
∑ Content that: claim
∑ Contend with: compete
∑ Continue with: carry on
∑ Contrast (a) with (b): compare 2 dissimilar things
∑ Correlate with, not correlate to
∑ Count on: depend on
∑ Credited with, not credited as or credited for
∑ Date from: to have an origin from a particular time
∑ Dated at: to show a time period
∑ Debate about/on / over , not debate for
∑ Decide on: to take a decision
∑ Delighted to: be happy
∑ Defined as
∑ Dependent on
∑ Demand that
∑ Determined by
∑ Depicted as
∑ Different/ differ from
∑ Disagree with, not disagree to
∑ Disclose to, not disclose with

- ∑ Agree with a noun and agree to a verb
- ∑ Use ‘shall’ when speaking in the first person and ‘will’ when speaking in the second or third person.

First Person –I
Second Person –You
Third Person - He, She, etc.

ξ Use ‘will to’ refer to some event that will happen in the future in relation to the present and use would to refer to the future in the past.

ξ Use ‘will’ to refer to future in the present
Use ‘would’ to refer to future in the past
Use ‘should’ to denote suggestion or recommendation.
Never use ‘should’ along with verbs such as ‘recommend’, ‘suggest’, etc.

ξ Between/among: Use ‘between’ while evaluating two options and ‘among’ while evaluating more than two options.

- ∑ Farther/ Further: Farther’ refers to actual measurable distance whereas ‘Further’ refers to degree, quantity, time, or some such other quality that cannot or is not being precisely measured.
- ∑ Differ with/Differ from: Use ‘differ from’ to imply ‘unlike’ (as in one thing differing from the other) and ‘differ with’ to imply ‘disagreement’ (as in differing with a point of view).
- ∑ Rather than/Instead of: ‘Rather than’ is used to express preference of one thing over another whereas ‘instead of’ is used to replace one thing with another.
- ∑ Everyday/Every day: Everyday is something commonplace, whereas every day means each day.
- ∑ If/Whether: “If” is used to introduce a conditional idea or an idea that has just one possibility whereas ‘Whether’ is used to introduce alternative possibilities, usually with ‘or not’ implied or explicitly stated in the sentence.
- ∑ Where/when: “Where” will always refer to a specific location and “when” will always refer to a specific time period; else their use is

wrong.

- ∑ Fewer/Less: Less is used for uncountable nouns, whereas fewer is used for countable nouns.
- ∑ Double negatives should be avoided in a sentence
- ∑ When contemplating hypothetical or contrary—to- fact situations, always use ‘were’ and ‘would’. Please note that even if the subject is singular you will still use ‘were’ and not ‘was’. **Ex:** I wish I were rich.
- ∑ Verbs such as order, suggest, demand, etc. must be followed by ‘that’ and the infinitive form of the verb being ordered or suggested, without the “to”. **Ex:** Theboss demanded that Jane show up for work ontime.
- ∑ Style primarily involves the following two variables –Wordiness and Redundancy
- ∑ Discourage from, not discourage about or to.
- ∑ Dispute over, not dispute about.
- ∑ Distinguish between A and B: I cannot distinguish between mocha and latte.
- ∑ Distinguish from A and B: Children cannot distinguish wrong from right.
- ∑ Drawn to something
- ∑ Draw attention to something/somebody
- ∑ Drawn upon: used up
- ∑ Doubt that instead of doubt for.
- ∑ Dream about something or somebody.
- ∑ Dwindle away: The rations dwindled away.
- ∑ Either A or B: Choose between two things
- ∑ Elect as/elected as the President.
- ∑ Elect to the office, instead of elect for office.
- ∑ Emerge as/Emerged as the winner, not emerged to be.
- ∑ Encourage A to B: We encouraged Maya to pursue her interest in cooking.

- Encourage in: We encouraged Maya in her cooking career.
- Escape from something, not escape of.
- Escape notice: something going unnoticed. **Ex:** My earlier mail escaped your notice.
- Essential to, not essential for. **Ex:** Water is essential to life.
- Estimated to be worth something.
- Estimated at: denoting the place where estimation was done.
- Except for: denoting an exception.
- Expect to: The mother was expected to take care of the child.
- Expect from: I am expecting a letter from my sister.
- Expect A of B: I expected better of Mary
- Explain away: You just cannot explain away all your errors.
- Fail on: The teacher failed the students on the test.
- Fail in: I hope I don’t fail in satisfying you.
- Fascinated by something not fascinated with.
- Flee from: run away from something/ someplace.
- Flee to: run to something/someplace.
- Forbid A to do B: Ram forbade his assistant to come home.
- From A to B: I shifted from Patna to Lucknow.
- Grow from something
- Grow out of something
- Grow into something
- Identical with, not identical to.
- Contrast to, used in case of a noun.
- Contrast with, used in case of a verb.
- Danger of getting a disease/something.
- Danger to something
- In order to, not in order that.
- Independent from some authority

∑ Independent of some logic or reason.
∑ Indicate that: His action indicated that he was no longer interested.
∑ Indicate to: He indicated his preferences to me.
∑ Inherit from: Mary inherited her blue eyes from her mother.
∑ Invest in: I have invested my money in some shares.
∑ Invest with: The principal was invested with the authority to control the school.
∑ Isolated from: separated from.
∑ Just as A, so B: to point out similarities. Ex: Just as Ram is a good cook, so is Shyam.
∑ Lead away: take away from.
∑ Lead to: take to.
∑ Less A than B: My pain is less intense than yours.
∑ Likely to be: The announcement is likely to be made today.
∑ Localized in, not localized with.
∑ Mistake A for B, not A as B: Sherry mistook tea for coffee.
∑ Modeled after: I modeled myself after my sister.
∑ More than: Ram is more clever than Shyam.
∑ Much as: Much as Mary needed the money, I had to refuse.
∑ Native of: used for human beings.
∑ Native to: used for plants and animals.
∑ Necessary to: It is necessary to brush your teeth daily.
∑ Neither A nor B: she could neither eat nor drink anything.
∑ No less than: Singing is no less than dancing.
∑ Not only A, but also B: Not only is she pretty, but also very intelligent.
∑ Not A but rather B: I would have not cola, but rather juice.
∑ Opinion on something.
∑ Opinion of somebody.
∑ Originate in/originate from: Most of my fears originate in my mind. Most of the fears originated from the past beliefs I had about things.

- A is enough to B: The wind is strong enough to cause a storm.
- A instead of B: I will have cake instead of cookies.
- A is attributed to B: The loss has been attributed to bad management of the resources.
- A is to B, what C is to D: You are to me what , she is to her parents.
- Worried about something, not worried of.
- With the aim of achieving something.
- Whether to: Mira is unable to decide whether to go to Mumbai or Delhi.
- View A as B: I view every adversity as an opportunity.
- Used A as B: Sometimes we use pens as painting tools too.
- Try to, not try and: John said that he would try to come to the show.
- Trained to, not trained as: May was trained to become a singer.
- Think of A as B: I always thought of my brother as my friend.
- The more/greater X, the more/greater Y: The more the adversity, the stronger you become.
- Targeted at not targeted on.
- Subscribe to some thing, not subscribe for.
- Speak for: your actions speak for themselves.
- Speak with: I will speak with my husband about the issue.
- Speak up: Someone has to speak up for the poor.
- Speak from: My mother said that she was speaking from experience.
- So much as means ‘but rather’, or sometimes ‘even’: I was not talking to her so much as checking out her clothing.
- So X that Y: Mini is so sweet that you can hardly find fault in her.
- So X as to Y: his grades are so bad as to lead to his expulsion from school.
- Similar to, not similar with: My dress is similar to yours.
- Sequence of something, not sequence for.
- Seem to: The child seemed to be hiding something in his fist.

∑ Seem like: he seemed like a nice person, when I talked to him.
∑ Seek after: the police continued to seek after the convict, long after he had run away.
∑ Seek from: We seek support from our elders.
∑ Seek out/sought out: Jane sought out a car for herself from the available ones.
∑ Sacrifice to: I made a lot of sacrifices to finance my trip.
∑ Sacrifice A for B: sometimes we have to sacrifice something small for bigger things.
∑ Result in: lead to
∑ Result from: We will see what results from your effort.
∑ Restrictions on something or somebody.
∑ Responsibility to do something.
∑ Resemble in: Tea resembles coffee in colour but not in flavour.
∑ Require to/require X to/require that X
∑ Require of: I want to know what is required of me in this job.
∑ Reluctant to do something, not reluctant about.
∑ Regard as: I have always regarded you as my friend.
∑ Refer to/referred X to/refers to
∑ Rates for, not rates of.
∑ Range over/range from X to Y
∑ Promise to: Do not make false promises to anyone.
∑ Potential to, not potential for.
∑ Prohibit A from B: the landlord has prohibited Jay from calling his friends over.
∑ Preoccupied with: busy with.
∑ Prized above: He has prized his child above everything else.
∑ Prized as: The Encyclopedia has been prized as a collector’s item.
∑ Prized for: Diamonds have been prized for thousands of years.

The above tips will come handy in case of any confusion in choosing the

error or a correct sentence.

GRAMMATICAL ERRORS IN SENTENCECORRECTION QUESTIONS

Essentially, there are six basic kinds of errors in the grammar of a sentence.

Error Type 1: Subject-Verb Agreement Errors

The lack of agreement between the subject and verb is one of the main errors introduced in questions of sentence correction. The basic underlying principle is that—**"Verbs should always agree with their subjects"**.

As per the basic sentence structuring, every sentence has to have a Subject, a Verb and an Object—wherein the subject (noun) does an act (verb) with the object (another noun). The principle clearly is that the conjugation (form of the verb used) of the verb should be in line with the subject to which it is attached. Thus, you need to check whether the form of the verb used agrees with the number and the person of the subject noun.

As is obvious, number refers to whether the noun is singular or plural and Person refers to whether the noun is in the first person (I/we), second person (You) or third person (he, she, it, one, they).

While looking out for this error, you are advised to be careful of—

(a) The conjugation of irregular verbs; and

(b) The disguising of the subject by creating a complex sentence structure having multiple messages between the subject and the verb.

The subject and the verb are put far apart from each other, making it more difficult to recognise. In such cases, you will need to correctly identify the subject with which the verb needs to agree.

The depletion of natural resources, in addition to the rapid increase in their utilisation, have/has encouraged many countries to develop new sources of energy.

In the above sentence, the verb 'to have' has a singular subject. Hence, it will

take the second person singular form ‘has’.

Error Type 2: Errors of Modifiers

Modifiers are words/group of words/ phrases in one part of the sentence, which modify (add to the meaning of) another part of the sentence. In correct written English, the modifier has to be kept as close as possible to the word or clause it modifies. Placing the modifiers at the wrong position in a sentence often has the effect of changing the meaning of the sentence. This happens because the modifier modifies the word/clause closest to it.

The following examples will make it clear:

Bruised and battered, Ravi gave his car to the mechanic.

Bruised and battered, the car was given to the mechanic by Ravi.

Notice in the example above, the chances in the use of words bruised and battered.

While solving sentence correction questions, you should try to identify the modifiers used in the sentence and decide which clause it modifies. Then ensure that in the correct answer, the modifier is attached to the correct clause. In order to do this, you will need to make sure that you have understood the intended meaning of the writer.

Error Type 3: Errors in the Usage of Pronouns

Pronouns are defined as any of a small set of words in a language that are used as substitutes for nouns or noun phrases. Their references are named or understood in the context of their usage. The basic principle that needs to be adhered to is that-

“The pronouns used in a sentence should agree with their antecedents.”

Besides, in correct written English, there should be no ambiguity about which noun the pronoun is replacing. You will need to consider both these factors while evaluating the pronouns used within a sentence. Consider the

following example:

Amit told Ameer that he should take his car to the party.

In the above sentence, it is not clear as to whose car is being referred to. Hence, the sentence will not qualify as standard written English.

Pay special attention to problems involving it-they, he-his, me-mine, they-their, etc.

Error Type 4: Errors in the Tense of Verbs

The sentence should reflect the correct order in which the sequence of events occurs. For this purpose, it is crucial that the verbs used are in the correct tense—be it past, present or future and be it in the normal form, the continuous form or the perfect form. It would be wise of you to review the rules for all these and be especially aware of the various tense forms of irregular verbs.

Pay special attention to the appropriateness of the use of the continuous form, because errors based on incorrect use of the continuous form are very common in sentencecorrection questions (especially questions of type 1 &type 2).

Remember that: The 'ing' form of a verb is used

(a) Either to emphasise the continuing nature of an action *OR*

(b) To emphasise that two actions are happening simultaneous to each other.

Consider the following example:

If the experiment works, it *will represent/will be representing* a giant leap forward for human sciences.

In the above sentence, even though *will be representing* is grammatically correct, it is not appropriate in relation to *will represent* as it is unnecessary and verbose.

Error Type 5: Errors of Parallel Form

One of the common methods of presenting an idea having multiple facets is by writing sentences in the parallel form. For example:

In India today, an investor might invest his money *in stocks, in real estate or in debt based mutual funds*.

The last part of the above sentence is in a parallel form, since multiple ideas of the same level and category (investment options in this case) are presented within one part of the sentence.

You need to look out for parallel form problems in:

(a) List of actions/items or series of items/actions.

(b) Expressions using the structures—Both X and Y, Either X or Y or Z, Any of X, Y and Z, etc.

(c) Expressions involving comparisons between two or more things—Prefer X to Y, Y is preferred to X.

Spotting errors in such sentences is easy, since you have to just ensure that the individual parts have to be written in the same form.

Error Type 6: Errors in the Use of Singular Words, Idioms and Phrases

Idioms are defined as expressions in the usage of English (or for that matter any other language), that is peculiar to itself either grammatically (e.g. No, it wasn't me) or in having a meaning that cannot be derived from the conjoined meanings of its elements (as Monday week for conveying the meaning that we are referring to 'the Monday a week after next Monday').

The only way to prepare for the errors in idioms is through improved exposure to the English language. In this context, if you are a natural at the language, you should just trust your ear. Trying to reason out on points of grammatical correctness of the idiom used will take you nowhere.

Consider the following sentences for understanding idiomatic usage:

1. The French grand Prix is considered *as/to be* one of the most arduous races.

The correct idiom is *'to be'*

2. The issue covers such questions *like/as* who should cover the losses borne out of the project.

The correct idiom is *'as'*.

Apart from those mentioned above, you need to be aware of the following errors.

(a) Proper use of adverbs (they modify verbs);

(b) Proper use of the semicolon; and

(c) Relative use of words like

(i) 'Among' versus 'between',

(ii) 'Fewer' versus 'less',

(iii) 'Who' versus 'whom' and

(iv) 'Me' versus 'I' versus 'Mine', etc.

Practice Exercises

Type 1

Direction for Questions 1 to 50: *In each of the following sentences, four options are given. You are required to identify the best way of writing the sentence in the context of the correct usage of standard written English. While doing so, you have to ensure that the message being conveyed remains the same in all the cases.*

1. If he was to decide to go to college, one would recommend that he plan to go to IIM, Ahmedabad.

(a) If he was to decide to go to college, one would recommend that he plan to go to IIM, Ahmedabad.

(b) If he were to decide to go to college, one would recommend that he plan to go to IIM, Ahmedabad.

(c) Had he decided to go to college, one would recommend that plan to go to IIM, Ahmedabad.

(d) In the event that he decides to go to college, one would recommend that plan to go to IIM, Ahmedabad.

(e) Had he decide to go to college, one would recommend that he go to

IIM, Ahmedabad.

2. Except for you and I, everyone brought a present for the little birthday boy.
   (a) Except for him and I, everyone brought a present for the little birthday boy.
   (b) With the exception of you and I, everyone brought a present for the little birthday boy.
   (c) Except for you and I, everyone had brought a present for the little birthday boy.
   (d) Except for you and me, everyone brought a present for the little birthday boy.
   (e) Excepting you and I, all brought present for the little boy.
3. When one reads the Hindi literature of the twentieth century, you find a striking contrast between the writings of Munshi Premchand and later day writers of popular Hindi fiction.
   (a) When one reads the Hindi literature of the twentieth century, you find a striking contrast between the writings of Munshi Premchand and later day writers of popular Hindi fiction.
   (b) When you read the Hindi literature of the twentieth century, one finds a striking contrast between the writings of Munshi Premchand and later day writers of popular Hindi fiction.
   (c) When one reads the Hindi literature of the twentieth century, he finds a striking contrast between the writings of Munshi Premchand and later day writers of popular Hindi fiction.
   (d) If one reads the Hindi literature of the twentieth century, you find a striking contrast between the writings of Munshi Premchand and later day writers of popular Hindi fiction.
   (e) When one reads the Hindi Literature of the twentieth century, one finds a striking contrast between the writings of Munshi Premchand and later day writers of popular Hindi fiction.
4. Because of his tennis elbow injury, Limba Ram has not and possibly

never will be able to pick up the bat again.

(a) Because of his tennis elbow injury, Limba Ram has not and possibly never will be able to pick up the bat again.

(b) Because of his tennis elbow injury, Limba Ram has not and possibly will never be able to pick up the bat again.

(c) Because of his tennis elbow injury, Limba Ram has not been and possibly never would be able to pick up the bat again.

(d) Because of his tennis elbow injury, Limba Ram has not been able to and possibly never will be able to pick up the bat again.

(e) Because of his tennis elbow injury, Limba Ram has not and if possible be never able to pick up the bat again.

5. Had he realised how close he was to failing, he would not have gone to the party.

(a) Had he realised how close he was to failing, he would not have gone to the party.

(b) If he would have realised how close he was to failing, he would not have gone to the party.

(c) Had he had realised how close he was to failing, he would not have gone to the party.

(d) When he realized how close he was to failing, he did not go to the party.

(e) If he would realise how close he was to failing, he should not have gone to the party.

6. The Indian cricket team's winning it's first game of the 2007 World Cup excited the fans of the team.

(a) The Indian cricket team's winning it's first game of the 2007 World Cup excited the fans of the team.

(b) The Indian cricket team having won its first game of the 2007 World Cup, excited the fans of the team.

(c) The Indian cricket team's having won its first game of the 2007 World Cup excited the fans of the team.

(d) The Indian cricket team's winning its first game of the 2007 World Cup excited the fans of the team.

(e) The Indian cricket team's had won its first game of the 2007 World Cup excited the fans of the team.

7. Poor product quality angers Mr. Garbole, who wonders if it is part of a strategy by marketers.

(a) Poor product quality angers Mr. Garbole, who wonders if it is part of a strategy by marketers.

(b) Poor product quality angers Mr. Garbole, who wonders if marketers are part of the strategy.

(c) Poor product quality angers Mr. Garbole, that wonders if it is part of a strategy by marketers.

(d) Poor product quality angers Mr.Garbole, who wonders if they are part of a strategy by marketers.

(e) Poor product quality angers Mr. Garbole, who wonders if it are part of a strategy.

8. Ambikesh noticed the cat's soft hair, sharp paws, and keen sense of hearing.

(a) Ambikesh noticed the cat's soft hair, sharp paws, and keen sense of hearing.

(b) Ambikesh noticed the cat's soft hair, sharp paws, and that his sense of hearing was keen.

(c) Ambikesh noticed the cat's soft hair, that he had sharp paws, and a very keen sense of hearing.

(d) Ambikesh noticed the cat's soft hair, keen sense of hearing and also that it had sharp paws.

(e) Ambikesh as noticed the cat's soft hair, sharp paws and keen sense of hearing.

9. Having bowed our heads, the priest in the temple led us in prayer.

(a) Having bowed our heads, the priest in the temple led us in prayer.

(b) After we bowed our head, the priest in the temple led us in prayer.

(c) After we bowed our heads, the priest in the temple led us in prayer.
(d) After we had bowed our heads, the priest in the temple led us in prayer.
(e) After having bowed our head, the priest in the temple led us in prayer.

10. My grandmother seldom ever wants to try and face the facts.
(a) My grandmother seldom ever wants to try and face the facts.
(b) My grandmother seldom if ever wants to try and face the facts.
(c) My grandmother seldom ever wants to try to face the facts.
(d) My grandmother seldom wants to try to face the facts.
(e) My grandmother seldom want to try face the facts.

11. Anyone interested in flying planes can learn much if you have access to a flight simulation machine.
(a) Anyone interested in flying planes can learn much if you have access to a flight simulation machine.
(b) Anyone interested in flying planes can learn much if he has access to a flight simulation machine.
(c) Anyone interested in flying planes can learn much if access is available to a flight simulation machine.
(d) Anyone interested in flying planes can learn much from access to a flight simulation machine.
(e) Anyone interests in flying planes can learn much if they had access to a flight simulation machine.

12. No officer had ought to be put into a situation where he has to choose between his love for his family and the responsibilities accompanying his duty.
(a) No officer had ought to be put into a situation where he has to choose between his love for his family and the responsibilities accompanying his duty.
(b) No officer had ought to be put into a situation in which he has to choose between his love for his family and the responsibilities accompanying his duty.

(c) No officer should be put into a situation where he has to choose between his love for his family and the responsibilities accompanying hisduty.

(d) No officer ought to be put into a situation in which he has to choose between his love for his family and the responsibilities accompanying his duty.

(e) No officer would be put in a situation where he have to choose between his love for family and the responsibilities accompanying his duty.

13. Being a realist, the detective could not accept the statement of the accused that UFOs had caused the disturbance.

(a) Being a realist, the detective could not accept the statement of the accused that UFOs had caused the disturbance.

(b) Since he was a realist, the detective could not accept the statement of the accused that UFOs had caused the disturbance.

(c) Being that he was a realist, the detective could not accept the statement of the accused that UFOs had caused the disturbance.

(d) Realist that he was, the detective could not accept the statement of the accused that UFOs had caused the disturbance.

(e) Being a realist that he was, the detective could not accept the statement of the accused that UFOs had caused the disturbance.

14. The reason I came late to office today is because my car broke down.

(a) The reason I came late to office today is because my car broke down.

(b) Why I came late to office today is because my car broke down.

(c) The reason I was late to office today is because my car broke down.

(d) The reason I came late to office today is that my car broke down.

(e) The reason I came late to office is since my car broke down.

15. The shopkeeper hadn’t hardly any of those kind of goods.

(a) The shopkeeper hadn’t hardly any of those kind of goods.

(b) The shopkeeper hadn’t hardly any of those kinds of goods.

(c) The shopkeeper had hardly any of those kind of goods.

(d) The shopkeeper had hardly any of those kinds of goods.

(e) The shopkeeper had not hardly any of those kinds of goods.

16. If we cooperate together by dividing up the booty, we shall be able to work together smoothly in the future.

(a) If we cooperate together by dividing up the booty, we shall be able to work together smoothly in the future.

(b) If we cooperate by dividing up the booty, we shall be able to work together smoothly in the future.

(c) If we cooperate by dividing up the booty together, we shall be able to work together smoothly in the future.

(d) If we cooperate with each other by dividing the booty, we shall be able to work together smoothly in the future.

(e) If we cooperate with one other by dividing up the booty, we will be able to work smoothly together in future.

17. The entire cast and crew of the film, enjoyed splashing in the pool, bathing in the ocean, and, particularly, *to* sun bathe on the shore.

(a) The entire cast and crew of the film, enjoyed splashing in the pool, bathing in the ocean, and, particularly, to sun bathe on the shore.

(b) The entire cast and crew of the film, enjoyed splashing in the pool, to have a bath in the ocean, and, particularly to sun bathe on the shore.

(c) The entire cast and crew of the film, enjoyed swimming in the pool to bathe in the ocean, and, particularly sun bathing on the shore.

(d) The entire cast and crew of the film, enjoyed swimming in the pool, bathing in the ocean, and, particularly, sun bathing on the shore.

(e) The entire cast and crew of the film, enjoyed splashing in the pool, bathing in the ocean, particularly to sun bathing on the shore.

18. Crossing the street, a bus almost crushed us todeath.

(a) Crossing the street, a bus almost crushed us to death.

(b) A bus almost crushed us, crossing the street.

(c) As we crossed the street, a bus almost crushedus.

(d) A bus, crossing the street, almost crushed us.

(e) While we crossed a street, a bus almost crushed us.

19. The moral of the entire story is how money doesn't make you happy.

(a) The moral of the entire story is how money doesn't make you happy.

(b) The moral of the entire story is that money doesn't make you happy.

(c) In this novel, its moral of the story is how money doesn't make you happy.

(d) That money does not make you happy, is the entire moral of the story.

(e) The moral of the story is that as to how money doesn't make you happy.

20. Entertainment being recognised as an important factor in improving mental and physical health and thereby reducing human misery and poverty.

(a) Entertainment being recognised as an important factor in improving mental and physical health and thereby reducing human misery and poverty.

(b) Recognising entertainment as an important factor in improving mental and physical health and thereby reducing human misery and poverty.

(c) Recognition of it being an important factor in improving mental and physical health entertainment reduces human misery and poverty.

(d) Entertainment is recognised as an important factor in improving mental and physical health and thereby reducing human misery and poverty.

(e) Entertainment while being recognised as an important factor in improving mental and physical health and thereby reducing human misery and poverty.

21. When one travels by Air Lahara, you often find that the prices are high and that the journey experience is extremely poor.

(a) When one travels by Air Lahara, you often find that the prices are high

and that the journey experience is extremely poor.

(b) When you travel by Air Lahara, one often finds that the prices are high and that the journey experience is extremely poor.

(c) As you travel by Air Lahara, you often find that the prices are high and that the journey experience is extremely poor.

(d) If you travel by Air Lahara, you often find that the prices are high and that the journey experience is extremely poor.

(e) Whenever you are travelling by Air Lahara, you find the prices are high and the journey experience is extremely poor.

22. Ever since the sting operation, there has been much opposition from they who maintain that it was an unauthorised act.

(a) Ever since the sting operation, there has been much opposition from they who maintain that it was an unauthorised act.

(b) Ever since the sting operation, there has been much opposition from they who maintain that it had been an unauthorised act.

(c) Ever since the sting operation, there has been much opposition from those who maintain that it was an unauthorised act.

(d) Ever since the sting operation, there has been much opposition from those maintaining that it was an unauthorised act.

(e) Ever since the sting operation, there has been much of an opposition from them who maintain that it was an unauthorised act.

23. Having stole the money, the class teacher searched the student's pocket.

(a) Having stole the money, the class teacher searched the student's pocket.

(b) Having stolen the money, the student's pockets were searched by the class teacher.

(c) Having stolen the money, the class teacher searched the student's pockets.

(d) Having stole the money, the class teacher was searched by the student.

(e) While stealing the money, the class teacher had searched the student's pockets.

24. The child is neither encouraged to be critical or to examine all the aspects of his opinion.

(a) The child is neither encouraged to be critical or to examine all the aspects of his opinion.

(b) The child is neither encouraged to be critical nor to examine all the aspects of his opinion.

(c) The child is either encouraged to be critical or to examine all the evidence for his opinion.

(d) None of these

(e) The child is either encouraged to be critical not to examine all the aspects of his opinion.

25. Although I calculate that my girlfriend will be here any minute, I cannot wait much longer for her to arrive.

(a) Although I calculate that my girlfriend will be here any minute, I cannot wait much longer for her to arrive.

(b) Although I reckon that my girlfriend will be here any minute, I cannot wait much longer for her to arrive.

(c) Because I calculate that my girlfriend will be here any minute, I cannot wait much longer for her to arrive.

(d) Although I think that my girlfriend will be here any minute, I cannot wait much longer for her to arrive.

(e) Because I think that my girlfriend will be here any minute, I cannot wait any longer for her to arrive.

26. The process by which the community influences the actions of its members is known as social control.

(a) The process by which the community influences the actions of its members is known as social control.

(b) The process by which the community influence the actions of its members is known as social control.

(c) The process by which the community goes about influencing the

actions of its members is known as social control.

(d) The process by which community influences the actions of its members is known as social control.

(e) The process by which the community influences the actions of its members could be known by social control.

27. To be sure, there would be scarcely no time left over for other things if school children would have been expected to have considered all sides of every matter on which they had opinions.

(a) There would be scarcely no time left over for other things if working people would have been expected to have considered all sides of every matter on which they had opinions.

(b) To be sure, there would be scarcely any time left for other things if working people should be expected to have considered all sides of every matter on which they had opinions.

(c) To be sure, there would be scarcely any time left over for other things if school children were expected to consider all sides of every matter on which they had opinions.

(d) To be sure, there would be scarcely no time left over for other things if school children will be expected to have been considering all sides of every matter on which they had opinions.

(e) Sure enough, scarcely there would be any time left for other things if school children were expected to consider all sides of the matters on which they had opinions.

28. Depending on skillful suggestion, argument is seldom used in advertising.

(a) Depending on skillful suggestion, argument is seldom used in advertising.

(b) Argument is seldom used by advertisers, who depend on skillful suggestion instead.

(c) Skillfull suggestion is depended on by advertisers instead of argumentation.

(d) Suggestion, which is skillful, is used in place of argumentation by

advertisers.

(e) Suggesting skillfully is what advertisers do apart from argumentation.

29. When this war is over, no kingdom will either be isolated in war or peace.

(a) When this war is over, no kingdom will either be isolated in war or peace.

(b) When this war is over, no kingdom will be either isolated in war or peace.

(c) When this war is over, no kingdom will either be isolated in war or be isolated in peace.

(d) When this war is over, no kingdom will be isolated either in war or peace.

(e) When this war is over, no kingdom will be isolated either in war nor peace.

30. The twelve-hour work day not only has been reduced to one of ten hours but also, in some lines of work, to below eight hours.

(a) The twelve-hour work day not only has been reduced to one of ten hours but also, in some lines of work, to below eight hours.

(b) Not only has the twelve-hour work day been reduced to one of ten hours but also, in some lines of work, to below eight hours.

(c) The twelve-hour work day has not only been reduced to one of ten hours but also, in some lines of work, to below eight hours.

(d) The twelve-hour work day has been reduced not only to one of ten hours but also, in some lines of work, to below eight hours.

(e) The twelve-hour working day has not only been reduced to ten hours but also, in some cases, to less than eight hours.

31. If some Indians look at where they are going, it can be seen that our goal is money.

(a) If some Indians look at where they are going, it can be seen that our goal is money.

(b) If some Indians look back to where they are going, it can be seen that our goal is money.

(c) If some Indians look at where they are going, it can be seen that their goal is money.

(d) If some Indians look at where they are going, they can see that their goal is money.

(e) If they Indians look at where they are going, they can see that their goal is money.

32. Sherry, a little girl with little talent for cooking, enjoys preparing Fried Rice.

(a) Sherry, a little girl with little talent for cooking, enjoys preparing Fried Rice.

(b) Sherry, is a little girl who has little talent for cooking but she enjoys preparing Fried Rice.

(c) Sherry, a little girl who has little cooking talent, enjoys preparing Fried Rice.

(d) Sherry, a girl with little talent for cooking, enjoys preparing Fried Rice.

(e) Sherry, a little girl, having little talent of cooking, still enjoys preparing Fried Rice.

33. Of all the persons I have ever met, Arjit is the most remarkable person.

(a) Of all the persons I have ever met, Arjit is the most remarkable person.

(b) Arjit is the most remarkable person of all the persons I have ever met.

(c) Of all the persons I have ever met, Arjit is the most remarkable person.

(d) Of all the persons I have ever met, Arjit is the most remarkable.

(e) Arjit being the most remarkable person of all I have met.

34. Unless they reverse present policies immediately, the world may suffer irreversible damage from the unregulated use of Bio weapons.

(a) Unless they reverse present policies immediately, the world may suffer irreversible damage from the unregulated use of Bio weapons.

(b) Unless present policies are reversed immediately, the world may suffer irreversible damage from the unregulated use of Bio weapons.

(c) Unless present policies are reversed, the world may suffer irreversible damage by the unregulated use of Bio weapons.

(d) Unless present policies are reversed, the world may suffer irreversible

damage through the unregulated use of Bio weapons.

(e) Unless reversal of the present policies happen, the world should suffer irreversible damage from the unregulated use of Bio-weapons.

35. The panel interviewed several candidates who they thought had the experience and qualifications the position at IIM Bangalore required.

(a) The panel interviewed several candidates who they thought had the experience and qualifications the position at IIM Bangalore required.

(b) The panel interviewed several candidates whom they thought had the experience and qualifications the position at IIM Bangalore required.

(c) The panel interviewed several candidates from whom they thought had the experience and qualifications the position at IIM Bangalorerequired.

(d) The panel interviewed several candidates which he thought had the experience and qualifications the position at IIM Bangalore required.

(e) The panel interviews several candidates who they thought has the experience and qualifications the position at IIM Bangalore required.

36. The trend toward a decrease in the working hours is already evident in the longer weekend given to employees in many multinational organisations.

(a) The trend toward a decrease in the working hours is already evident in the longer weekend given to employees in many multinational organisations.

(b) The trend toward a decrease in the working hours is all ready evident in the longer weekend given to employees in many multinational organisations.

(c) The trend toward a decrease in the working hours is allready evident in the longer weekend given to employees in many multinational organisations.

(d) The trend toward a decrease in the working hours is all in already evident in the longer weekend given to employees in many multinational organisations.

(e) The trend toward a decrease in working hours is already evidently in the longer weekend given to employers in many multinational organisations.

37. Using it wisely, leisure promotes health, long life, efficiency, and happiness.

(a) Using it wisely, leisure promotes health, long life, efficiency, and happiness.

(b) If used wisely, leisure promotes health, long life, efficiency, and happiness.

(c) Having used it wisely, leisure promotes health, long life, efficiency, and happiness.

(d) If it is used wisely, leisure promotes health, long life, efficiency, and happiness.

(e) If, when using wisely, leisure promotes health, long life, efficiency, and happiness.

38. We want the trainer to be him who has the best rapport knowledge about the subject and the most superior communication skills.

(a) We want the trainer to be him who has the best rapport knowledge about the subject and the most superior communication skills.

(b) We want the trainer to be he who has the best rapport knowledge about the subject and the most superior communication skills.

(c) We want him to be the trainer who has the best rapport knowledge about the subject and the most superior communication skills.

(d) We desire that the trainer be him who has the best rapport knowledge about the subject and the most superior communication skills.

(e) We would want the trainer to be him who has the best rapport knowledge about the subject and superior most communications skill.

39. If she were to win the Olympic medal, I for one would be surprised.

(a) If she were to win the Olympic medal, I for one would be surprised.

(b) If she were to go on to win the Olympic medal, I for one would be surprised.

(c) If she becomes the winner of the Olympic medal, I for one would be surprised.

(d) In the event that she would win the Olympic medal, I for one would be surprised.

(e) If she goes to win the Olympic medal, I for one would be surprised.

40. The soldiers were told to take a long arduous hike, pitch their camps, have dinner, and that they should be in bed by 10 p.m.

(a) The soldiers were told to take a long arduous hike, pitch their camps, have dinner, and that they should be in bed by 10 p.m.

(b) The soldiers were told to take an arduous hike, pitch their camps, have dinner, and that they should be in bed by 10 p.m.

(c) The soldiers were told to take a long arduous hike, pitch camp, have dinner, and be in bed by 10 p.m.

(d) The soldiers were told to take a long arduous hike, pitching their camps, have dinner, and be in bed by 10 p.m.

(e) The soldiers was told to take a long arduous hike, pitch camp, having dinner and to be in bed by 10 p.m.

41. The Indian government's failing to keep its pledges will have the effect of earning distrust from all the other nation in the region.

(a) The Indian government's failing to keep its pledges will have the effect of earning distrust from all the other nation in the region.

(b) The Indian government failing to keep it's pledges will have the effect of earning distrust from all the other nations in the region.

(c) The Indian government's failing to keep its pledges will have the effect of earning distrust from all the other nations in the region.

(d) The Indian government failing to keep its pledges will have the effect of earning distrust from all the other nations in the region.

(e) The Indian government's fail to keep its pledges will have the effect of earning distrust of all other nations in the region.

42. Her elder brother along with her grandparents insist that she remain in the same college.

(a) Her elder brother along with her grandparents, insist that she remain in the same college.

(b) Her elder brother along with her grandparents insists that she remain in the same college.

(c) Her elder brother along with her grandparents are insisting that she remain in the same college.

(d) Her brother along with her grandparents have insisted that she remain in the same college.

(e) Her elder brother along with her grandparents insisted on that she remained in the same college.

43. Most students like to read these kind of books for using their spare time.

(a) Most students like to read these kind of books for using their spare time.

(b) Most students like to read these kind of book for using their spare time.

(c) Most students like to read this kind of book for using their spare time.

(d) Most students like to read this kind a book for using their spare time.

(e) Most students like to read this kind of book for using of their spare time.

44. Not only was he competent but also welcoming in nature.

(a) He not only was competent but also friendly in nature.

(b) Not only was he competent but also friendly in nature.

(c) He not only was competent but friendly too in nature.

(d) He was not only competent but also friendly in nature.

(e) He, not only was competent but friendly also in nature.

45. In the normal course, John will graduate from college and enter a Post Graduate course in two years.

(a) In the normal course, John will graduate from college and enter a Post Graduate course in two years.

(b) In the normal course, John will graduate college and enter a Post Graduate course in two years.

(c) In the normal course, John should graduate from college and enter a Post Graduate course in two years.

(d) In the normal course, John will be able to graduate from college and enter a Post Graduate course in two years.

(e) In the normal course, John would graduate of college and enter a Post Graduate course in two years.

46. With the exception of Dipanjan and I, everyone in the class finished the assignment before the teacher came.

(a) With the exception of Dipanjan and I, everyone in the class finished the assignment before the teacher came.

(b) With the exception of Dipanjan and me, everyone in the class finished the assignment before the teacher came.

(c) With the exception of Dipanjan and me, everyone in the class had finished the assignment before the teacher came.

(d) With the exception of Dipanjan and I, everyone in the class had finished the assignment before the bell rang.

(e) With the exception of Dipanjan and I, everyone in the class finished the assignment before the teacher comes.

47. Familiar with the terrain from previous visits, the explorer's search for the Big Monkey's abode was a success.

(a) Familiar with the terrain from previous visits, the explorer's search for the Big Monkey's abode was a success.

(b) Familiar with the terrain from previous visits, the success of the explorer's search for the Big Monkey's abode was a mere formality.

(c) Familiar with the terrain from previous visits, the explorer succeeded in finding the Big Monkey's abode.

(d) Familiar with the terrain from previous visits, the search by the explorer for the Big Monkey's abode was successful.

(e) Familiar of the terrain with previous visits, the explorer succeeded in searching the Big Monkey's abode.

48. Liberalisation has gone hand in hand and has offered incentives for things as personal initiative, ambition, loyalty, hard work, and resourcefulness.

(a) Liberalisation has gone hand in hand and has offered incentives for such things as personal initiative, ambition, loyalty, hard work, and resourcefulness.

(b) Liberalisation has gone hand in hand with and has offered incentives for such things as personal initiative and ambition, loyalty, hard work, and resourcefulness.

(c) Liberalisation has gone hand in hand with and has offered incentives for such things as personal initiative and ambition, loyalty, hard work, and resourcefulness.

(d) Liberalisation has gone hand in hand and is offering incentives for such things as personal initiative ambition, loyalty, hard work, and resourcefulness.

(e) Liberalisation has gone hand in hand while and providing incentives for such things as personal initiative and ambition, loyalty, hard work, and resourcefulness.

49. I am not to eager to go to this movie because it did not get good reviews.

(a) I am not to eager to go to this movie because it did not get good reviews.

(b) Because of its poor reviews, I am not too eager to go to this movie.

(c) I am not too eager to go to this movie because the critics did not give it good reviews.

(d) I am not too eager to go to this movie because of its poor reviews.

(e) I am not too eager to go to these movie because of its poor reviews.

50. May I venture to say that I think this batting performance is the most superior I have ever seen?

(a) May I venture to say that I think this batting performance is the most

superior I have ever seen?

(b) May I venture to say that this batting performance is the most superior I have ever seen?

(c) May I say that this batting performance is the most superior I have ever seen?

(d) I think this performance is superior to any I have ever seen.

(e) May I venture to say that this batting performance is more superior to anyone I have ever seen.

Type 2

Directions for Questions 1 to 25: *For each of the following questions, a part or the whole of the original sentence has been underlined. You have to find the best way of writing the underlined part of the sentence.*

1. <u>The matter was referred back to the expert committee since the solution to the problem was different from the one proposed earlier.</u>

(a) referred back to the expert committee since the solution to the problem was different from the one proposed earlier.

(b) referred to the expert committee since the solution to the problem was different from the one proposed earlier.

(c) referred back to the expert committee since the solution to the problem was different than the one proposed earlier.

(d) referred to committee since the solution to the problem was different than the one proposed earlier.

(e) referred back to the committee since the solution for problem was different than one proposed earlier.

2. <u>Completing the physical examination, the tonsils were found to be diseased.</u>

(a) Completing the physical examination, the tonsils

(b) Having completed the physical examination, the tonsils

(c) When the physical examination was completed, the tonsils

(d) The physical examination completed, the tonsils

(e) Completion of the physical examination, the tonsils

3. The smaller firms in any industry sell either on a price or quality-of-workmanship basis.

(a) The smaller firms in any industry sell either on a price or quality-of-workmanship basis.

(b) The smaller firms in any industry either sell on a price or quality-of-workmanship basis.

(c) The smaller firms in any industry sell on either a price or a quality-of-workmanship basis.

(d) The smaller firms in any industry sell on either a price or on a quality-of-workmanship basis.

(e) The smaller firms of any industry sell off either on a price or quality-of-workmanship basis.

4. Current economic conditions demand that we not only cut jobs and prices but also reduce the rate of interest on PF deposits.

(a) that we not only cut jobs and prices but also

(b) not only cutting job and prices but also to

(c) not only to cut jobs and prices but also

(d) not only a cut in jobs and prices but also to

5. All rounders in any cricket team, in theory, make good sense; in actuality, however, they are normally difficult to discover.

(a) they are normally

(b) it is normally

(c) such players are normally

(d) it is usually expected that it is

(e) as they are normally difficult to discover.

6. Aamir was sitting with his friends when the Premier, in accompaniment with his only social secretary, entered the garden.

(a) in accompaniment with his only social secretary

(b) accompanying only by his social secretary
(c) accompanied only by his social secretary
(d) only accompanied by his social secretary
(e) is accompanied by only his social secretary

7. Being in the need for a variety of clothing, he founded Azam Lucman, a Bihari tailor in Patna who could produce any type of uniform in a couple of days.
(a) he founded Azam Lucman, a Bihari tailor in Patna who could produce any type of uniform in a couple of days.
(b) a Bihari tailor Azam Lucman found him in Patna who could produce any type of uniform in a couple of days.
(c) a Bihari tailor Azam Lucman was found by him a couple of days later, who could produce any type of uniform.
(d) he founded Azam Lucman tailors, a Bihari tailor in Patna who could produce any type of uniform in a couple of days.
(e) a Bihari tailor Azam Lucman was founded by him in Patna who could produce any type of uniform in a couple of days.

8. Reared in a village where computers and the internet were objects of curiosity, Purty today hardly gives a thought to the immense possibilities that the internet revolution has thrown open to him.
(a) Reared in a village where computers and the internet were objects of curiosity
(b) Curious to know that computers and the internet were objects of curiosity in the village he was reared up
(c) Being reared in the village where the computers and the internet are objects of curiosity
(d) Reared in a village where computers and the internet were an object of curiousness
(e) Rearing in a village where computers and the internet were objects of curiosity

9. In the attempt to destroy them with completeness, the Indian team has launched a coordinated attack on the opposing team.

(a) In the attempt to destroy them with completeness
(b) In attempting to destroy them completely,
(c) In an attempt to destroy them completely,
(d) In the attempt of destroying them completely,
(e) In the attempt to destroy them with completely

10. Balancing a home delivery pizza with one hand and gripping a six-pack carton of Coke with another, the young boy Vijay, paused in front of the guard room of the building.

(a) Balancing a home delivery pizza with one hand and gripping a six-pack carton of Coke with another
(b) Balancing a home delivery pizza with one hand and having gripped a six-pack carton of Coke with another
(c) Having a balance of a home delivery pizza with one hand and gripping a six-pack of carton of Coke with the other
(d) Balancing a home delivery pizza with one hand and gripping a pack of six Cokes with the other
(e) Balancing a home delivery pizza in one hand and gripping a six-packed carton of Coke with another

11. Armed with the talents of a high intellect, an actor with extraordinary gifts and an ingenious criminal, Charles Sobhraj played an overbearing role in the sensationalisation of crime during the later part of the 20th century in the Indian sub continent.

(a) an actor with extraordinary gifts and an ingenious criminal,
(b) an ingenious actor and an extraordinarily gifted criminal,
(c) a gifted actor and an ingeniously criminal,
(d) an extraordinarily gifted actor and an ingenious criminal,
(e) An actor with extraordinary gifts of an ingenious criminal,

12. Dr. Pam Saxena, an Indian specialist in drug rehabilitation medicine, advises against going easy on rehabilitated drug addicts for the fear of their relapsing into addiction.

(a) Dr. Pam Saxena, an Indian specialist in drug rehabilitation medicine, advises against going easy on rehabilitated drug addicts

(b) An Indian specialist in drug rehabilitation medicine, Dr. Pam Saxena, advises against going easy on rehabilitated drug addicts

(c) An Indian specialist in drug rehabilitation medicine, Pam Saxena, is of the opinion that one should not go easy on rehabilitated drug addicts

(d) Dr. Pam Saxena, an Indian specialist in drug rehabilitation medicine, advice against going easy on rehabilitated drug addicts

(e) Dr. Pam Saxena, an Indian specialist in drug rehabilitation medicines advises against easy going of rehabilitated drug addicts

13. In the fall of 1996, the Indian government dispatched samples of the cells of the militants to those four US scientists, who were only the Americans authorised to test them.

(a) dispatched samples of the cells of the militants to those four US scientists, who were only the Americans authorised to test them.

(b) dispatched samples of the militant's cells to those four US scientists, the only Americans authorised to test them.

(c) dispatched samples of the cells of militants to those four US scientists who were authorised to test them.

(d) dispatch the samples of the cells of the militants to those four US scientists, who were the only Americans authorised to test them.

(e) dispatched samples of cells of militants to those four US scientists, of the only Americans authorised to test them.

14. To prepare himself, he subjected himself to two weeks of total abstinence and intensive training in the open fields of the Panipat, climbing the hills nearby 30 times, spend nights in the open and to test to see how long he could hold out without food.

(a) climbing the hills nearby 30 times, spend nights in the open and to test to see

(b) climbed the hills nearby 30 times, spending nights in the open and tested to see

(c) spending nights in the open by climbing the hills nearby 30 times and tested for seeing

(d) climbing the hills nearby 30 times, spending nights in the open and testing to see

(e) climbing the nearby hills 30 times, spend nights in the open and tested to see

15. In November 1984, the Vesuvius volcano, started showing seismic activity, and later beginning belching gases, fumes and water and rumbled with the force of millions of tones of molten rock beneath the earth.

(a) started showing seismic activity, and later beginning belching gases, fumes and water and rumbled with

(b) started showing seismic activity, and later began belching gases, fumes and water and rumbling with

(c) showing some seismic activity, and later began belching gases, fumes and water and rumbled with

(d) had started to show seismic activity, and later began belching gases, fumes and water and began rumbling with

(e) has starting to show some seismic activity, and later began belching gases, fumes and water and rumbled with

16. Many middle-class South Asians find that they cannot obtain good medical attention, despite the fact they need it badly.

(a) they need it badly.

(b) they badly need it.

(c) of they need it badly.

(d) that they need it badly.

(e) they need it that badly.

17. The world today is totally different than, we have seen in the last century.

(a) than, we have seen

(b) from what we have seen

(c) from what we seen

(d) than what we seen
(e) than from that we have seen

18. Start the engine, and then you should press the accelerator.
(a) Start the engine, and then you should press
(b) Start the engine and then press
(c) Start the engine, then go on pressing
(d) Starting the engine, then pressing
(e) Starting the engine go on to pressing

19. He is an asset to the organisation, although he seems to be an eccentric and is a loner.
(a) He is an asset to the organisation, although he seems to be an eccentric and is a loner.
(b) Although he is eccentric, he is an asset to the organisation and wants to be a loner.
(c) Although he is eccentric, he is an asset to the organisation although he wants to be a loner.
(d) Although he is eccentric and wants to be a loner, he is an asset to the organisation.
(e) He is an asset to the organisation, seeming an eccentric and a loner although.

20. During the oil price hike of 2005 caused by the global market conditions, the amount of oil imported by our country decreased markedly.
(a) amount of oil imported by our country decreased markedly.
(b) amount of the oil imported by our country decreased markedly.
(c) amount of oil imported by our country decreased very visibly.
(d) amount of the oil we imported as a country decreased markedly.
(e) amount of oil imports of our country decreases markedly.

21. In rural India, many mango trees are planted at the end of a village or at the border of a district, for providing excellent shade during summer, and shelter during winter.
(a) for providing excellent shade during summer, and shelter during winter.

(b) to provide excellent shade in summer, and shelter in winter.
(c) in order to provide excellent shade in summer, and shelter in winter.
(d) so as to excellently provide shade in summer, and shelter in winter.
(e) for providing excellent shading during summer and shelter in winter.

22. Some of the most gut wrenching images of the previous year 1985 were, the tsunami striking South East Asian countries, the earthquake striking Pakistan, and famine stalking region after region.
(a) the tsunami striking South East Asian countries, the earthquake striking Pakistan, and famine
(b) the tsunami stricken South East Asian countries, the earthquake stricken Pakistan, and famine
(c) the tsunami striking South East Asian countries, the earthquake stricken Pakistan, and famine
(d) the tsunami striking South East Asian countries, the earthquakes striking Pakistan, and the famine
(e) the tsunami striking the South East Asian countries, the earthquake striking the Pakistan, and famine

23. Mental intelligence and common sense are essential for outstanding achievement because they involve your natural ability to comprehend difficult concepts quicker and to analyse them clearly and incisively.
(a) your natural ability to comprehend difficult concepts quicker and to analyse them clearly and incisively.
(b) one's natural ability for the comprehension of difficult concepts quickly and analysing them clearly and incisively.
(c) your natural ability of comprehension of difficult concepts quickly and clear and incisive analysis of it.
(d) one's natural ability to comprehend difficult concepts quickly and to analyse them clearly and incisively.
(e) one has natural ability to comprehension of difficult concepts quickly and to analyse them clearly and incisively.

24. Panchayati Raj institutions are now entrusted upon the execution of all rural upliftment schemes and programs in India.

(a) entrusted upon the execution of all rural upliftment schemes and programs
(b) entrusted with the execution of all rural uplift schemes and programs
(c) entrusted with the execution of all rural upliftment schemes and programs
(d) entrusted within the execution for all rural uplift programs and schemes
(e) entrusted of the execution of all rural upliftment schemes and programs

25. Mr. Singhania was perhaps the single most effective executive within the country, <u>who had succeded without a degree, money and without any logistic support.</u>
(a) who had succeeded without a degree, money and without any logistic support.
(b) without whom, a degree, money or logistic support, succeeded.
(c) who, without a degree, money or logistic support, succeeded.
(d) who, succeeded without a degree, money or logistic support.
(e) who, had succeed without a degree, money and without any logistic support.

Type 3

Directions for Questions 1 to 50: *In the following questions, you have to identify the correct sentence/s.*

For each of the following questions find the sentence/s that are correct.

1. (A) When you look up a word, the main thing that you want to know was its basic meaning.
(B) It's time to winding up the discussion now.
(C) A great many various words in English have more than one meaning.
(D) That wasn't a very fair thing to say!

(a) D only
(b) A and D
(c) A, B and D
(d) All of the above are correct

(e) None of the above

2. (A) She has a fair chance of winning the first prize.
(B) Fair weather is forecasted for tomorrow.
(C) There's a fair on at the park this very week.
(D) Don't forget to wind down your watch.

(a) A only
(b) A and C
(c) A, B and C
(d) None of the above are correct
(e) Only A and B

3. (A) Every language has a lot of different words with similar but slightly differing meanings.
(B) Words are used with each other in fairly fixed ways in every language.
(C) Words do not only have meanings, they also have associations.
(D) At an advanced level of any language, it is important to develop an impression of what connotations certain words have.

(a) A only
(b) A and C
(c) A, B and C
(d) All of the above are correct
(e) Only (b)

4. (A) Make a special note of any special characteristics that a word has had.
(B) The judge Mr. Dhuan increased the sentence of life imprisonment.
(C) We had a lightish dinner.
(D) Raveesh is very good at putting on different accentuals.

(a) A only
(b) A and C
(c) A, B and C
(d) None of the above are correct
(e) Only (b) and (c)

5. (A) I don't like recorded music, I prefer the real thing.

(B) These items are the genuine articles.
(C) You can give a wide summary of something.
(D) You can describe something in minute detail.

(a) A and C
(b) A and B
(c) B and D
(d) C only
(e) None of these

6. (A) It's something I feel powerfully about.
(B) If I remember perfectly, it happened at about six-thirty.
(C) It is useful to learn which adverbs most typically modify particular types of objectives.
(D) The majority of these adjectives has a negative connotation.

(a) C only
(b) B and C
(c) A only
(d) None of these
(e) All of these

7. (A) You lift your hand to ask a question.
(B) You can raise a family.
(C) You can go to a website on the world wide web.
(D) You can inspect a hotel inside which you want to stay.

(a) A only
(b) C only
(c) B and D
(d) B and C
(e) None of these

8. (A) The Seven Horses hotel in Singapore is much great.
(B) He just doesn't live in the genuine world.
(C) This briefcase is made of authentic leather.
(D) She is a very genuine person.

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

9. (A) After his death, she went to the hospital to collect his personal affairs.
(B) He made a rather fragile attempt of an apology, but it didn't convince anyone.
(C) Abhijit was a dreadful opponent, and I respected him for that.
(D) I was feeling pretty anxious when she didn't arrive on time.

(a) A only
(b) B only
(c) D only
(d) C only
(e) None of these

10. (A) A brash walk before dinner helps to enforce the appetite.
(B) The death tally in the Pakistan earthquake has now risen to 300,000.
(C) Let's take a sluggish stroll along the beach, shall we?
(D) If you want to stay at home tonight, that's perfectly OK with me.

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

11. (A) My aunt bereaved Rs.500,000 in her will to cancer research.
(B) If I remember rightly she had two brothers, both older than her.
(C) If you want information about the publisher of this book, you can accede their website.
(D) Eating all those peanuts has attacked my appetite.

(a) B only
(b) B and C
(c) A and C

(d) D only
(e) Only A

12. (A) It's only fair that we should share the work equally.
(B) The Patna Book Fair is a very important event for most publishers.
(C) Our house gives us shelter through fair weather or foul.
(D) I've got fair eyelashes, hence my eyes look awful without mascara.

(a) A, B and C
(b) C and D
(c) A, C and D
(d) All of the above
(e) Only A and B

13. (A) The firefighters managed to save the people trapped in the burning third-floor flat.
(B) The countryside round here is terribly flattened and boring.
(C) To join the Lucknow Golf Club you pay a flattened fee of Rs. 5 lacs.
(D) He was able to erect the child's toy in five minutes flat.

(a) B and C
(b) A only
(c) A and D
(d) None of above
(e) A and B

14. (A) He struck a match box and we slowly began to look around the pitch dark room.
(B) The batsmen of the visiting team were not a matching for any of the home team batsmen.
(C) Their marriage has been called a matching made in heaven.
(D) The tense match between India and Pakistan ended in a draw.

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

15. (A) Rameez's going to be in the saddle while the boss is on the foreign trip.
(B) It's hard to know what to do when the management keeps moving the goalposts.
(C) Starting his own decorating business was just another of his half-baked ideas.
(D) We've had to tighten our belts since our father lost his job.

(a) A only
(b) B, C and D
(c) All of the above
(d) A, C and D
(e) A and B

16. (A) More unusual and original metaphors are used a great dealing in literature.
(B) All the world's a stage and all the men and women merely players.
(C) The candles of the night are burnt out; and the jocular day stands tiptoe atop the misty mountain tops.
(D) There is a tide in the affairs of men, which, taken at the peak of the flood, leads on to fortunate.

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

17. (A) This book threw a great deal of fresh light on the history of the period.
(B) We could save half an hour at least if we went through the wood forest.
(C) Try to keep your cool even if he argues with you.
(D) She spent all her life fighting to get her company recognised and magnificent.

(a) A only

(b) B only
(c) C only
(d) C and D
(e) A and C

18. (A) She works in a shop that sells lady's clothes.
(B) Do you like the new shades that I've got?
(C) Did you see that documentary about Wales on TV last night?
(D) Have you met Amita's newish boy friend?

(a) C only
(b) B only
(c) B and C
(d) D only
(e) C and D

19. (A) It was a very bad hotel, with an overpriced menu.
(B) In this program, you can choose to overwrite the existing file or to save it as a new file.
(C) Our garden is overshadowed by the apartment block built next door.
(D) Amit always felt overshadowed by his older, more talented and successful, brother.

(a) All of the above
(b) A, C and D
(c) A, B and D
(d) C and D
(e) None of the above

20. (A) Don't underestimate the time that the work will take.
(B) The company is variously understaffed.
(C) The underlying issue is a very simple one.
(D) Kapil wishes his would not undermine everything that he does.

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

(e) Only B

21. (A) The airline upgraded me to business class.
(B) There has been an upward upturn in the economy.
(C) Cross-border cooperation has led to series of arrests of drug smugglers.
(D) Cross-cultural misunderstandings happen very often in today's world.

(a) C and D
(b) B and C
(c) A and B
(d) A and D
(e) B and D

22. (A) He was ejected from the restaurants for bad behaviour.
(B) The engine emitted a loud noise and then stopped running.
(C) The building is adjacent of the hotel.
(D) She gave me an annotated edition to Salman Rushdie's works.

(a) A and B
(b) B only
(c) B and C
(d) D only
(e) All of the above

23. (A) I really think he overstayed his case, and lost a lot of sympathy.
(B) The plane's undercarriage failed to open and it crashed.
(C) A detailed list of the participants in the seminar is given overleaf.
(D) Rajendra has a very overbearing personality.

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

24. (A) The project was underfunded from the outset.
(B) During the cruise, a small cat fell board and drowned.
(C) Cooperation across the fronts has been very good.
(D) Cross-border cooperation has been exemplary good.

(a) A only
(b) B only
(c) C and D
(d) None of the above
(e) A and B

25. (A) The hotel staff members gave me a luxury room instead of the ordinary one I'd booked.
(B) Would you like to spend the night at the camp site or come back the same day?
(C) The problem that lies under surface is a very serious one.
(D) Misunderstandings between culture, is sadly, extremely frequent.

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

26. (A) I think this restaurant charges too much.
(B) The company experienced a rise in popularity since he changed its name.
(C) I felt that what she said was critical of my position and weakened it some well.
(D) It would be a mistake to think Monica was less intelligent than she really would be.

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

27. (A) The weather can't be predictable.
(B) Poisonous snakes can be easily identified.
(C) He thinks so much about his career that he has no time for their family.
(D) The new windscreen designs are supposed to be in the process of being

destructible by vandals.

(a) A and D
(b) A, B and C
(c) B only
(d) C and B
(e) Only C

28. (A) I had to postpone my trip to Kanpur.
(B) She asked the star for his signature on the behind of her table napkin.
(C) She took a degree in the sciences of crime at the Harvard University.
(D) The novel is largely based on the writer's own life story.

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

29. (A) It's an art exhibition looking back of the artists life and work.
(B) Deepak Chopra believes you can cure yourself into telling yourself that you are cured.
(C) Working at the home site and keeping in contact with the office by phone, fax and electronics is becoming increasingly common.
(D) Some constituencies are now deliberately trying to becoming less backward.

(a) None of Above
(b) A only
(c) C only
(d) D only
(e) A and C

30. (A) Most of the time modern airplanes fly on autopilot.
(B) The firm makes job applicants do a graphology tests.
(C) Rajat's a technique-wizard!
(D) Is it OK if I post-date this cheque!

(a) A only

(b) B only
(c) C only
(d) D only
(e) All of the above

31. (A) The company will be committing economics hara-kiri if it agrees to such a proposal.
(B) Most children these days are inoculated against vaccines when they are babies.
(C) I have some lovely pink earrings, they match my pink pendant perfectly.
(D) A weekend at the seaside was just the roster we needed after the long arduous journey.

(a) A only
(b) A and B
(c) A and D
(d) C only
(e) None of the above

32. (A) Seventeen prisoners have broken out into the high security Ambarka jail.
(B) The disease has broken out of several villages in the north of the country.
(C) Economists are looking out for signs in an end to the recession.
(D) He stood at the corner looking out at passing cars.

(a) A only
(b) C and D
(c) B only
(d) None of the above
(e) A and D

33. (A) There has been a breakout of a high security jail.
(B) There has been an outbreak of the deadly disease in several villages in the south of the state.

(C) The outlook is not gracious as the country's economy seems be stagnant.

(D) He was the overlooker while the others robbed the bank.

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

34. (A) I have always maintained a policy of not intervening affairs that are not my business.

(B) The traffic was stationery for a few minutes after the accident, then its begun to move again.

(C) She paid me a nice complement by saying that I was the most intelligent person she had ever worked with.

(D) I am sorry but I wasn't trying to avoid you.

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

35. (A) At the entrance there was a big signal saying 'No dogs allowed'.

(B) The coach intervened in order to stop the argument between the two players.

(C) The other benefits I received in the job were complimented by an excellent pension plan.

(D) If you need stationery for your desk at the office, just ask the secretary.

(a) A only
(b) B only
(c) C only
(d) D only
(e) All of the above

36. (A) Amitesh was continually complaining about something or other.
(B) Amit was fined Rs. 25,900 for avoiding taxes and failing to declare one's income.
(C) The signal changed to green and the train moved away from the station.
(D) You have to press the button continuously until the light comes out.

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

37. (A) I don't think these sweaters will outlast till the end of the season.
(B) We ended up the table and used it to block the doorway.
(C) The cheetah is such a fast animal that it can even out run the fastest cars.
(D) Binny is always trying to do out everyone.

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

38. (A) The committee held up her complaint, and she was awarded compensation.
(B) The Rolling Stones have out lasted most other music groups of the 1960s in popularity.
(C) We ended up eating in a dingy café on the edge of town.
(D) I'll leave on Monday as I don't want to stay out my welcome.

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

39. (A) There has been a violence out break in the old part of the city.
(B) I couldn't go to work since my stomach was bad inside.
(C) He is extremely cheerful and positive about his life.
(D) They fooled him into thinking his car had been set up and stolen, but it hadn't.

(a) A and C
(b) D only
(c) C only
(d) B only
(e) None of the above

40. (A) I imagine that I would get bored if I had a nine-and five job.
(B) When I arrive in the morning and leave in the evening I use this card to clock out and check in.
(C) I'm very tired as recently I've had a very heavy task.
(D) I don't want an office job because I don't want to spend all day stuck in house.

(a) A only
(b) B and C
(c) None of the above
(d) D only
(e) B only

41. (A) Amitabh can clock in any time between eight and ten and clock out between four and six; he is on flexi-time.
(B) I'd hate to feel trapped in my job and to be stuck inside lift.
(C) Amitabh's not here this evening, he's working nights as he does shifty work.
(D) Amitabh said "I work for different companies at different times as it suits me. I'm flexi-worker."

(a) A only
(b) B only
(c) C only
(d) D only

(e) All of the above

42. (A) I used to work for a company, but now I'm my own senior boss, I'm free lance.

(B) Ravindra stopped working in the restaurant as it was just a dead shift.

(C) When I was working for Reliance, all I could think of all day was about the evening.

(D) Being a corporate executive is a nice job, but you can't go out much with friends.

(a) A and C

(b) C and D

(c) D only

(d) A and B

(e) B and D

43. (A) A unique painting will come inside the hammer in at Sotheby's tomorrow.

(B) It's a sensible idea to shop around a bit before buying a computer.

(C) Jimmy has promised me that, if he ever decides to sell his motorbike, I can have refusal onit.

(D) Amisha doesn't mind trying a hard sell on a person who has expressed an interest in her company's products.

(a) B and C

(b) A and C

(c) D only

(d) B and D

(e) Only B

44. (A) I wasn't sure whether the shoe would fit my son's foot size so I bought it on approval.

(B) If you hope to make a bids for something in an open auction you first have to catch the auctioneer's eyes.

(C) If you work as a receptionist in this industry you spend most of your

day on the cold-calling.

(D) They produce special implements for elderly people who like to do yoga and have really captured this very wide market.

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

45. (A) As they had common business interests, it did not take them very long to come to an agreement on the issues under discussion.

(B) If you want to go into the manufacturing business, you had better be prepared for a lot of bureaucracy and governance.

(C) Sportswear is very profitable business to be in at the peak of the inflation.

(D) Only a small percentage of IIM Graduates have a real talent for the risk-taking of opening new business avenues.

(a) A only
(b) B only
(c) C only
(d) D only
(e) All of the above

46. (A) Does the customer know that he has many accounts outstanding which have yet to be paid?

(B) Until what date is the employment contract valid to expire?

(C) Please let us know when you receive our payment.

(D) It is very important that you complete your work by the agree time table.

(a) A and B
(b) C and D
(c) C only
(d) B and D

(e) None of the above

47. (A) Perizaad is working on a very interesting resource project at the moment.
(B) Unfortunately, there's a morale flaw in your reasoning.
(C) What used to be called Personnel in the 1980s is now named Human Resource.
(D) Mr. Mazumdar, the new COO is doing his best to raise the morale in the office.

(a) A only
(b) B only
(c) D only
(d) A and C
(e) All of the above

48. (A) The top brass of an organisation is often in the habit of rewarding itself, regardless of the performance of the organisation.
(B) It is impossible to be both brainy and beautiful at the same time.
(C) Managers don't pay enough attention to the people who work for them.
(D) Large businesses succeed by destroying small businesses.

(a) All of the above
(b) B, C and D
(c) A, B and D
(d) D only
(e) Only A

49. (A) It's very easy to fall behind your annual targets even if you under perform for a few days every month.
(B) She seemed to just breeze through the exams.
(C) I just can't seem to get hang of my biology subjects.
(D) When I sat down and looked at the exam paper my mind just went black.

(a) A only
(b) B only
(c) C and D

(d) A and B
(e) D only

50. (A) He is the nicest person you can hope to come across.
(B) Six Indians were awarded the Order of Merit by the foreign dignitary.
(C) You should treat everyone with equal respect.
(D) Man is a severely competent person.
(a) A only
(b) B and C only
(c) A and C
(d) A, B and C
(e) None of the above

Type 4

Directions for Questions 1–50: *In each of the following questions, one or more of the sentences is/are incorrect. You have to identify the incorrect sentence/s:*

1. (A) Soaring oil prices have raised the stakes in China's game of brinkmanship over the hotly disputed Spratly islands, with the Philippines this week becoming the first rival claimant to break ranks.
(B) In a separate development, Beijing reacted with unusual restraint to Vietnam's announced plans to begin regular air services to another Spratlys atoll within months, indicating that the feuding neighbors may have reached an accommodation on the issue.
(C) Philippine President Gloria Macapagal-Arroyo and her Chinese counterpart Hu Jintao agreed at talks in Beijing jointly to study potential oil deposits in the South China Sea atolls as part of a three-year research project involving two state energy firms.
(D) A communiqué by the Philippine government went to great pains to emphasise that the pact did not imply that the two countries, whose naval forces have clashed over the contested reefs, would proceed past the drilling stage.

(a) A and B
(b) B and D
(c) A, C and D
(d) D only
(e) All of the above

2. (A) Salvation was to come from the direction of Central Asia, with Russia shipping 400,000 barrels per day of crude through an overland pipeline to Daqing, in northern China.
(B) However, it is more than a year behind schedule, and dogged by uncertainty.
(C) Suddenly the hundreds of coral atolls have shifted over into focus, even though the documented evidence of oil and gas supplies is at best circumspect.
(D) Diplomatic reports suggest that China may be poised for a decisive push into the region.

(a) A only
(b) A and C
(c) C only
(d) A, B, C and D
(e) Only B

3. (A) Tokyo, concerned that gas fields on his side of the boundary might be exhausted, sent a survey team to the area in July.
(B) Japan's gas reserves are projected at 200 billion meters, a commercially viable level.
(C) Beijing proposed in June that the gas field be jointly developed, but Tokyo has not responded, reportedly because the extent of the Chinese reserves is unknown and out of concern that the issue might inflame tensions between China and Taiwan.
(D) Further to the east, Petro China has been given the green light to begin drilling for gas near the Nanxia Archipelago, a strategic area contested by Vietnam, Malaysia, Taiwan and the Philippines.

(a) A only

(b) B only
(c) A and B
(d) A and D
(e) None of the above

4. (A) Think of the merger and acquisition (M&A) game and immediately a lot number of American or European companies come to mind.
(B) Indian firms takes over more than 75 international companies last year.
(C) Among the most publicised deals, Tata Motors, part of Tata Group, India's oldest industrial conglomerate, bought South Korean company Daewoo's truck plant in that country.
(D) Reliance Infocomm, belonging to India's largest privately held business house, Reliance Group, took over Flag International, a major telecom network, for US $211 million.

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

5. (A) In fact, the global ambitions of Indian industrial houses are best illustrated by Aditya Birla Group, which has a presence in 18 countries and overseas revenue of $1.8 billion.
(B) The group employs 12,000 people in 20 countries.
(C) Their manufacturing activities include carbon black, tire cord, viscose staple fiber, metals and chemicals.
(D) Earlier, global operations for an Indian company means plain exports.

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

6. (A) It began with acquisitions in the information technology and related services sector.
(B) In pharmaceuticals, Wockhardt has bought C P Pharma of the United

Kingdom for $10.85 million.

(C) Tata Tea has taken over Tetley of the UK, the world's biggest tea bag maker, for $430 million.

(D) With the processes, it has become the world's second largest tea company.

(a) B and D
(b) D only
(c) B only
(d) A, B and D
(e) A only

7. (A) There are two main reason for that predatory mood.

(B) Having established a domestic presence, the component makers are now looking for an international presence.

(C) Second, having improved their productivity, quality and reliability, Indian companies feel more confident about spreading their wings abroad.

(D) Various other factors are being attributed to this Indian penchant for the takeover game in all sectors.

(a) A only
(b) A and B
(c) B only
(d) none of those
(e) C only

8. (A) Since 1996, it has been regularly been winning GM's "Supplier of the year" award.

(B) It is on the urging of GM that SFL set up its China operations in May 2004 in Hainan province.

(C) A presence aboard means easier reaches to new markets.

(D) This explains why TVS Group has also set up motorcycle plant in China.

(a) A and C
(b) A, C and D

(c) C and D
(d) A and D
(e) All of the above

9. (A) A changing perception as to India has also helped.
(B) India is no longer a backward, third world country.
(C) Helping boost the image are favorable opinions of leading international financial institutions (FI).
(D) India will be the third biggest economy by 2050, just behind China and the US, in that order.

(a) A
(b) A and D
(c) B only
(d) No error
(e) C only

10. (A) Alfa Laval India, which has plants in three locations, is taking this step to better utilise its reserves.
(B) In the UK alonely, Indian firms have about 440 investments/joint ventures.
(C) There are 1,441 Indian companies operating in Singapore.
(D) Of these more than 450 are technology enterprises.

(a) A
(b) B
(c) B and C
(d) no error
(e) A and B

11. (A) A print design project communicates a message.
(B) Contrast is a good way to create a noticeable design and layout.
(C) Contrasted can be size, color, direction, format or the expected versus the unexpected.
(D) Size contrast can involve graphics or type.

(a) B
(b) B and C

(c) C
(d) A, B and C
(e) A and C

12. (A) I remember seeing a full page-advertisement with a bright background colour.
(B) The only other item on the page was a very small line of type in a lighter shade of the same colour.
(C) Since I can still recall the ad, it must made an impression.
(D) Using colour to impact your design works best when it involves the unexpected or extreme.

(a) B
(b) C
(c) D
(d) No error
(e) A

13. (A) Moving one by one step away from the expected with graphics and photography can also create reader interest.
(B) Try using a conceptual image or photo to highlight your main message versus very first thing to come to mind when thinking about your product or service.
(C) Another form of contrast is in the actual design.
(D) An unusual fold in a brochure or direct mail piece can add excitement.

(a) A and B
(b) B only
(c) A only
(d) No error
(e) B and D

14. (A) The typeface that you choose for your print project is an important piece of the foremost overall design process.
(B) First, narrow down your choice by selecting the tone you want to present.

(C) Typefaces can convey personality.

(D) For instance, if you are in the banking industry you might choose a classic serif font such as Garamond, to convey dependability.

(a) A only
(b) B only
(c) C only
(d) no error
(e) D only

15. (A) Readability is crucial.

(B) Be sure the font we choose is legible and logical.

(C) With all of the newest and interesting typefaces available today, it is tempting to pick one that you think looks “cool”.

(D) This can work if you are going for an edgy look that will appeal to a young audience, but your copy still needs to be easily understood.

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

16. (A) Words setting and word spacing are another consideration to achieve for your design.

(B) The optimal setting for your body text is flush left, rag right.

(C) This setting allows comfortable readability.

(D) The flush left makes it easier for the reader to find the next line.

(a) B only
(b) C only
(c) B and C
(d) no error
(e) A only

17. (A) Justified text work best for a lengthy materials such as books or

magazine articles.

(B) Centered text will create right and left ragged edges.

(C) This can create a dignified look if treated carefully.

(D) Vary the lines to give the ragged edges an interesting look and try increasing the space between the lines to add readability.

(a) A only

(b) A and D

(c) B and D

(d) C and D

(e) None of the above

18. (A) The brain is a strange organ.

(B) It works in ways we don't understand and manage to create everything we see.

(C) Working at odds with the rest of the body it performs best when we are not consciously trying.

(D) Creativity will be at the life-blood of every facet of life.

(a) B and D

(b) B only

(c) D only

(d) A and B

(e) A only

19. (A) One easy answer is water colour painting.

(B) The gentle movement of a brush has a relaxing, de-stressing effect which has also been noted in activities such as calligraphy.

(C) Whilst the mix of colours and there application energises parts of the brain which would normally get scanned stimulation.

(D) Couple this to mix this a visual/tactile experience as your painting emerges and presto!

(a) B, C and D

(b) C and D

(c) B and D
(d) B and C
(e) A, B and C

20. (A) Painting a water colour is a life-affirming thing.
(B) You have an image of the world in your head.
(C) You start getting it down on your art paper and before you know it you have captured a piece of the world around you and it's been through your own efforts.
(D) What could be more satisfying than that?

(a) B only
(b) B and D
(c) A and C
(d) no error
(e) A and B

21. (A) The rightfully believing that his geniuses in poetry laid in personal utterances, Irish poet William Butler Yeats recognised that these personal utterances alone could not organise a body of a lyric poetry and drama into the organic structure he hoped to build.
(B) For one thing personal utterances is beset by danger of sentimentality, which leads poetry away from that reality that poetry would deal with various kinds of self-pity and self-deceptions.
(C) He thus has to technique by which the person could some how be objectified, be given the appearance of impersonal "truth" and yet retained motive force of privately felt belief.
(D) The partial solution was the theory the mask.

(a) A, C and D
(b) B, C and D
(c) A, B, C and D
(d) A and B
(e) All of the above

22. (A) Those not under the confluence with the mask are much more

concerned with the things at hand.

(B) They see no reason of building castles in the air and certainly no reason to go live into them.

(C) They will not dare to dream and will like things to be as they appear or seem to appear.

(D) They do not question and certainly do not venture to know more than what is let known to them by their predecessors.

(a) A and B
(b) A, C and D
(c) A, B and C
(d) none of these
(e) A only

23. (A) We observe today not a victory of party but a celebration of freedom.

(B) Symbolising an end as well as a beginning.

(C) I have sworn before you and Almighty God the same solemn oath our forbears will prescribed nearly a century and three-quarters ago.

(D) The world was very different now.

(a) A, C and D
(b) A and B
(c) A, B and C
(d) All of above
(e) B and C

24. (A) Let the world go forth from this time and place would be to friend and foe alike.

(B) The torch has been passed to a new generation of Americans.

(C) Born in this century, tempered by war, disciplined by a hard and bitter peace, proud of which our ancient heritage.

(D) Unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed.

(a) A and C
(b) A, B and C

(c) A, C and D
(d) A only
(e) No error

25. (A) In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger.
(B) I do not believe that any of us would exchange places with any other people or any other generation.
(C) The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it.
(D) The glow from that fire can truly light the world.

(a) A only
(b) B only
(c) C only
(d) no error
(e) D only

26. (A) Finally, television stars had came into their own.
(B) They are big enough to be ‘celebrity contestants’ on KBC.
(C) Of course, there are also endorsements, charity causes and ribbon-cuttings that were hitherto reserved for the big screen idols.
(D) These gods of Bollywood clutter as the preferred professionals for festivals in Navratri and Diwali melas.

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

27. (A) “I just reads in a news magazine that TV comprises 67 per cent of the Indian entertainment industry.”
(B) Films and other things comprise the other 23 per cent.
(C) Finally, television is at par with the film industry.
(D) A TV actor is a bonafide star now and TV is not a poor cousin of

Bollywood anymore.

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

28. (A) I am probably the world's worst cook.
(B) I am fine when it comes to appreciating this cuisines of great chefs but, left to myself, I couldn't even fry an egg.
(C) It is not that I don't know how to do all this.
(D) I can tell you how a kakori kabab is made, how the flavour of a coq au vin is directly related to the wine you should use.

(a) A only
(b) B only
(c) B and D
(d) no error
(e) C only

29. (A) The problem is that I am all theory; no practice.
(B) Put me in a kitchen and a look of panic will settle on my face while I clumsily bash around with the pots and pans.
(C) Within the trade, they have a term for this: a bad hand.
(D) A good chef is not somebody who know how the great dishes are made while these days everybody has access to most recipes.

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

30. (A) The reason I like risotto has nothing to do with taste.
(B) Most rice dishes, pulao for instance—require you to cover the rice with water and then go away and do something else while it cooks.

(C) It requires very constant attention.

(D) Take your eye away from the pan and you will soon have an ex-risotto or a risotto that has failed its exam.

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

31. (A) The whole point of a risotto is that the creaminess comes from the rice's own starch.

(B) You should never wash the rice you use for risotto (to preserve the starch) but should add it straight to the pan.

(C) Then you need to add stock, one ladleful at a time, and stir, stir, stir.

(D) It is the stirring that persuades the grains of rice to surrender to their starch.

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

32. (A) A new year is a goodwill time for a reality check on your love life.

(B) If we have attached any much importance to specific days, using those days to take specific decisions is a strategic approach.

(C) Let go of memorabilia from old, failed relationships.

(D) Bring all problems to the table in a spirit of give and take and thrash things out.

(a) A and B
(b) B and C
(c) C and A
(d) D and B
(e) A and D

33. (A) The phone rang horribly late at night fall but, for reasons I cannot fathom.
(B) Normally the hour and tone of the conversation would undoubtedly have put me off.
(C) I am a regular reader of your column and I notice that you are always criticising everything.
(D) The bold and blunt query took me aback.

(a) A only
(b) B only
(c) C only
(d) D only
(e) All of the above

34. (A) A reflective calm seemed to have released the earlier impatience.
(B) Why don't you write about what you like about India?
(C) Give me three good reasons on a Sunday morning to feel happy and satisfied.
(D) Instead, you often leave me feeling the opposite other way.

(a) A and C
(b) B and D
(c) A and D
(d) C and D
(e) Only B

35. (A) When they want to, Indians have an amazing way of telling the truth.
(B) At the most surprising of moments they exactly blurt it out.
(C) It's said without artifice and without care for political correctness.
(D) Unvarnished it no doubt is but it's also refreshingly unalloyed.

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

36. (A) In fact, no other country seems to have this incredible quality.
(B) The Brits are too phlegmatic, the French too loquacious, the Germans far too upright and the Italians simply muddleheaded.
(C) The Americans wouldn't know enough and the Chinese races would be horrified at anything approximates to the blunt truth.
(D) That's not their way of doing things.

(a) A only
(b) B only
(c) C only
(d) D only
(e) None of these

37. (A) They don't ever care if they end up making a spectacle of themselves.
(B) They do it because they feel they have to.
(C) The passion that moves them cannot be diffused by etiquette or politesse or even lack of opportunity.
(D) So, this morning, I want to compliment my late night interlocutor for helping me appreciate a quality I had not properly think before.

(a) A and B
(b) C and D
(c) A, B and D
(d) none of these
(e) A and C

38. (A) Do you knew how many illegal Bangladeshi immigrants there are in India?
(B) I ask because this truth is that nobody knows how many illegal Bangladeshi migrants have made India their home.
(C) Every figure you read will be an approximation.
(D) The 30-million figure, for instance, is usually quoted by people who want to claim that the problem of migration has now veered dangerously out of control.

(a) A and B
(b) A and C
(c) B, C and D
(d) A, B and D
(e) All of the above

39. (A) At an incentive level, however, we do recognise that there are many illegal migrants in India.
(B) The border between India and Bangladesh is porous and there is little that anyone can do to check migration.
(C) Moreover, many people in the border villages do not recognise that an international boundary exists.
(D) It is not uncommon for a man to cycle from a Bangladeshi village to a town in India to buy something—and for him to then cycle back home on the same day.

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

40. (A) First of all, there are supposed to be too many of them.
(B) Secondly, there is a danger that some of them will have terrorist links.
(C) There are simply not enough jobs too go around.
(D) If you think about it, no of this makes much sense.

(a) A, C and D
(b) B, C and D
(c) C and D
(d) A and D
(e) All of the above

41. (A) In my view, the police should have better things to do.
(B) I don’t to think it is possible for anybody to support the manner in which alleged Bangladeshis are being deported.

(C) I have been reading a pamphlet produced by the Citizen's Campaign for Preserving Democracy.

(D) Members of this group studied the way in which the police rounded up Bangladehis.

(a) A only

(b) B only

(c) C only

(d) D only

(e) B and C

42. (A) In effect, this means that the authorities can decide that anybody is an legal immigrant and can throw him out of the country.

(B) There is nothing a victim can do by way of protest.

(C) There is no appeal at all.

(D) Anybody who does not keep them happy will be deported unless he then pays off the local police.

(a) A only

(b) B only

(c) C only

(d) D only

(e) None of these

43. (A) For anyone who believes in the law of averages or the notion that whatever goes up must come down, it may well appear that the prospects for 2006 will not be as bright as they were in the last year.

(B) After all, world economy grew at 4 per cent-plus for the second consecutive year in 2005.

(C) Significantly, the biggest contribution to global growth came from Asia.

(D) The Indian economy has grown at nearly 8 per cent in 2005, which is a rare feat considering that agricultural growth were quite ordinary.

(a) A only

(b) B only
(c) A and D
(d) D only
(e) D and B

44. (A) One of the most telling trends of last year were that news of 8 per cent GDP growth stopped surprising us in India.
(B) The competitiveness-led buoyancy would continue and consolidate further in 2006.
(C) Even if one grants the possibility of some cyclical correction in the global growth momentum or the consumer demand, there is likely to be a compensatory force in the formed of investment demand.
(D) No doubt, with such robust investment activity, it is now going to be increasingly difficult to keep interest rates low.

(a) A and C
(b) B and C
(c) A and D
(d) C and D
(e) B and D

45. (A) As the growing economy makes increasing demands on infrastructure inputs, these problems could worsen in the coming year.
(B) Therefore, addressing infrastructure gaps needs to doing our topmost priority next year.
(C) The second risk lies in the global macroeconomic imbalances, reflected in the twin deficits of the US and rising surpluses of Asia.
(D) The longer these imbalances have persisted, the greater has become the risk of a disruptive correction.

(a) B only
(b) A only
(c) D only
(d) C only

(e) None of these

46. (A) Where there are wills there's always a way.
(B) This is an old saying, but so true.
(C) All these years we have been hearing from BCCI officials that if players don't play domestic cricket, they will not be considered for selection to the national team.
(D) That was only talk and nothing else, for most of the top players stayed away from Ranji, Duleep or Challenger Trophy games.

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

47. (A) The only problem is that the wickets that are on offer for domestic cricket are hardly conducive for batsman.
(B) It is here that BCCI needs to show the same will, as they have shown in making players play domestic cricket.
(C) For years now, pitches have been prepared to suit the home team's strengths and that is fine so long as the pitch is not a lottery.
(D) If one goes by the scores in some of the matches, especially Delhi's games, then it is quite obvious that the pitches prepared are sub-standard and not conducive to a fair contest between bat and ball.

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

48. (A) A day after a controversy broke out over medicines manufactured by the guru, the Health Ministry said that they would put the medicines to the test.
(B) The government will not scrap the Delhi-Mumbai airport

modernisation plan.

(C) In the district town, the children told the committee members that they were not consuming the meals served by the schools.

(D) The committee would keep watch on the quality of grain.

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

49. (A) In an economy heady with its success in Information Technology, it is easy to forget that industrially advanced regions like California or countries like France are also leading agriculture producers.

(B) But politicians have not been particularly helpful in the process.

(C) The situation there is almost alarming.

(D) The spread of these activities to the south is a clear matter of worry.

(a) B only
(b) A only
(c) D only
(d) No error
(e) C only

50. (A) "You are from England? After Israel and America you are our best friends."

(B) The national team floundered thanks to an insistence that players be pious rather than professional.

(C) In Iran, the conservative clergy has no greater foe than soccer.

(D) Now, any Iranian football defeat is laid at their feet.

(a) B only
(b) A only
(c) D only
(d) No error
(e) B and C

Answer Key

Type 1

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

29. (d)
30. (d)
31. (d)
32. (a)
33. (d)
34. (b)
35. (a)
36. (a)
37. (b)
38. (b)
39. (a)
40. (c)
41. (c)
42. (b)
43. (c)
44. (d)
45. (a)
46. (c)
47. (c)
48. (b)
49. (d)
50. (a)

Type 2

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

8. (a)
9. (c)
10. (d)
11. (d)
12. (a)
13. (b)
14. (d)
15. (b)
16. (d)
17. (b)
18. (b)
19. (d)
20. (a)
21. (b)
22. (d)
23. (d)
24. (c)
25. (d)

Type 3

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

12. (d)
13. (c)
14. (c)
15. (c)
16. (d)
17. (c)
18. (c)
19. (a)
20. (a)
21. (d)
22. (b)
23. (a)
24. (d)
25. (c)
26. (a)
27. (c)
28. (a)
29. (a)
30. (a)
31. (d)
32. (d)
33. (c)
34. (b)
35. (b)
36. (c)
37. (c)
38. (a)
39. (c)
40. (c)
41. (a)

42. (b)
43. (d)
44. (a)
45. (a)
46. (c)
47. (c)
48. (a)
49. (d)
50. (d)

Type 4

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

21. (c)
22. (a)
23. (a)
24. (a)
25. (d)
26. (a)
27. (a)
28. (b)
29. (c)
30. (b)
31. (d)
32. (a)
33. (a)
34. (c)
35. (b)
36. (c)
37. (b)
38. (a)
39. (a)
40. (c)
41. (b)
42. (a)
43. (d)
44. (a)
45. (a)
46. (a)
47. (b)
48. (c)
49. (b)
50. (d)

Explanatory Notes

Type 1

1. B is the best way of expressing the idea.
2. D. The correct answer corrects the incorrect use of I in the other sentences.
3. The improper use of the pronouns *one* and *you* is corrected in Choice E.
4. The omission of the past participle *been* is corrected in Choice D.
5. A. There is no error in the original sentence.
6. D. The correct pronoun is *its.*
7. No error. *Poor product quality* is singular, so the singular noun ‘ it’ must also be correct.
8. A. No error. The phrases are all parallel: soft hair sharp paws, and keen sense of hearing
9. D. *Having bowed our heads* is a dangling modifier. Option D is the best way of rephrasing it.
10. Option D is the best way of phrasing the message.
11. B. This corrects the unnecessary switch in the pronouns, *anyone-you.*
12. C. This is the most correct and concise form of the sentence.
13. A. There is no error in the original sentence.
14. D. *The reason is that* is preferable to *The reason is because.*
15. D. This corrects the double negative *(hadn’t hardly)* and also uses *those* with *kinds* correctly.
16. D. Both together and up are unnecessary since their meaning is included in the words cooperate and divide.
17. D. Parallel structure requires the use of the verbal noun as the object of the verb enjoyed: Enjoyed what? splashing, bathing; and sun bathing, Enjoy should not be followed by an infinitive construction.
18. C. The other choices have misplaced modifiers.
19. B. The clause that money doesn’t make you happy is the predicate

nominative of the verb is.

20. D. This is an incomplete sentence since the verb is missing. Option D provides the verb (is *recognised)* and presents the only complete sentence among the options.
21. D. This was an unnecessary shift of pronoun. Do not shift from *you* to *one.* Choice D changes the meaning unnecessarily.
22. C. The demonstrative pronoun *those* is needed here —*from those* (persons).
23. B. This corrects the dangling participle and the misuse of *stole* for *stolen.*
24. D. None of the sentences are correct.
25. D. Do not use calculate or reckon when you mean think.
26. A. This question tests the agreement between subject and verb and pronoun and antecedent are both involved. *Community* (singular) needs a singular verb, *influences.* Also, the pronoun which refers to *community* should be singular *(its).* Choice B is best.
27. Option C is the correct answer as it is the best way of expressing the idea. All the other options are awkward
28. Option B is the best way of phrasing the answer. The original sentence contains a dangling participle *depending.* The other choices change the emphasis presented by the author.
29. D. Either should precede the two choices offered.
30. D. Since the words *but also* precede a phrase, the words *not only* should precede the previous phrase.
31. Option D is the most appropriate answer. The pronoun *they* has to match with *their*.
32. A. No error. Option D is also correct grammatically, but it changes the message.
33. D. The other options repeat the word ‘person’ unnecessarily.
34. B. Choice A suffers from the use of the ambiguous pronoun *they*. Choices C and D are correct grammatically but they change the message by dropping the word *immediately.*

35. A. Choice A is correct because the subject of the verb *had* must be *who,* not *whom. Which* in Choice E should not be used to refer to a person.
36. A. *Already* is an adverb; *all ready* is an adjectival construction. *Allready* is a misspelling. Choices D and E do not convey the thought of the sentence.
37. B. One way of correcting a dangling participle is to change the participial phrase to a clause. Choices B and D substitute clauses for the phrase. However, choice D changes the meaning of the sentence.
38. B. "He" is the subject of the sentence, which takes who as the relative pronoun.
39. A. No error. Some of the other sentences are also grammatically correct, but are rejected on the grounds that Choice A is more concise than them.
40. C. This choice does not violate the parallel structure, neither does it change the original message.
41. Choice C corrects errors in the possessive form of *government* (needed before a verbal noun) and *it.*
42. B. The agreement should be between *Her elder brother* and *insists.*
43. C. This is also an error in agreement: *Kind* is singular and requires a singular modifier *(this).*
44. D. This choice eliminates the error in parallel structure.
45. A. The correct idiom is *graduate from.* Choice C changes the meaning of the message.
46. C. This corrects the two errors in this sentence—the error in case *(me* for I) and the error in tense *(had finished* for *finished).*
47. C. In choices A, B, and D, the modifier *familiar* is dangling. Choice C corrects the error while retaining the original meaning of the sentence and conveying it most concisely.
48. B. The preposition *with* is needed to complete the phrase *has gone hand in hand with*. Choice C unnecessarily loses the parallel structure.
49. D. It is the shortest and most concise form of writing the sentence, while

retaining the original idea.

50. A. The correct answer is Option A.

Type 2

1. B. *Referred back* is redundant. The prefix *re* means “back.”
2. Option B is the best way to convey the message.
3. C. The *either... or* structure should always be asclose as possible to the things that they are attached to.
4. Option A maintains the parallel structure in the best way.
5. A.
6. C.
7. D. The modifier ‘Being in the need of a variety of clothing’ qualifies for the pronoun ‘he’. As a general rule, the modifier must be placed as near to the noun or pronoun it qualifies, as possible. Option D is both, grammatically and structurally correct.
8. A. The ‘first principle’ of sentence correction questions is, ‘never make an unnecessary correction.’ There is nothing wrong with the original sentence. The modifier is correctly used and the part also follows ‘subject-verb agreement.
9. C. The problem in the original sentence is in the use of the noun (completeness) in place of an adverb (completely). Option C corrects this.
10. D. A question on parallelism. Two ‘actions’ are being described in the underlined part of the sentence, and both the ‘actions’ must be in the same form.
11. D. Option A is incorrect as it uses the adjective AFTER the noun it qualifies. Options B and C are eliminated as they change the meaning of the sentence. Hence, the correct option is D.
12. A. The original sentence is correct and needs no change.
13. B. The only problem with the original sentence is its structure. ‘cells of the militants’ should be replaced with ‘the militants cells’. Moreover,

the use of the modifier ‘only’ at the appropriate place can make the sentence correct. Option C changes the meaning of the sentence, and hence it is eliminated.

14. D. A question on parallelism. As the sentence has several ‘actions’, all the ‘actions’ must be in the same form. Only option D takes care of it. None of other options follows the rule of parallelism.
15. B. Another question on parallelisms which are only dealt with correctly in option B.
16. D. *Despite* should be used as a preposition, not as a word joining clauses.
17. Option B is the most grammatically correct way of phrasing the message.
18. B. The two verbs should be parallel: *start* and *press.*
19. D. The key idea is that *he is an asset to the organisation.* To create a suspenseful or periodic sentence, the writer should place *he is a genius* at the end of the sentence.
20. A. Never change a correct sentence.
21. B. ‘To provide’ is the best way to state the idea.
22. D. A sentence that tests the knowledge of ‘prepositions’ and ‘parallelism’. Option D is perfect.
23. D. *One’s natural ability* is the best way to phrase the start of the underlined portion. That leaves us with option B & D. Option D is more succinct and correct.
24. C. ‘Entrust with’ is the correct phrase. This eliminates options A and D. The noun ‘upliftment’ has to be used instead of the verb ‘uplift’.
25. D. A question on parallel structure.

Flavour of Exams

SENTENCE CORRECTION AND GRAMMAR

XAT 2012

1. Which of the following sentences is grammatically incorrect? (1 mark)
   (a) Bats are able to fly in the dark.
   (b) Bats can fly in the dark.
   (c) Bats have the ability to fly in the dark.
   (d) Bats cannot fly in the dark if it rains.
   (e) Bats have the ability of flying in the dark, if it does not rain.
2. Choose the grammatically correct sentence from the options given below. (1 mark)
   (a) Surprisingly, given the recent labour problems in the factory, the factory manager has enjoyed considerable support from they who had previously challenged his leadership.
   (b) Surprisingly, given the recent labour problems in the factory, the factory manager has enjoyed considerable support from them who had previously challenged his leadership.

(c) Surprisingly, given the recent labour problems in the factory, the factory manager has enjoyed considerable support from he who had previously challenged his leadership.

(d) Surprisingly, given the recent labour problems in the factory, the factory manager has enjoyed considerable support from those who had previously challenged his leadership.

(e) Surprisingly, given the recent labour problems in the factory, the factory manager has enjoyed considerable support from that who had previously challenged his leadership.

XAT 2013

1. Read the following sentence and choose the best alternative which should replace the *italicized* part of the sentence.

To be a great manager *requires, strong inter-personal skills, the ability to think fast, and demands* a can-do attitude.

(a) requires strong inter-personal skills, the ability to think fast, and demands

(b) requires strong inter-personal skills, the ability to think fast, and

(c) requires strong inter-personal skills, demands the ability to think fast, and

(d) requiring strong inter-personal skill, an ability to think fast, and demands

(e) demands strong inter-personal skills, an ability to think fast, but with

2. Read the following sentence and choose the best alternative which should replace the *italicized* part of the sentence.

The tremendous insight of Einstein was that the passage of time does not appear to be the same *while standing still as it does to a person traveling* at a speed which is a significant fraction of the speed of light.

(a) while standing still as it does to a person traveling

(b) to a person standing still as to a person traveling
(c) to a person who is standing still as a person who is traveling
(d) while standing still as to traveling
(e) to a person standing still as to a person who travels

3. Read the following sentence and choose the best alternative which should replace the *italicized* part of the sentence.

Economic theory fails to explain the extent *to which saving from personal income has shifted* to short-term bonds, money-market funds, and other near-term investments by the instability in the futures market.

(a) to which savings from personal income has shifted
(b) of savings from personal income that has been shifted
(c) of savings from personal income shifting
(d) to which savings from personal income have shifted
(e) to which savings from personal income have been shifted

XAT 2014

1. The MBA (1) is hardly a prerequisite for success, but II (2) certainly helps (3), and it has been getting more important (4) in recent years. Most (5) MBA programs equip their graduates to understand how (6) to deal with many of the important questions that their organizations will need to tackle (7) over time, and (8) that they will face in their careers.

The above italicized numbered words will he correctly represented by the following parts of speech:

(a) 1-Noun, 2-Pronoun, 3-Adverb, 4-Adjective, 5-Adjective, 8-Conjunction
(b) 1-Noun, 3-Adjective, 4-Adjective, 6-Adverb, 7-Adverb, 8-Article
(c) 1-Noun, 2-Pronoun, 4-Adjective, 7-Adverb, 8-Conjunction
(d) 2-Pronoun, 3-Verb, 4-Adverb, 6-Adverb, 8-Article
(e) 2-Pronoun, 3-Verb, 4-Adjective, 7-Verb, 8-Conjunction

2. Read the following paragraph carefully and answer the question that

follows:

It is one week since Uttarakhand's worst disaster in living memory. Hash floods resulting from extremely intense rainfall swept away mountainsides, villages and towns. thousands of people, animals, agricultural fields, irrigation canals, domestic water sources, dams, roads, bridges, and buildings—anything that stood in the wary.

A week later, media attention remains riveted on the efforts to rescue tens of thousands of pilgrims and tourists visiting the shrines in the uppermost reaches of Uttarakhand's sacred rivers. But the deluge spread far beyond the Char Dhams—Yamunotri, Gangotri, Kedarnath and Badrinath—to cover the entire state. The catchments of many smaller rivers also witnessed flash floods but the media has yet to report on the destruction there. Eyewitness accounts being gathered by official agencies and voluntary organizations have reported devastation from more than 200 villages solar and more affected villages are being reported every day.

Which of the following would the author agree the most with?

(a) Char Dhams were most affected by Uttarakhand disaster.
(b) Entire catchment of rivers flowing in Uttarakhand was affected.
(c) Media attention was on Char Dhams but the entire catchment area of rivers flowing in Uttarakhand was affected.
(d) Media cannot be trusted as it focuses only on important places and events.
(e) Voluntary organizations are better than media in reaching out to the affected people.

3. Which of the following is the correct form of expression for the "underlined part" of the sentence below?

Patna is not only the <u>capital of Bihar, but it is also one of the oldest cities</u> in the world and the largest city in the state.

(a) capital of Bihar, but it is also one of the oldest
(b) capital of Bihar, nevertheless also one of the oldest

(c) Bihar's capital city, and it is also one of the older

(d) Bihar's capital, but it is also one of the older

(e) capital of Bihar, but it is also one of the older

IIFT 2012

Directions for questions 1 to 2: *In each question, a sentence is written in four different ways. Choose the option which gives the most effective and grammatically correct sentence. Pay attention to grammar, word choice and sentence construction.*

1. (a) It was thought that freedom and prosperity would spread gradually throughout the word through an orderly process, and it was hoped that tyranny and injustice would continually diminish.

   (b) It was gradually thought that throughout the world, freedom and prosperity would spread through an orderly process, and it was hoped that tyranny and injustice would continually diminish.

   (c) Through an orderly process, it was thought that freedom and prosperity would spread gradually throughout the world, and it was hoped that tyranny and injustice would continually diminish.

   (d) It was thought, through an orderly process that freedom and prosperity would spread gradually throughout the world and it was hoped that tyranny and injustice would continually diminish.

2. (a) He must again learn to invoke the energy of growing things and to recognize, that one can be taking from the earth and the atmosphere only so much as one puts back into them, as did the ancient in India centuries ago.

   (b) As did the ancient in India centuries ago, he must again learn to invoke the energy of growing things and to recognize that one can take from the earth and the atmosphere, only so much as they put into them.

   (c) He must again learn to invoke the energy of growing things and to recognize, as did the ancient in India centuries ago, that one can

take from the earth and the atmosphere, only so much as one puts back into them.

(d) He must again learn, as did the ancient in India centuries ago, to invoke the energy of growing things and to recognize, that one can be taking from the earth and the atmosphere, only so much as one puts back into them.

Directions for questions 3 to 4: *Each question has five sentences. Identify the sentence which is grammatically correct.*

3. (a) Each of the six boys in the class has finished their task.
(b) One must finish his task in time.
(c) Either Ram or Shyam will give their book.
(d) Each of the girls must carry her own bag.

4. (a) The reason why he missed his classes was that he overslept.
(b) Before the rain would stop, they would have reached home.
(c) When you will come to see me, we will go to Mumbai.
(d) I have written both to their branch office and head office

IIFT 2013

1. Which of the following statements is grammatically incorrect?
(a) Will you pay by cash or by demand draft?
(b) Do you remember that Mr. Mehta made delicious kebabs and that he often held barbeque parties?
(c) There are, without a doubt, many good dishes to try here.
(d) The class teacher told Mrs. Kapoor that neither Priya nor Shikha are good dancers

2. Which of the following statements is grammatically correct?
(a) Each of the girls living in the orphanage had been ill-treated by her family before they were abandoned.
(b) Each of the girls living in the orphanage were ill-treated by their family

before they were abandoned.

(c) Each of the girls living in the orphanage had been ill-treated by her family before she was abandoned.

(d) Each of the girls living in the orphanage was ill-treated by her family before she had been abandoned.

3. Select the option which best changes the given sentence from active passive voice:

The invigilator was reading out the instructions.

(a) The instructions were read by the invigilator.

(b) The instructions were being read out by the invigilator.

(c) The instructions had been read out by the invigilator.

(d) The instructions had been read by the invigilator.

IIFT 2014

Directions for questions 1 and 2: *For the underlined part of the given sentence, choose the option that is grammatically correct, effective and reduces ambiguity and redundancy.*

1. Many of the workers currently deployed on the assembly line, hope <u>for the exchanging of their routine jobs for new assignments that are interesting</u>.

(a) for the exchanging of their routine jobs for new assignments that are interesting

(b) for exchanging routine jobs for new assignments that will interest them

(c) to exchange their routine jobs for new assignments that will be new and interesting

(d) to exchange their routine jobs for new and interesting assignments

2. Saundarya's Skin Nourishing cream sold 5 lakh packs last quarter, 20% more than <u>their Face Wash did and nearly five times as much as their Anti-Ageing cream sales</u>.

(a) their Face Wash did nearly five times as much as their Anti-Ageing

cream sales.

(b) their Face Wash sold nearly five times as much as Anti-Ageing cream sales.

(c) their Face Wash and nearly five times more than their Anti-Ageing cream.

(d) their Face Wash did nearly five times what Anti-Ageing cream sales were.

Directions for questions 3 and 4: *Select the option which is grammatically correct.*

3. (a) I forgot that they are coming today.
   (b) I met her more frequently than I meet you.
   (c) This course is challenging and an inspiration.
   (d) She is confident to speak English within six month.
4. (a) The convict escaped from prison and is believed to flee the country.
   (b) Did he travel by taxi, train or by plane?
   (c) Visualizing success is not the same as achieving it.
   (d) I would do anything for my friend but not my neighbour.

Answer Key

XAT 2012

1. (e)
2. (d)

XAT 2013

1. (e)
2. (b)
3. (d)

XAT 2014

1. (e)
2. (c)
3. (a)

IIFT 2012

1. (a)
2. (c)
3. (d)
4. (a)

IIFT 2013

1. (d)
2. (c)
3. (b)

IIFT 2014

1. (d)
2. (c)
3. (b)
4. (c)

Explanatory Notes

XAT 2012

1. Option (e) is grammatically incorrect it should be ability to fly instead of ability of.
2. Option (d) qualifies as correct choice. Option (a) is incorrect as it uses incorrect form of they, Option (b) uses the present form (has) and them instead of those as incorrect pronoun. Option (c) uses incorrect pronoun he and Option (e) uses incorrect pronoun who.

XAT 2013

1. (e); Usage of ‘In recent years’ in statement 4 help it qualify as an opening statement that introduces the topic. Sentence 1 will follow thereafter, ‘development-by-accumulation’ in the last line of sentence 4 and mention of ‘incremental process’ in the first line of statement 1 describe the activity first and process subsequently thus making Statement 4 and then Statement 1 following it as an apt sequence. Only option (e) contains this order, hence Option (e) will be the correct choice.
2. (b); Options (d) and (e) are disqualified as correct choice, ‘an ability’ is incorrect grammatical formation. Options (a) and (c) are eliminated as well, usage of requires and demands in the same sentence leads to redundancy, thus Option (b) is the correct choice.
3. (d); Option (d) qualifies as right choice because savings is in plural form thus ‘have’ will be used.

XAT 2014

1. (e); It is pronoun, helps is verb, important is adjective, tackle is verb and and is conjunction. Option (e) is the correct as it correctly represents each parts of speech.
2. (c); Option (c) is the most logical choice as it best sums up the passage by talking about role of media and issues of catchment area while the other options represent only one aspect.
3. (a); Option (b) is disqualified as ‘nevertheless’ renders the sentence grammatically incorrect and distorts the meaning as well. Option (c) is eliminated as ‘but’ will follow ‘not only’ not ‘and’ because the sentence is in negative form. Options (d) and (e) are ruled out because usage of the word ‘older’ is violating the rules of parallelism, oldest can only be used as another word ‘largest’ which is in superlative form follows it. Therefore we can conclude that Option (a) is correct choice.

IIFT 2012

1. Option (b) is incorrect, correction- '…thought…gradually spread…'.
   Options (c) and (d) are incorrect, 'orderly process' is attributed to 'thought' which is incorrect.
   Option (a) is grammatically and logically correct a sentence, thus is the answer.
2. Options (a) and (d) are incorrect, correction- '….can take….as one can put back…'.
   Option (b) is incorrect, correction '…one… only so much as one put into them…'.
   Option (c) is grammatically and logically correct a sentence, thus is the answer.
3. Option (a) is incorrect, correction- 'Each of the… his task'.
   Option (b) is incorrect, correction – 'One must finish one's task in time'.
   Option (c) is incorrect, correction – 'Either…his book'.
   Option (d) is grammatically correct, thus is the answer.
4. Option (b) is incorrect, correction – 'Before the rain stops…'
   Option (c) is incorrect, correction – 'When you come to see me…'
   Option (d) is incorrect, correction – 'I have written to both…'
   Option (a) is grammatically correct.

IIFT 2013

1. Option (d) is the answer. Correct sentence would be '… neither Priya nor Shikha is a good dancer'.
2. Option (c) is the answer. Since here past perfect tense is used for actions committed earlier, thus since 'each of the girls had been ill-treated and was then abandoned' is the correct construction.
3. 'The instructions were being read out by the invigilator' is the correct passive voice of the given sentence. Option (b) is the answer.

IIFT 2014

1. ‘Hope for exchange…’ is a wrong construction of sentence, thus options (a) and (b) can be eliminated. Option (c) is incorrect as the sentence “new assignments will be new” is redundant. Option (d) is the answer.
2. Option (a) is incorrect due to error in parallelism, “Face wash did” ends in a verb whereas “Anti-ageing cream sales’ ends in a noun. Option (b) has the same error. Option (c) is correct as 2 sentences are in parallel. Option (d) is incorrect as it is missing the possessive pronoun “their” before Anti-ageing cream sales were. Option (c) is the answer
3. Option (a) should be ‘I thought that they were coming today’.

   Option (b) is correct.

   Option (c) is incorrect due to error in parallelism, correction is ‘…. and inspiring’.

   Option (d) is incorrect due to preposition error, correction is ‘She is confident of being able to speak….’
4. Option (a) has tense error, correction is ‘…believed to have fled the country’. Option (b) has error of parallelism. Option (d) has a missing preposition ‘for’. Option (c) is the answer.

Fact, Inference,and Judgement

INTRODUCTION

The CAT 2006 sprung up a surprise on the exam-takers when it revived an old question type after a gap of over a decade and brought out of its bag the fact, inference, and judgement, more commonly known as the FIJ.

Already being a part of the Reading Skills chapter of this book, our readers were not so much astounded as the rest of the exam takers but were definitely surprised at the rebirth of the question.

Before we actually start explaining the concepts involved, let us see the definition of the above given in the CAT 2006 examination, which is as follows:

- Facts, which deal with pieces of information that one has heard, seen, or read, and which are open to discovery or verification (the answer option indicates such a statement with an ‘F’).
- Inferences, which are conclusions drawn about the unknown, on the basis of the known (the answer option indicates such a statement with an ‘I’).
- Judgements, which are options that imply approval or disapproval of persons, objects, situations, and occurrences in the past, the present, or the future (the answer option indicates such a statement with a ‘J’).

So deriving our basis from the above let us define the concepts of Fact, Inference, Judgement.

FACT

Fact can be defined as universal truths which are true under all circumstances.

For example: The sentence, "Moon is the satellite of the Earth", indicated a universal truth.

Statements of facts are also picked up from historical events, scientific discoveries, and day-to-day events.

The ultimate test of whether a statement is a fact or not depends upon its verifiability.

Our past experience tells us that our assumption that the lights will go on the next time we push the switch is very likely *close* to a fact, as long as there are no unexpected factors. (Power failure, fused bulb, unpaid bill, etc.) It will not become factual until the moment the light goes on and we observe it.

INFERENCE

A statement of inference differs from a statement of fact in the sense that the inference is not fully verifiable as it has elements of an unknown quantity which is being inferred about.

There is a difference between statements that represent what can be observed and those that represent what is only inferred. A speaker should be aware of the difference between speaking inferentially and speaking factually or between a statement of inference and a statement of fact.

Inferences may be carelessly or carefully made. They may be made on the basis of a great background of previous experience with the subject-matter.

Based on our past experience, we sometimes **assume** that something did

or will happen. When you push the light switch on the wall, you **assume** the lights will go on.This is exactly what an inference is.

When we believe an incident occured or will occur because of something that was said, written, or otherwise communicated, but the incident was not specifically described, we can make **inferences** about that incident**.**

Structurally and grammatically, there is no actual difference between a factual and an inferential statement. But these comparisons can be taken into account:

	FACT	*INFERENCE*
1.	Can be made after some observation	Can be made at any time
2.	Stays within what can be observed	Goes beyond what can be observed
3.	Can be made in limited or finite number	Can be made in unlimited number
4.	Provides closest approach to certainty	Shows some degree of probability
5.	Has no approximation	Has some degree of approximation

JUDGEMENT

Judgements and opinions are one and the same thing. Since a judgement implies a sense of approval or disapproval so it has more degrees of approximations than inferences and facts. Judgements can, like inferences, be made any time and they also go beyond what can be actually seen or verified. Judgements can also have a high level of probability of what has been mentioned. Judgements are generalisations where there might not be clear verification of the facts.

Judgements are opinions, suggestions, and recommendations whereas inferences are proven under specified conditions of facts or experience.

The following comparisons can be made between an inference and judgement.

	INFERENCE	*JUDGEMENT*
1.	Can be made any time	Can be made any time

2.	Goes beyond what can be observed	Goes beyond what can be observed
3.	Has some degree of approximation	Has a large degree of approximation.
4.	Shows some degree of probability	Shows a high degree of probability
5.	Does not talk about right or wrong	Talks about right and and wrong, good and bad.

SOLVED EXAMPLES

Actual CAT 2006 Questions

Directions for Questions 1 to 5: *Each question has a set of four sequentially ordered statements. Each statement can be classified as one of the following:*

- Facts, which deal with pieces of information that one has heard, seen or read, and which are open to discovery or verification (the answer option indicates such a statement with an 'F').
- Inferences, which are conclusions drawn about the unknown, on the basis of the known (the answer option indicates such a statement with an 'I').
- Judgements, which are opinions that imply approval or disapproval of persons, objects, situations and occurrences in the past, the present or the future (the answer option indicates such a statement with a 'J').

Select the answer option that best describes the set of four statements.

Question 1:

A. So much of our day-to-day focus seems to be on getting things done, trudging our way through the tasks of living—it can feel like a treadmill that gets you nowhere; where is the childlike joy?

B. We are not doing the things that make us happy; that which brings us joy; the things that we cannot wait to do because we enjoy them so much.

C. This is the stuff that joyful living is made of—identifying your calling and committing yourself wholeheartedly to it.

D. When this happens, each moment becomes a celebration of you; there is a

rush of energy that comes with feeling completely immersed in doing what you love most.

(a) IIIJ
(b) IFIJ
(c) JFJJ
(d) JJJJ
(e) JFII

Question 2:

A. Given the poor quality of service in the public sector, the HIV/AIDS affected should be switching to private initiatives that supply anti-retroviral drugs (ARVs) at a low cost.

B. The government has been supplying free drugs since 2004, and 35,000 have benefited up to now—though the size of the affected population is 150 times this number.

C. The recent initiatives of networks and companies like AIDS Care Network, Emcure, Reliance—Cipla—CII, would lead to availability of much needed drugs to a large number of affected people.

D. But how ironic it is that we should face a perennial shortage of drugs when India is one of the world's largest suppliers of generic drugs to the developing world.

(a) JFIJ
(b) JIIJ
(c) IFIJ
(d) IFFJ
(e) JFII

Question 3:

A. According to all statistical indications, the Sarva Shiksha Abhiyan has managed to keep pace with its ambitious goals.

B. The mid day Meal Scheme has been a significant incentive for the poor to send their ones to school, thus establishing the vital link between

healthy bodies and healthy minds.

C. Only about 13 million children in the age group of 6 to 14 years are out of school.

D. The goal of universalisation of elementary education has to be a prerequisite for the evolution and development of our country.

(a) IIFJ

(b) JIIJ

(c) IJFJ

(d) IJFI

(e) JIFI

Question 4:

A. We should not be hopelessly addicted to an erroneous belief that corruption in India is caused by the crookedness of Indians.

B. The truth is that we have more red tape—we take eighty-nine days to start a small business, Australians take two.

C. Red tape leads to corruption and distorts a people's character.

D. Every red tape procedure is a point to contact with an official, and such contacts have the potential to become opportunities for money to change hands.

(a) JFIF

(b) JFJJ

(c) JIJF

(d) IFJF

(e) JFJI

Question 5:

A. Inequitable distribution of all kinds of resources is certainly one of the strongest and most sinister sources of conflict.

B. Even without war, we know that conflicts continue to trouble us—they only change in character.

C. Extensive disarmament is the only insurance for our future; image the

amount of resources that can be released and redeployed.

D. The economies of the industrialised western world derive 20 per cent of their income from the sale of all kinds of arms.

(a) IJJI
(b) JIJF
(c) IIJF
(d) JIIF
(e) IJIF

Explanation of Questions 1 to 5

CONFUSED?? No need to worry!! So were most CAT 2006 aspirants. In fact most trainers across the country were at their wits end to provide the correct answers. However, if you look at the process closely and with clarity you would realise that there are simple straight line thought based solutions to these questions. Let us now try to demystify this question type.

Let us first try to identify what we are actually looking for before we start to look for the solutions to the five questions above.

In the case of 'facts' you are looking for 'verifiable/ discoverable pieces of information'. Looking at the 20 statements in the five questions above, it is quite clear that the second statement in the second question, third statement in the third question, second statement in the fourth question and the last statement of the last question are all facts. A close look would make you realise that each of these statements can be verified to be true or false—whether you are trying to verify since when the government is supplying free drugs (second question second statement), or you are trying to verify how many children in the age group of 6 to 14 are out of school (third question third statement), whether we have more red tape (second statement in the fourth question) or the percentage of their income that the industrialised western world derives from the sale of all kinds of arms. (fourth statement in the fifth question).

Next, Judgements are given clearly as opinions (and also the fact that they

should signify approval or disapproval).

The four statements of the first question all imply approval/disapproval of certain issues.

In the second question, the first statement is clearly a judgement. (*'poor quality' 'should')*. Similarly, the fourth statement of the second question is also a judgement (since there is an implicit disapproval of the situation of the perennial shortage of drugs in India.) [Hence option 1 is correct in question (2).]

Similarly, in the third question, statements B ('*Midday meal has been a significant incentive*' implies approval of the mid day meal scheme) & (4) ('*has to be a prerequisite*' implies approval of the goal of universalisation of elementary education), and in the fourth question statements (1) and (3) of the fourth question as well as the fifth question either imply approval or disapproval of certain things.

As you can easily see, the correct answers could have been derived on the basis of the identification of only facts and judgements—not monumental tasks if you could understand what you had to be looking for.

The answers to the questions are: (1) 4, (2) 1, (3) 3, (4) 5, (5) 2.

Looking for inferences Statement C of the second question is an inference since it draws a conclusion about the unknown ('*would lead to the availability of much needed drugs*'). So also the first statement of the third question (a conclusion is drawn about whether the Sarva Shiksha Abhiyan has kept pace with it's ambitious goals which is an unknown on the basis of statistical indications, which is a known). Similarly, the last statement of the fourth question and the second statement of the 5th question derive conclusions about certain unknowns based on the known and hence are inferences.

Action Point

Everyday while reading the newspaper you would be able to find many statements which you can practice by trying to analyse whether they are facts,

inferences or judgements. Consider, the following statements which appeared in the news in the past few days and can be classified as Facts, Inferences or judgements-

'India lost the first one day international to England by 104 runs'—Fact

'The fissures created by the Nuclear deal have led the government into a crisis of survival'—Inference

In my view they would be the best practice material for solving this question type.

Exercises

Question 1:

A. Yet neither America nor the world seems to see it that way.

B. A crowd of two million or more is making its way to Washington, DC, to witness the inauguration of Mr. Obama.

C. All will do so in a spirit that has been missing for a while—one of optimism.

D. Because he is young, handsome and intelligent, and also because as the child of a Kansan and a Kenyan he reconciles in his own person one of the world's most hateful divisions, Mr Obama carries with him the hopes of the planet.

(a) FFJJ

(b) JFJJ

(c) JJJJ

(d) IIIJ

(e) JJII

Question 2:

A. This does not mean that America should become more isolationist.

B. No one seriously imagines that peace can come to the Middle East without America.

C. Yet a president who understands, as Mr. Bush did not, that America is not

the uncontested hyper power of the 1990s—one who values “soft power” more than the hard version—will be a change for the better.

D. An America led by such a man will listen more carefully to and work more closely with allies and rivals, will strive harder to respect the laws it has signed up to and might enter into new commitments, for instance to tackle climate change.

(a) IIII
(b) JJJJ
(c) IIJJ
(d) JJII
(e) FFJI

Question 3:

A. George the Second disdained the rules of governance established by his forefathers. He wiretapped citizens without authority, secretly permitted the use of torture and dismissed prosecutors on political grounds.

B. Citi will still receive its share of revenue from the joint venture, which overtakes the troubled Bank of America-Merrill Lynch combination as the world’s largest broker by number of advisers, but there is no question who will be in charge

C. Initial word of the deal sent Citi’s share price skidding on January 12th, as investors reasoned that the bank must be desperate if it was choosing to sell one of its best assets.

D. Without reform of expensive entitlements, the federal government faces bankruptcy

(a) FIFI
(b) FFFJ
(c) JJFI
(d) FFFF
(e) JFJF

Question 4:

A. Cutting entitlements at the same time as buying hundreds of billions of dollars-worth of bad loans from Wall Street is difficult politics, to say the least.

B. Subjects were presented simultaneously with one visual and one auditory stimulus and were instructed to decide whether these stimuli referred to the same object or not. Thus, we demonstrate how brain activation for audiovisual integration depends on the verbal content of the stimuli, even when stimulus and task processing differences are controlled.

C. This instructor will never pass more than 20 people in an Intermediate Algebra class.The last four semesters the instructor taught Intermediate Algebra, no more than 20 people passed the class.

D. “I don’t believe it has been developing slowly,” Nahamoo says. “We’re trying to develop machines that expose intelligence by transforming sound into text that carries meaning, which is a very complicated problem we’re trying to solve. … We have been solving different aspects of the problem, but it’s not a simple problem.”

(a) JIIF

(b) FFIJ

(c) FFFF

(d) JJII

(e) IIFJ

Question 5:

A. Nahamoo says 1,000 hours of recorded speech is considered the minimum database required for a building respectable system. And markoff notes that Google, in a technical paper on building largemodels for machine translation, wrote that the system used 2 trillion “tokens,” or words.

B. While all the other students wrote a ten-page final exam for Dr.

Hayakawa, I brought a typewriter and wrote a fifty-page final exam. It might have been onthe basis of this that I received the specialscholarship.

C. He knew, as a teacher of public speaking, that he was using humor as a means to the end of education or learning, whereas the comedian could be using the humour as both the means as well as the end.

D. Often, too, men and women come to see that there is a difference between sitting in judgment on another and understanding how and what he sees, assumes, and feels. They begin with what is easier, judging, approving, condemning. It is only as they mature in their study of others and themselves, that the easy praising and blaming give way to asking, searching, listening.

(a) FIFI
(b) FFFJ
(c) JJIF
(d) FIIJ
(e) IIFJ

Question 6:

A. Leavened under the interacting scrutiny of students who are free to question and encouraged to enlarge their understanding of real problems.

B. Several of the patterns of impatience and impulsiveness seem modified in a situation in which each man knows that it is better to be sure, than sorry he opened his mouth too soon.

C. Irving Lee often said that general semantics is not something that happens to you—it is something you do. It’s an operational discipline, it’s something you perform.

D. Since Jane was at the game, she would have seen the runback on the opening kick-off.

(a) JJJJ

(b) JJFI

(c) FJJI

(d) FFJJ

(e) JJII

Question 7:

A. Any economy that cannot stay ahead of credit-crunched Britain is in deep trouble.

B. Figures released on Friday February 13 show that the euro-area's GDP fell by 1.5 per cent in the last three months of 2008.

C. Any hopes that the euro area would be more resilient to the global credit crisis have been firmly dashed.

D. Prudence is not always a virtue: the instinct to save for a rainy day seems only to harden when the rains set in.

(a) FFJJ

(b) JFJJ

(c) IIJJ

(d) FFJJ

(e) JIJI

Question 8:

A. Being the best at something does not mean that doing that thing is the best way to use your scarce economic resources.

B. In 2000, the EU controversially blocked a merger between two American firms, GE and Honeywell; the deal had already been approved by America's antitrust regulators.

C. Some kinds of arbitrage are completely risk-free—this is pure arbitrage. For instance, if EUROS are available more cheaply in dollars in London than in New York, arbitrageurs (also known as arbs) can make a risk-free PROFIT by buying euros in London and selling an identical amount of them in New York.

D. But beggars cannot be choosers and newspaper managers have generally preferred to suffer the whims of deep-pocketed proprietors than go out of business.

(a) JFIJ
(b) FFIJ
(c) FFJJ
(d) JJJJ
(e) IIJJ

Question 9:

A. The editor of the *Los Angeles Times*, Russ Stanton, says that its website's revenues now pay for the publication's entire print and online editorial staff.

B. And the prestige and influence of being a press baron will continue to attract tycoons. Some papers' print editions may not be around by the end of this year, but the industry is not quite dead yet.

C. Darwin was neither the first to recognise these simple ideas nor to put them together. Thinkers as far back as Empedocles, a Greek philosopher born in 490 BC, are known to have suggested that natural selection might explain why animals were adapted to their surroundings.

D. Dictators and authoritarians will disagree, but democracies work better.

(a) FJFJ
(b) FFFF
(c) JJJI
(d) FIIJ
(e) JJFF

Question 10:

A. Condorcet's theory describes consensus decisions, outlining how democratic decisions tend to outperform dictatorial ones. If each member of a jury has only partial information, the majority decision is

more likely to be correct than a decision arrived at by an individual juror.

B. A study about bees reported that the queen goes off with about two-thirds of the worker bees to live in a new home leaving a daughter queen in the nest with the remaining worker bees. Among the bees that depart are scouts that search for the new nest site and report back using a waggle dance to advertise suitable locations.

C. Another form of groupthink occurs when people are either isolated from crucial sources of information or dominated by other members of the group, some of whom may have malevolent intent. This too has now been demonstrated in animals.

D. Animals that live in groups make two sorts of choices: consensus decisions in which the group makes a single collective choice, as when house-hunting rock ants decide where to settle; and combined decisions, such as the allocation of jobs among worker bees.

(a) FIFI
(b) JJFF
(c) IFIF
(d) FFJJ
(e) JFJF

Question 11:

A. “A new Beijing, a new Olympics” is one of China’s slogans for the games.

B. For the first time since 1991 global average income per head is falling. Even as growth in emerging markets has come to a halt, the rich economies look set to shrink.

C. Financial markets promised prosperity; instead they have brought hardship.

D. Barry Eichengreen of the University of California at Berkeley and Michael Bordo of Rutgers University identify 139 financial crises between 1973 and 1997 (of which 44 took place in high-income

countries), compared with a total of only 38 between 1945 and 1971. Crises are twice as common as they were before 1914, the authors conclude.

(a) JFJF
(b) IFIF
(c) FFJJ
(d) FIJI
(e) IIFJ

Question 12:

A. Toulouse in France, observes that trust in a modern economy has evolved to the miraculous point where people give complete strangers sums of money they would not dream of entrusting to their next-door neighbours.

B. The failure of finance will affect ideology, too. Many people find capitalism's central planner hard to put up with at the best of times. Free markets shun seemingly worthy causes, whereas the frivolous or apparently undeserving are rewarded.

C. In 2006 America's current-account deficit peaked at 6 per cent of its GDP. Between 2000 and 2008 the country received over $5.7 trillion from abroad to invest, equivalent to over 40 per cent of its 2007 GDP.

D. Jeffry Frieden, a political economist at Harvard University, says about three-quarters of credit booms financed from abroad end up in crashes.

(a) FJFF
(b) JFJF
(c) FFFJ
(d) JJFF
(e) JIJI

Question 13:

A. In fact, the aim should be neither to banish finance nor to punish it, but to create a system that supports economic growth through the best mix of state-imposed stability and private initiative.

B. WALES, Washington DC, Malta and New Delhi may have little in common, but the same debate is currently raging in all four places, on the rights and wrongs of plastic bags. The Welsh government has proposed levying a fee on them; Washington's city council is contemplating a similar measure; Malta has adopted one, which will come into force on March 1st; and Delhi announced an outright ban last month, which bag makers are petitioning the courts to overturn.

C. Buy when others are fearful, sell when they are greedy.

D. Walt Whitman's said: "O America because you build for mankind I build for you."

(a) FFJJ

(b) JFJF

(c) JJFF

(d) IFIF

(e) FFJI

Question 14:

A. Pessimists talk about national decline and even make comparisons with the fall of Rome. But, if the pessimists were right, America would have declined long ago.

B. Our hopes must be tempered with the caution ofhistory—but with our hopes go the hopes of all mankind.

C. The quality and spirit of our own society," said Kennedy, "must justify and support our efforts abroad."

D. America is not a perfect society. But neither is any other society. In its heyday, America did a lot of good for the world for which it will always retain a reservoir of goodwill. But it will never again be viewed as an exceptional country.

(a) JJII
(b) JJFJ
(c) FJFJ
(d) FJI
(e) IIFJ

Question 15:

A. May did not see a safe job as an ultimate measure of success.
B. Two bad quarters and you are out.
C. Artistic interpretations of prehistory rarely present landscapes that embody harmony and tranquillity.
D. When modern mammals bite into bone they occasionally break a tooth, especially if they are starving and trying to tear off every last piece of meat. Overall, harder times should therefore lead to increased chances of a tooth striking bone and the possibility of a break.

(a) FFFF
(b) JJFF
(c) FJII
(d) JJII
(e) FJJI

Question 16:

A. In the past, with humans absent, more intense competition for food between carnivores probably led to a need to eat kills quickly and completely, resulting in more broken fangs.
B. FOR the past eight years, America's government has declined to fund new research into one of the world's most promising medical technologies: the use of human embryonic stem cells to repair or replace damaged tissue in the diseased and injured.
C. Many observers do, however, see this research as a step along the road to reconnecting the brains and limbs of those with severed spinal cords,

by growing new nerve cells to bridge the gap.

D. Both ISCo and Advanced Cell Technology, of Los Angeles, are trying to create stem cells that could stop—and possibly reverse—a process called macular degeneration, which leads to blindness.

(a) IIJJ

(b) JJFF

(c) IIFF

(d) IFIF

(e) JJJI

Question 17:

A. Michael West, the founder of Geron and now head of BioTime, another biotechnology company, says the existing legislation has affected privately financed research as well as the public sort.

B. Nobody likes to admit an uncomfortable truth about himself, especially when charged issues such as race, sex, age and even supersized waistlines come into play.

C. In a paper to be published next month in *SocialCognition*, a group of researchers led by Eugene Caruso of the University of Chicago report their use of a technique called conjoint analysis, which they have adopted from the field of market research and adapted to study implicit biases in more realistic situations.

D. In their first study, Dr. Caruso and his team recruited 101 students and asked them to imagine they were taking part in a team trivia game with a cash prize. Each student was presented with profiles of potential team-mates and asked to rate them on their desirability.

(a) FJFF

(b) FJJJ

(c) FFFJ

(d) JJFI

(e) IFFI

Question 18:

A. People, it seems, are rather more prejudiced than they think they are.

B. Whether these small differences in what are essentially artificial tasks really reflect day-to-day actions and choices was, until recently, untested.

C. All the polls predicted that Likud, Yisrael Beitenu, and four small rightist-religious parties would together muster 65 or more seats, whereas Kadima, Labour and their leftist allies would have 55 or fewer.

D. But for lending to continue, the government may need to inject fresh capital into the banks.

(a) JJFF

(b) JFFI

(c) IIFF

(d) IIFJ

(e) JIFJ

Question 19:

A. For now, Japan's economic crisis may have to wait until the political order is overturned, and something more robust put in its place. That may take months, if not years.

B. Of particular concern are "Alt-A" mortgages, offered to borrowers sandwiched between subprime and prime.

C. The days when subprime mortgages were what kept bankers awake at night are long gone—though thanks only to the barrage of explosions in other corners of finance. In terms of toxicity, however, subprime has had no equal.

D. Moody's calls this "unprecedented". It now expects losses for 2006–07 Alt-A securitisations to top 20 per cent, compared with an historical average of well under 1 per cent.

(a) FFFJ
(b) IFFI
(c) FFJJ
(d) JJJF
(e) JJJJ

Question 20:

A. According to the Bank for International Settlements, a staggering 40 per cent of American mortgages originated in the first quarter of 2007 were interest-only or negative-amortisation loans.
B. Banks have already sold a sizeable chunk of their Alt-A holdings to hedge funds and other asset-management firms, often at large discounts. UBS's exposure has fallen from $26.6 billion to just $2.3 billion, for instance.
C. His enthusiasm for the free movement of labour is tempered by fear that it could undermine national wage agreements.
D. Vadiraja approves of the way German and Italian banks support small and medium-sized companies.

(a) FFJF
(b) JJFF
(c) FIIF
(d) JFFF
(e) IIJJ

Question 21:

A. When his firm announced its annual results on January 29th, he went so far as to declare that it definitely does not "need a merger or significant acquisition."
B. But in truth the relationship has never been happy.
C. Mr Wardak says that is the wrong way to look at the problem. He suggests that: "Building, equipping and training the Afghan army is

much more economical than the deployment of foreign troops".

D. Wondering at the rate at which demand is slumping, a big, and sustained, fiscal boost is the panacea for America's economy.

(a) FFJJ

(b) FFFI

(c) FJFJ

(d) FFII

(e) JJFI

Question 22:

A. When the financial system fails, everyone suffers.

B. Money is defined as just a collective agreement that a piece of paper can always be exchanged for goods or services.

C. You must believe that decisions made collectively by large groups of people are more likely to turn out to be accurate than decisions made by individuals.

D. Free markets shun seemingly worthy causes, whereas the frivolous or apparently undeserving are rewarded.

(a) FJJI

(b) JFJJ

(c) FFIJ

(d) JJFF

(e) FFFF

Question 23:

A. Investments promised prosperity; instead they are the harbingers of hardship and assumed the demonic nature of destruction.

B. Some of the non performing assets are just left to continue along, mainly because they are worth so little that banks do not expect to recover much from liquidating them.

C. It would not be a stretch to believe that in return, Beijing would like more

sway over the Hong Kong market, and that it may have pushed behind the scenes for a share swap.

D. This will surely kill the city's trumpeted belief in laissez-faire policies against the reality of government intervention in what should clearly be the most market-oriented aspect of any economy—a financial exchange.

(a) IIIJ
(b) JJFF
(c) FJJI
(d) JIJJ
(e) FIFI

Question 24:

A. As one keeps getting stronger, ones problems also keep growing.

B. Mr Monks said that there were more fundamental forces at work—such as the rise of modern financial capitalism and the single market.

C. The only remedy for improvement in relations between India and Pakistan is to open up the investigation to look beyond Pakistan; recognize the attacks as a conspiracy hatched by an international terrorist network of non-state actors; stop pointing fingers at Pakistan and its primary intelligence agency, the ISI, and restore diplomatic relations.

D. The White House announced on Tuesday February 17th that 17,000 more soldiers would join the existing 65,000 Western troops.

(a) JFJF
(b) FFJJ
(c) IIFF
(d) FFJI
(e) JJII

Question 25:

A. It is a myth that workers enjoy benefits such as housing, bonuses, training and (usually) lifetime employment.

B. ONGC has been giving discount to cover one-third of the losses state-run oil marketers were suffering for selling fuels at government-capped rates even during oil's high run.

C. British construction workers went on strike this month to protest against Italian and Portuguese employees being brought in to British building sites.

D. There were usually more British contractors working abroad than foreigners in Britain in the early part of nineteenth century.

(a) JJJF
(b) JFFF
(c) FFJJ
(d) JJJJ
(e) IIIJ

Answer Key

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

12. (a)
13. (b)
14. (b)
15. (e)
16. (d)
17. (a)
18. (b)
19. (d)
20. (a)
21. (c)
22. (b)
23. (d)
24. (a)
25. (b)

SECTION

6

New Verbal Question Types in CAT

The CAT is a dynamic exam and it keeps changing or altering its pattern from time- to-time. We try our best to keep abreast of the latest pattern of the exam and provide content to you which is up-to-date and relevant from the examination point of view. The CAT has introduced 2-3 different question types in the verbal section like Phrasal Verbs, Irrelevant Sentence and Paragraph Completion or the Last Sentence of the Paragraph. These new chapters have been included in this section.

List of Chapters

22A. Phrasal Verbs
22B. Phrasal Verbs (Practice Exercises)
23. Paragraph Completion/Last Sentence of the Paragraph
24. Irrelevant Statement Questions

Phrasal Verbs

Questions based on the correct usage of **phrasal verbs** have become an integral part of the ***Verbal Ability*** section in the CAT exam since the last seven years. Each year a minimum of two to three questions come in the exam, which test the correct usage of phrasal verbs. Ever since CAT became online and its pattern has assumed consistency, it is seen as an important part of the verbal section.

This chapter aims at providing you with an exhaustive list of phrasal verbs for your preparation. Practice exercises have also been provided according to the questions that come in the CAT exam.

WHAT ARE PHRASAL VERBS?

Phrasal verbs are basic verbs which can combine with different propositions (particles) to make verbs with completely new and often unfathomable meanings.

Phrasal verbs are combinations of ordinary verbs like ‘put’, ‘take’, ‘come’, and ‘go’ and particles like ‘in’, ‘out’, ‘on’, and ‘off’. They are a very important part of everyday English. Every student of English needs a basic understanding of the most common phrasal verbs and also of common nouns and adjectives made from phrasal verbs.

Most phrasal verbs are not informal, slang, or improper for educated speech or formal writing. Exactly the opposite is true — most phrasal verbs are acceptable at all levels of spoken or written English. In fact, for many of the phrasal verbs, there is no alternative to the phrasal verb — there is no other way to say it.

Many verbs in English are followed by an adverb or a preposition (also called a particle), and these two-part verbs, are also called phrasal verbs. The particle that follows the verb changes the meaning of the phrasal verb in idiomatic ways.

PHRASAL VERBS

Verb	***Meaning***	***Example***
drop off	decline gradually	The hill dropped off near the river.
drop off(2)	fall asleep	While doing his homework, he dropped off.
drop off(3)	stop and give something	Would you drop this off at the post office to someone?
drop out	cease to participate	After two laps, the runner dropped out.

Some particles can be separated from the verb so that a noun and pronoun can be inserted, and some particles can't be separated from the verb. In addition, some phrases are intransitive, meaning they cannot take a direct object.

Separable	add up (meaning: to add)	Correct: She **added up** the total on her calculator. Correct: She **added** it **up** on her calculator.
Inseparable	get around (meaning: to evade)	Correct: She always **gets around** the rules. **Incorrect:** She always **gets** the rules around (This construction makes no sense in English.)

Intransitive	catch on (meaning: to understand)	Correct: After I explained the math problem, she began to **catch on**. **Incorrect:** She began to **catch on** the math problem. (**Catch on** cannot take a direct object in this meaning.) Correct: She began to **catch on** to the math problem. (The word **to** makes **the math problem** an indirect object, which is acceptable in this meaning.)

Unfortunately, there is usually no indicator whether an idiomatic phrase is separable, inseparable, or intransitive. In most cases the phrases must simply be memorised. Below is a partial list of each kind of phrase.

PHRASAL VERBS WITH THE LETTER

A

1. act up (no object): misbehave (for people); not work properly (for machines).

"The babysitter had a difficult time. The children **acted up** all evening."

"I guess I'd better take my car to the garage. It's been **acting up** lately."

2. act like (inseparable): behave in a way that's like _____ .

"What's wrong with Bob? He's **acting like** an idiot."

Note: This phrasal verb is very informal.

3. add up (1. no object): logically fit together.

"His theory is hard to believe, but his research **adds up**."

Note: This phrasal verb is often negative.

"His theory seems, at first, to be plausible, but the facts in his research don't **add up**."

4. add up (2. separable): find the total.

"What's the total of those bills? Could you **add** them **up** and see?"

5. **add up to** (inseparable): to total.

"The bills **add up to** Rs.734.96. That's more than I expected!"

6. **ask out** (separable): ask for a date.

"Nina has a new boy friend. James **asked** her **out** last night."

B

7. **back down** (no object): not follow a threat.

"Timmy was going to call the police when I told him I'd wrecked his car, but he **backed down** when I said I'd pay for the damages."

8. **back up** (1. no object): move backward; move in reverse.

"You missed the lines in the parking space. You'll have to **back up** and try again."

"The people waiting in line are too close to the door. We won't be able to open it unless they **back up**."

10. **back up** (2. separable): drive a vehicle backwards (in reverse).

"You're too close! **Back** your car **up** so I can open the garage door."

11. **back up** (3. separable): confirm a story, facts, or information.

"If you don't believe me, talk to Dave. He'll **back** me **up**."

12. **back up** (4. separable): make a "protection" copy to use if there are problems with the original.

"When my computer crashed, I lost many of my files. It's a good thing I **backed** them **up**."

13. **beg off** (no object): decline an invitation; ask to be excused from doing something.

"At first Lily said she would be at the party. Later she **begged off**."

14. **blow up** (1. separable): inflate.

"We need lots of balloons for the party. Will you **blow** them **up**?"

blow up (2. separable): explode; destroy by exploding.

A: "That old building really came down quickly!"B: "That's because the construction company used dynamite to **blow** it **up**."

blow up (3. no object): suddenly become very angry.

"When I told Jerry that I'd had an accident with his car, he **blew up**."

15. **bone up on** (inseparable): review / study thoroughly for a short time.

"If you're going to travel to Peru, you'd better **bone up on** your Spanish."

16. **break down** (1. separable): separate something into component parts.

"We spent a lot of money at the supermarket. When we **broke** the total cost **down**, we spent more on cleaning supplies than food."

break down (2. no object): stop working / functioning.

"Sharon will be late for work today. Her car **broke down** on the freeway."

17. **break in** (1. often no object; with an object, **break into**--inseparable): enter by using force (and breaking a lock, window, etc.)

"Jane's apartment was burglarized last night. Someone **broke in** while Jane was at the movies." / "Somebody **broke into** Jane's apartment while she was at the movies.

18. **break in** (2. separable): wear something new until it's / they're comfortable.

"These are nice shoes, but they're too stiff. I hope it doesn't take too long to **break** them **in**."

19. **break in** (3. separable): train; get someone / something accustomed to a new routine.

"I hope I can learn my new job quickly. The manager hasn't scheduled much time for **breaking me in**."

20. **break up** (1. no object): disperse; scatter.

"What time did the party **break up** last night?"

21. **break up** (2. usually no object; with an object, **break up with** [inseparable)]): end a personal relationship.

"Tim and Julie aren't going steady any more. They got really angry with each other and **broke up**."

"Have you heard the news? Julie **broke up with** Tim!"

"I'm sorry to hear that their marriage **broke up**. I'm sure the divorce will be difficult for the children."

22. **bring/take back** (separable): return something.

"Yes, you can borrow my pen, don't forget to **bring** it **back** to me when you're finished."

"This book is due tomorrow. I guess I should **take** it **back** to the library."

23. **bring off** (separable): accomplish something difficult; accomplish something people had considered impossible or unlikely.

"No one thought Jack could get an A in that course, but he **brought** it **off**. "

24. **bring up** (1. separable): mention (as a topic of discussion).

"We planned to discuss overtime pay in the meeting. Why didn't someone **bring** that topic **up**?"

25. **bring up** (2. separable): raise; rear.

"Lily's parents died when she was a baby. Her grandparents **brought** her **up**."

26. **brush up on** (inseparable): review / study thoroughly for a short time.

"If you're going to travel to Peru, you'd better **brush up on** your Spanish."

27. **burn down** (no object): destroyed/consumed byfire.

Note: For upright things–trees, buildings, etc.–only.

"Lightning struck Mr. Kennedy's barn last night. It **burned down** before the fire fighters arrived."

28. **burn up** (1. no object): destroyed / consumed by fire.

Note: For people and non-upright things only.

"All of Mr. Kennedy's hay **burned up** when his barn burned down."

29. **burn up** (2. separable): cause someone to become very angry.

"Did you hear how rudely Fred talked to me? That really **burned** me **up**!"

30. **butt in** (no object): impolitely interrupt (a conversation, an action).

"Hey, you! Don't **butt in**! Wait for your turn!"

31. **butter up** (separable): praise someone excessively with the hope of getting some benefit.

"I guess Marty reall wants to be promoted. He's been **buttering** his boss **up** all week."

C

32. **call off** (separable): cancel something that has been scheduled.

"We don't have school today. The mayor **called** classes **off** because of the snow."

33. **call on** (inseparable): ask someone for an answer in class.

"I don't know why the teacher never **calls on** you. You always know the answer."

34. **calm down** (with or without an object; with an object, separable): become calm / less agitated or upset; help someone become calm / less agitated or upset.

"Why are you so upset? Suzie didn't intend to spill orange juice on you. **Calm down**!"

"I know Ralph is upset, but can you **calm** him **down**? He's making so much noise that he's irritating everyone in the office."

35. **(not) care for** (1. inseparable): like; want.

Note: This phrasal verb is usually negative, though it may be used affirmatively in questions.

A: "Would you **care for** something to drink? We have coffee, tea, or orange juice."

B: "Could I have water, please? I don't **care for** coffee, tea, or juice."

36. **care for** (2. inseparable): take care of; supply care to; attend / watch over.

"Amy's father got out of the hospital last week. The family is **caring for** him at home."

37. **catch on** (no object): develop understanding or knowledge of something.

"Bill had never used a computer until he took this class, but he **caught on** very quickly and is now one of the best students."

38. **catch up (with)** (often without an object; with an object, inseparable): stop being behind.

"Terry stopped to rest for a few minutes. He'll **catch up** / **catch up with** us

later."

39. **check in(to)** (inseparable): register for / at a hotel, conference, etc.; let someone know officially that you have arrived.

"My plane will arrive around 5:00 PM. I should be able to **check into** the hotel by 6:00 or 6:30."

"When you arrive at the convention, be sure to **check in** at the registration desk."

40. **check off** (separable): make a mark to indicate that something on a list has been completed.

"Here are the things you need to do. Please **check** each one **off** when you've finished it."

41. **check out (of)** (1. inseparable): follow procedures for leaving (a hotel, etc.)

"Don't forget to take your room key to the front desk when you **check out** (when you **check out of** the hotel)."

42. **check out** (2. separable): follow procedures for borrowing something (usually for a limited period of time).

"I'm sorry, but you can't take that encyclopedia home. The library won't allow you to **check** reference books **out**."

43. **cheer up** (separable): help someone feel less worried / depressed / sad.

"Suzie's brother was depressed about not getting a promotion, so she sent him a funny card to **cheer** him **up**."

44. **chew out** (separable): scold someone severely; berate.

"Tom's father was really angry when Tom didn't come home until 3:00 AM. He **chewed** Tom **out** and then said Tom had to stay at home for two weeks."

45. **chicken out** (no object): lose the courage or confidence to do something--often at the last minute.

"Sam said he was going to ask Lulu for a date, but he **chickened out**."

46. **chip in** (inseparable): contribute / donate (often money) to something done by a group.

"We're going to buy a birthday cake for our boss and I'm collecting donations. Do you want to **chip in**?"

47. **clam up** (inseparable): suddenly become quiet/refuse to talk about something.

"Lila wouldn't talk about the accident. When I asked her what happened, she **clammed up**."

48. **come across** (inseparable): find (unexpectedly).

"I've lost my extra car keys. If you **come across** them while your're cleaning the room, please put them in a safe place."

49. **come down with** _____ (inseparable): become ill with _____ .

"George won't be at the office today. He **came down with** the flu over the weekend."

50. **come to** (1. inseparable): total.

"Your charges **come to** `124.38. Will you pay by cheque, in cash, or with a credit card?"

51. **come to** (2. no object): regain consciousness.

"When I told Gina that she'd won a million dollars, she fainted. When she **came to**, I told her it was a joke and she almost hit me!"

52. **count on** (inseparable): depend on; trust that something will happen or that someonewill do as expected.

"I'm **counting on** you to wake me up tomorrow. I know I won't hear the alarm."

53. **cross out** (separable): show that something written is wrong or unnecessary by making an X across it.

"We can't afford to buy everything on your shopping list, so I've **crossed** all the unnecessary things **out**."

54. **cut back (on)** (often without an object; with an object, **cut back on** [inseparable]): use less of something.

"You drink too much coffee. You should **cut back**."

"You should **cut back on** the amount of coffee that you drink."

D

55. do in (1. separable): cause to become very tired.

"Those three games of tennis yesterday afternoon really **did** me **in**. I slept for ten hours after I got home."

56. do in (2. separable): to kill; to murder.

"They said that the murdered man was **done in** between 10 and 11 o'clock last night."

57. do over (separable): do something again.

"Oh, no! I forgot to save my report before I turned the computer off! Now I'll have to **do** it **over**!"

58. drag on (no object): last much longer than expected or is necessary.

"I thought the meeting would be a short one, but it **dragged on** for more than three hours."

59. draw up (separable): create a formal document.

"The Ajax and Tip-Top Banks have decided to merge. Their lawyers will **draw** all the official documents **up** sometime this month."

60. drop off (separable): deliver something; deliver someone (by giving him/her a ride).

"Yes, I can take those letters to the post office. I'll **drop** them **off** as I go home from work."

"You don't have to take a taxi. You live fairly close to me, so I'll be happy to **drop** you **off**."

61. drop in (on) (inseparable): visit informally (and usually usually without scheduling a specific time).

"If you're in town next month, we'd love to see you. Please try to **drop in**. (Please try to **drop in on**us."

62. drop by (inseparable): visit informally (and usually without scheduling a specific time).

"If you're in town next month, we'd love to see you. Please try to **drop by** the house."

63. drop out (of) (inseparable): stop attending / leave school or an organization.

"No, Paul isn't at the university. He **dropped out**. / He **dropped out of** school."

64. draw out (separable): prolong something (usually far beyond the normal limits).

"I thought that speech would never end. The speaker could have said everything important in about five minutes, but he **drew** the speech **out** for over an hour!"

E

65. eat out (no object): have a meal in a restaurant.

"I'm too tired to cook tonight. Why don't we **eat out**?"

66. egg on (separable): urge / encourage greatly toward doing something (usually something negative).

"At first Bob and Chuck were just having a mild argument, but Bob's friends **egged** them **on** until they started fighting."

67. end up (1. no object): finally arrive at; arrive at an unexpected place.

"We got lost last night and **ended up** in the next town."

68. end up (2. no object): arrive somewhere as a result or consequence.

"You're working too hard. If you don't take it easy, you'll **end up** in the hospital!"

F

69. face up to (inseparable): admit to; take responsibility for.

"You can't pretend that you're doing OK in this course, Joe. Sooner or later, you'll have to **face up to** the fact that you're failing it."

70. **fall through** (no object): not happen. (**Note:** describes something that was planned but didn't happen.)

"We had originally intended to go to Mexico for our vacation, but our trip **fell through** when I gotsick."

71. **feel up to** (inseparable): feel strong enough or comfortable enough to do something.

"I know the accident was a terrible shock. Do you **feel up to** talking about it?"

72. **figure out** (1. separable): logically find the answer to a problem; solve a problem by thinking about it carefully.

"For a long time I couldn't understand the last problem, but I finally **figured** it **out**."

73. **figure out** (2. separable): understand why someone behaves the way she/he does.

"I can't **figure** Margie **out**. Sometimes she's very warm and friendly and sometimes she acts as if she doesn't know me."

74. **fill in** (1. separable): add information to a form.

"The office needs to know your home address and phone number. Could you **fill** them **in** on this form?"

75. **fill in (on)** (2. separable): supply information that someone doesn't know.

"I wasn't able to attend the meeting yesterday, but I understand that it was important. Could you **fill** me **in**? / Could you **fill** me **in on** what was discussed?"

76. **fill in for** (inseparable): temporarily do someone else's work; temporarily substitute for another person.

"Professor Newton is in the hospital and won't be able to teach for the rest of the term. Do you know who's going to **fill in for** her?"

77. **fill out** (1. separable): complete a form by adding required information.

"Of course I completed my application! I **filled** it **out** and mailed it over

three weeks ago!"

78. **fill out** (2. no object): become less thin; gain weight.

"Jerry used to be really skinny, but in the last year he's begun to **fill out**."

79. **find out (about)** (inseparable): learn / get information (about).

"I'm sorry that you didn't know the meeting had been canceled. I didn't **find ou**t (**find out about** it) myself until just a few minutes ago."

G

80. **get across** (separable): make something understood; communicate something understandably.

"Alan is really intelligent but sometimes he has problems **getting** his ideas **across**."

81. **get along (with)** (inseparable): have a friendly relationship (with); be friendly (toward).

"Why can't you and your sister **get along**? Everyone else **gets along with** her just fine!"

82. **get around** (1. inseparable): avoid having to do something.

"Teresa **got around** the required math classes by doing well on a math proficiency test."

83. **get around** (2. no object): move from place to place.

"She doesn't have a car. She **gets around** by bicycle, bus, or taxi."

84. **get around to** (inseparable): do something eventually.

"I really should wash the dishes, but I don't feel like it. Maybe I'll **get around to** them tomorrow morning."

85. **get by** (no object): survive, financially, in a difficult situation.

"It's going to be hard to pay the rent now that you've lost your job, but somehow we'll **get by**."

86. **get in** (1. inseparable): enter a small, closed vehicle.

"I don't know where Carole was going. She just **got in** her car and drove

away."

87. get in (2. no object): arrive.

"Do you know what time Fred's plane **gets in**?"

88. get on (inseparable): enter a large, closed vehicle.

"I'm sorry, but you're too late to say goodbye to Angela. She **got on** the plane about 20 minutes ago."

89. get off (1. inseparable): leave a large, closed vehicle.

"When you **get off** the bus, cross the street, turn right on Oak Street, and keep going until you're at the corner of Oak and Lincoln Boulevard."

90. get off (2. separable): be excused (for a period of time) from work, class, or other regularly scheduled activities.

"Some schools **got** President's Day **off** but ours didn't. We had classes as usual."

91. get off (3. separable): make it possible for someone to avoid punishment.

"Everyone knew he was guilty, but his lawyer was clever and **got** him **off**."

92. get out of (1. inseparable): leave a small, closed vehicle.

"There's something wrong with the garage door opener. You'll have to get out of the car and open it by hand."

93. get out of (2. inseparable): escape having to do something.

"Lisa said she had a terrible headache and **got out of** giving her speech today."

94. get over (1. no object): finish. (**Note**: for individual activities, not ones that happen again and again.)

"What time do your classes **get over**?"

95. get over (2. inseparable): recover from an illness or painful experience.

"Katy was really upset when she failed the test. She thought she would never **get over** feeling so stupid."

96. get rid of (1. inseparable): dispose of; give away or throw away.

"That shirt is really ugly. Why don't you **get rid of** it?"

97. get rid of (2. inseparable): dismiss someone; fire someone from a job; cause someone to leave.

"The treasurer of the XYZ company was spending too much money so the company president **got rid of** him."

98. get up (usually no object; with an object, separable): leave bed after sleeping and begin your daily activities.

"You'll have to **get up** much earlier than usual tomorrow. We have to leave by no later than 6:00 AM."

"I know I won't hear the alarm tomorrow morning. Can you **get** me **up** at 6:00 AM?"

99. give up (1. separable): stop doing something (usually a habit).

"He knows smoking isn't good for his health, but he can't **give** it **up**."

100. give up (2. no object): decide not to try (unsuccessfully) to solve a problem.

A: "What's black and white and red all over?"

B: "I **give up**. What?"

A: "An embarrassed zebra!"

101. go out with (inseparable): have a date with.

"You **went out with** Sharon last night, didn't you?"

102. go with (1. no object): look pleasing together. (**Note:** for clothes, furniture, etc.)

"You should buy that shirt. It will **go** well **with** your dark brown suit."

103. go with (2. no object): date regularly and steadily.

"Is Gina **going with** Jim? I see them together all the time."

104. goof off (no object): be lazy; do nothing in particular.

A: "Do you have any special plans for your vacation?"

B: "No. I'm just going to stay home and **goof off**."

105. grow up (1. no object): spend the years between being a child and being an adult.

"Did you know that Frank **grew up** in Malaysia?"

106. grow up (2. no object): behave responsibly; behave as an adult, not a child.

A: "Lee really irritates me sometimes. He's really silly and childish."

B: "I agree. I wish he would **grow up**."

H

107. hand in (separable): submit homework, an assignment, etc.

"You'd better get started on your report. You know that you have to **hand** it **in** at 8:30 tomorrow morning!"

108. hand out (separable): distribute.

"Why don't you have a course description and list of assignments? The teacher **handed** them out on the first day of class."

109. hang up (no object): end a phone conversation by replacing the receiver.

"I'd like to talk longer, but I'd better **hang up**. My sister needs to make a call."

110. have to do with (inseparable): be about.

"This class **has to do with** the behavior of people in groups."

111. hold up (1. separable): raise; lift to a higher-than-normal position.

"The winner of the race proudly **held** his trophy **up** for all to see."

112. hold up (2. separable): delay.

"I'm sorry I'm late. There was an accident on the freeway and traffic **held** me **up**."

113. hold up (3. separable): rob; threaten someone with harm unless he/she gives her/his money or other valuable things.

"Sarah is very upset. When she was walking home last night, two men **held** her **up** and took her purse and jewelry."

I

114. iron out (separable): mutually reach an agreement; mutually resolve difficulties

"Yes, I know we disagree on lots of things, Susan, but we can **iron** them **out**."

J

115. jack up (1. separable): raise/lift by using a jack.

"We'll have to **jack** the back of the car **up** before we can change the tyre."

116. jack up (2. separable): raise (used for prices).

"The car dealer bought my old Ford for $750 and **jacked** the price **up** to $1,500 when they sold it."

117. jump all over (inseparable): severely scold someone; berate someone.

"Arthur is really upset. His boss **jumped all over** him because he's been late for work three times this week."

K

118. keep on (1. inseparable--followed by an -ing verb): continue

"I'm not ready to stop yet. I think I'll **keep on** working for a while."

119. keep on (someone) (2. inseparable): continue to remind someone to do something until he/she does it (even if this irritates her/him).

"Bill's very forgetful. You'll have to **keep on** him or he'll never do all the things you want him to do."

120. kick out (separable): expel; force someone to leave because of his/her poor performance or unacceptable behavior.

"Jim's club **kicked** him **out** because he didn't pay his dues or come to meetings."

121. knock out (separable): make unconscious.

"The boxing match ended when one boxer **knocked** the other one **out**."

"That medicine really **knocked** me **out**. I slept for 14 hours straight!"

122. knock oneself out (separable): work much harder than normal or than

what is expected.

"We completed the project on time because of Chuck. He **knocked** himself **out** to be sure we didn't miss the deadline."

L

lay off (separable): dismiss someone from a job because of lack of work or money (not because of poor performance)

"I feel really sorry for Sally's family. Her father was **laid off** yesterday."

123. leave out (separable): forget; omit.

"Oh, no! When I made the list of those who attended the meeting, I **left** your name **out**!"

124. let down (separable): disappoint.

"I know I **let** you **down** when I didn't do what I promised. I'm really sorry."

125. let up (no object): become less intense or slower.

"It's been raining hard for a long time. Will it ever **let up**?"

126. look back on (inseparable): remember; reflect on / consider something in the past.

"When they **looked back on** their many years together, they realized that their marriage had been a very happy one."

127. look down on (inseparable): hold in contempt; regard as inferior.

"It's not surprising that Fred has few friends. He seems to **look down on** anyone who doesn't like the same things that he does."

128. look forward to (inseparable): anticipate pleasantly; think about a pleasant thing before it happens

"I'm really **looking forward to** vacation. I can't wait for it to begin!"

129. look in on (inseparable): visit in order to check something's / someone's condition.

"My father just came home from the hospital. I plan to **look in on** him today after I finish work."

130. look into (inseparable): investigate/get more details about something.

"Someone said there was a meeting at 9:30 but I haven't heard anything about it. Shall I **look into** it?"

131. look like (inseparable): resemble (in appearance).

"Does he **look like** his father or his mother?"

132. look over (separable): check; review.

"I think I may have some typos in this report. Could you **look** it **over**?"

133. look up (1. separable): find something in a reference work.

"I'm sorry, but I don't know what that word means. I'll have to **look** it **up**."

134. look up (2. separable): find where someone lives or works and visit him/her.

"Thanks for giving me your brother's address. When I'm in Chicago next month, I'll be sure to **look** him **up**."

135. look up to (inseparable): respect.

"Everyone **looks up to** Joyce because she always makes time to help others."

136. luck out (no object): be unexpectedly lucky.

"Gloria was worried because she wasn't prepared to give a report at the meeting, but she **lucked out** as the meeting got postponed."

M

137. make fun of (inseparable): make jokes about (usually unkindly).

"I agree that Bob looks ridiculous since he shaved his head, but don't **make fun of** him. You'll hurt his feelings."

138. make up (1. separable): invent / create (imaginary) information.

"Judy's story is hard to believe. I'm sure she **made** it **up**."

139. make up (2. separable): compensate for something missed or not done by doing extra or equivalent work.

"I'm sorry I missed the test. May I **make** it **up**?"

140. make up (with) (3. inseparable): re-establish a friendly relationship by

admitting guilt.

"Jack and his girlfriend were very angry with each other, but last night they finally **made up**."

"Jack and his girlfriend were very angry with each other, but last night they finally **made up with** each other."

141. make out (separable): see / hear something well enough to understand what it means. (**Note:** often negative.)

"Ruth's writing is very small. I almost need a magnify glass to **make** it **out**."

"What were the last two examples that he gave? I couldn't **make** them **out**."

142. make for (1. inseparable): go to or toward.

"Her teen-aged children are always hungry. As soon as they arrive home from school, they **make for** the refrigerator."

143. make for (2. inseparable): result in; cause.

"Many hands **make for** light work. (If many people work together, there's less work for everyone.)"

144. mark up (separable): increase the price (for resale).

"Mrs. White's import shop is profitable because she buys things inexpensively and then **marks** them **up**."

145. mark down (separable): reduce the price (as an incentive to buy).

"These shoes were really a bargain! The store **marked** them **down** by 40%!"

146. mix up (separable): cause to become confused.

"I didn't complete the assignment because I didn't know how. The directions **mixed** me **up**."

147. nod off (no object): fall asleep (usually unintentionally).

"The speech was so boring that several people in the audience **nodded off** before it was finished."

P

148. **pan out** (no object): succeed; happen as expected (for plans). (**Note:** almost always negative when in statements.)

"I'll be here next week after all. My trip to Chicago didn't **pan out**."

149. **pass away** (no object): die.

"I was very sorry to hear that your grandfather **passed away**."

150. **pass out** (1. no object): faint; lose consciousness.

"When Ella heard that she'd won a million dollars, she was so shocked that she **passed out**."

151. **pass out** (2. separable): distribute.

"Everyone in the room needs one of these information sheets. Who will help me **pass** them **out**?"

152. **pick out** (separable): choose; select.

"Billy's grandmother especially liked her birthday card because Billy had **picked** it **out** himself."

153. **pick up** (1. separable): lift; take up.

"Those books don't belong on the floor. Will you help me **pick** them **up**?"

154. **pick up** (2. separable): arrange to meet someone and give her/him a ride.

"Of course we can go there together. What time should I **pick** you **up**?"

155. **pick up** (3. separable): get; buy.

"The children just drank the last of the milk. Could you **pick** some more **up** on your way home this evening?"

156. **pick up** (4. separable): refresh; revitalize.

"He was feeling a little tired, so he drank a glass of orange juice. It **picked** him **up** enough to finish his work."

157. **pick on** (inseparable): bully; intentionally try to make someone upset.

"You should be ashamed of teasing your little brother, Bob! **Pick on** someone your own size!"

158. **pitch in** (no object): help; join together to accomplish something.

"We'll be finished soon if everyone **pitches in**."

159. **pull over** (no object): drive a vehicle to the side of the road.

"When the policeman indicated that I should **pull over**, I knew he was going to give me a ticket."

160. put away (separable): return something to the proper place.

"I just took these clothes out of the dryer. Will you help me **put** them **away**?"

161. put off (1. separable): postpone; delay; avoid

"I can't **put** this work **off** any longer. If I don't do it soon, it'll be impossible to finish it in time."

"When will Mr. Smith agree to a meeting? I keep asking for an appointment, but he keeps **putting** me **off**."

162. put on (1. separable): begin to wear; don.

"It's a little bit chilly outside. You'd better **put** a sweater **on**."

163. put on (2. separable): try to make someone believe something that is ridiculous or untrue.

"Don't believe a word of what Jim was saying. He was just **putting** us **on**."

164. put (someone) **out** (separable): inconvenience someone.

"I hate to **put** you **out**, but I need a ride to the train station and hope you can take me."

165. put up (1. separable): return something to the proper place.

"Your toys are all over the floor, Timmy. Please **put** them **up**."

166. put up (2. separable): provide someone with a place to sleep.

"There's no need for you to check into a hotel. I'll be happy to **put** you **up**."

167. put up with (inseparable): tolerate.

"It's really important to come to work on time. The boss won't **put up with** tardiness."

168. put back (separable): return something to the proper place.

"I've finished with these books. Do you want me to **put** them **back** on the shelves?"

R

169. rip off (separable): cheat; take advantage of; charge too much.

"Don't even think about buying a car there. They'll **rip** you **off**."

170. round off (separable): change from a fraction to the nearest whole number.

"**Round** all prices **off** to the closest whole-dollar amounts. For example, **round** $33.73 **off** to $34.00."

171. run into (inseparable): meet by chance.

"Yesterday at the supermarket, Jan **ran into** her former roommate. Before yesterday, they hadn't seen each other for nearly five years."

172. run out of (inseparable): use the last of.

"On the way home from work, Art **ran out of** gas."

S

173. set up (separable): make arrangements for something.

"You'll see Mr. Thomas tomorrow. I've **set** a meeting **up** for 9:30 AM."

174. set back (1. separable): cause a delay in scheduling.

"We've had some problems with the project that have **set** us **back** at least two days . We'll give you a progress report tomorrow."

175. set back (2. separable): cost.

"I wonder how much Bill's new car **set** him **back**?"

176. slip up (no object): make a mistake.

"You **slipped up** here. The amount should be $135.28, not $132.58."

177. stand out (no object): be noticeably better than other similar people or things.

"Good job, Ann! Your work really **stands out**!"

178. stand up (1. no object): rise to a standing position.

"When the Chairperson entered the room, everyone **stood up**."

179. stand up (2. separable): make a date but not keep it.

"Angela was supposed to go to the dance with Fred, but she **stood** him **up** and went with Chuck instead."

180. show up (1. no object): arrive; appear.

"The boss was very upset when you didn't **show up** for the meeting. What happened?"

181. show up (2. separable): do a noticeably better job (often unexpectedly) than someone else.

"Everyone thought Marsha would win, but Jean did. Actually, Jean really **showed** Marsha **up**."

182. stand for (1. no object): represent.

"These letters seem to be an abbreviation. Do you know what they **stand for**?"

183. stand for (2. inseparable): tolerate; permit (usually negative).

"I'm not surprised that Mrs. Johnson rejected your report. She won't **stand for** shoddy work."

T

184. take after (inseparable): resemble; favour (in appearance).

Note: used for people.

"Both my sister and I **take after** our father."

185. take / bring back (separable): return.

"This book is due tomorrow. I guess I should **take** it **back** to the library."

"Yes, you can borrow my pen, but don't forget to **bring** it **back** to me when you're finished."

186. take care of (1. inseparable): provide care for; watch one's health.

"Lois has been **taking care of** her father since he returned home from the hospital."

"You've been working too hard lately. You'd better **take care of** yourself!"

187. take care of (2. ineparable): make arrangements (for something to happen); take responsibility for.

"Will you **take care of** making reservations for our flight to Boston?"

188. take off (1. separable): remove (something you're wearing).

"Please **take** your hat **off** when you go inside a building."

189. take off (2. no object): leave; depart (often suddenly or quickly).

"Was something wrong with Jill? She **took off** without saying goodbye."

"When does your plane **take off?**"

190. take off (3. separable): make arrangements to be absent from work.

"Susan isn't here today. She's **taking** today and tomorrow **off**."

191. take up (separable): begin (a hobby or leisure-time activity).

A: "Do you like to ski?"

B: "I've never been skiing, but I think I'd like to **take** it **up**."

192. tell (someone) **off** (separable): speak to someone bluntly and negatively, saying exactly what she/he did wrong.

"Julie was really angry at Bob; she **told** him **off** in front of all of us."

193. tick off (1. separable): irritate someone; make someone upset or angry.

"It really **ticks** her **off** when someone is late for an appointment."

194. tick off (2. separable): show that something has been completed by putting a tick (check) beside it.

"Here are the things you need to do. **Tick** each one **off** when you finish it."

195. throw away (separable): discard; put in the garbage.

"You shouldn't **throw** those newspapers **away**; they're recyclable."

196. throw out (1. separable): discard; put in the garbage.

"This food smells bad. You'd better **throw** it **out**."

197. throw out (2. separable): forcibly make someone leave (usually because of bad behavior).

"Those people are drunk and making everyone uncomfortable. The manager should **throw** them **out**."

198. throw up (usually no object; with an object, separable): vomit.

"Paul was so nervous about his job interview that he **threw up** just before he left for it."

199. try on (separable): wear something briefly to check its fit, how it looks, etc.

"I'm not sure that the jacket is large enough. May I **try** it **on**?"

200. **try out** (separable): use a machine briefly to determine how well it works.

"I really like the way this car looks. May I **try** it **out**?"

201. **try out (for)** (inseparable): try to win a place on a team or other organization.

"I know you want to be on the football team. Are you going to **try out**?"

"If you like to sing, you should **try out for** the choir.

202. **turn around** (1. usually no object): move so that you are facing the opposite direction.

"Everyone **turned around** and stared when I entered the meeting late."

203. **turn around** (2. separable): move so that someone / something is facing the opposite direction.

"I don't want this chair facing the window. Will you help me **turn** it **around**?"

204. **turn around** (3. separable): make changes so that something that was unprofitable is profitable.

"The company was doing poorly until it hired a new president. He **turned** it **around** in about six months and now it's doing quite well."

205. **turn down** (1. separable): decrease the volume.

"Your music is giving me a headache! Please **turn** it **down** or use your headphones!"

206. **turn down** (2. separable): refuse.

"I thought I could borrow some money from Joe, but when I asked, he **turned** me **down**."

207. **turn in** (1. separable): give/deliver/submit to someone.

"I've written my report, but I haven't **turned** it **in**."

208. **turn in** (2. no object): go to bed.

"I'm pretty tired. I guess I'll **turn in**."

209. **turn in** (3. separable): report or deliver wrongdoers to the authorities.

"Two days after the robbery, the thieves **turned** themselves **in**."

210. **turn off** (1. separable): stop by turning a handle or switch.

"I'm cold. Do you mind if I **turn** the air conditioner **off**?"

211. turn off (2. separable): bore; repel (very informal).

"That music **turns** me **off**. Please play something else!"

212. turn on (1. separable): start by turning a handle or switch.

"It's cold in here. I'm going to **turn** the heater **on**"

213. turn on (2. separable): interest very much; excite (very informal).

"What kind of music **turns** you **on**?"

214. turn up (1. separable): increase the volume.

"I can barely hear the TV. Can you **turn** it **up** a little?"

215. turn up (2. no object): appear unexpectedly.

"We were all surprised when Pam **turned up** at the party. We didn't even know she was in town."

W

216. wait on (1. inseparable): serve (usually customers in a restaurant, shop, etc.)

"I want to make a complaint. The person who just **waited on** me was very impolite."

217. wait for (inseparable): wait until someone/something arrives or is finished with something else.

"When will Kenny be finished with work? I've been **waiting for** him for almost an hour!"

"I'm tired of **waiting for** the bus. I guess I'll take a taxi instead."

218. wake up (1. no object): stop sleeping.

"I usually **wake up** around 5:00 AM each day."

219. wake up (2. separable): rouse someone; cause someone to stop sleeping.

"I have an important meeting tomorrow and I'm afraid I won't hear my alarm. Will you **wake** me **up** at 6:00 AM?"

220. watch out for (inseparable): be careful of; beware of.

"There's a school at the end of this block. **Watch out for** children crossing the street."

"If you take that road, **watch out for** ice during the winter."

221. wear out (1. separable): wear something / use something until it can no longer be worn / be used.

"I need a new pencil sharpener. I **wore** this one **out**."

"I suppose I should get some new shoes. I've almost **worn** this pair **out**."

222. wear out (2. separable): cause to become exhausted; cause to become very tired.

"I had four different meetings today. They **wore** me **out**."

"I suppose I should get some new shoes. I've almost **worn** this pair **out**."

223. work out (1. no object): exercise (usually in a gym, etc.) to build muscles, body tone, etc.

"Instead of eating lunch on Monday, Wednesday, and Friday, Sheila goes to the recreation center to **work out**."

224. work out (2. separable): solve a problem / resolve a difficult situation (usually by working together).

"I know we disagree on many points, but I believe we can **work** things **out**."

225. wrap up (1. no object): wear enough clothes to keep warm.

"It's really cold today. Be sure you **wrap up** when you leave the house."

226. wrap up (2. separable): finish something; bring something to a conclusion.

"We've been talking about the problem for nearly three hours. I hope we'll be able to **wrap** the discussion **up** soon."

227. write down (separable): record something in writing.

"Could you tell me your e-mail address again? I want to **write** it **down**."

228. write up (separable): record; report in writing.

"You'll need to make a report on your business meetings. Be sure you **write** them **up** as soon as possible after you return from your trip."

229. zonk out (no object): fall asleep quickly because of exhaustion.

"I intended to go shopping after work, but I was so tired that I **zonked out** as soon as I got home."

A

Phrasal Verb	*Definition*	*Example*
act up	behave or function improperly	I think I need to take my car to the mechanic because it's acting up again.
add * up +	calculate a sum	I added up the receipts and it totaled $135.46.
add up to +	equal an amount	The total expenses added up to $325.00.
add up	make sense	Her story doesn't add up. I think she is lying.
ask * out +	invite on a date	I can't believe that Joe finally asked me out on a date!
ask * over +	invite to one's home	Why don't we ask the Johnsons over for dinner?

B

Phrasal Verb	*Definition*	*Example*
back down	stop defending your opinion in a debate	Jane never backs down. She always wins arguments.
back out	not keep (a promise, agreement, deal)	Sam backed out at the last second.
back out of +	not keep (a promise, agreement, deal)	Sam backed out of the agreement at the last second.
back * up +	give support	You need examples to back up your opinion.
back up	move backwards, reverse	Could you back up a little so I can open this drawer.
bawl * out	criticize, reprimand (inf.)	She bawled him out for arriving late.
bear down on +	bite	The soldier had to bear down on the leather strap while the doctor removed a

		bullet from the soldier's arm.
bear down on +	take strong measures against	The U.S.A. is bearing down on drug traffickers.
bear on +	have to do with	This information may bear on this case.
bear up	withstand	I didn't think he would bear up so well in that situation.
bear up under +	withstand	How did he bear up under such extreme pressure.
bear with +	be patient	Please bear with me while I fill out the paperwork.
blow in	visit unexpectedly (inf.)	My cousin blew in unexpectedly with his entire family.
blow over	pass without creating a problem	All this negative publicity will blow over in a couple of weeks.
blow * up +	make explode; destroy using explosives	The terrorists blew the bridge up.
blow up	explode	The bomb blew up before they could defuse it.
blow up	suddenly become very angry	When Joan heard the news, she blew up and rushed out of the room.
break * down +	analyze in detail	We need to break this problem down in order to solve it.
break down	stop working properly	The truck broke down in the desert.
break down	become mentally ill	She broke down after her husband died.
break * in +	wear or use something new until it is comfortable	I need to break these shoes in before I go hiking.
break in	interrupt	While we were discussing the situation, Terri broke in to give her opinion.
break in	enter a place unlawfully	The burglar broke in between midnight and 3 AM.
break in on +	interrupt (a conversation)	Jane broke in on the conversation and told us to get back to work.
break into +	enter a house unlawfully	The burglar broke into the house between midnight and 3 AM.

break into +	interrupt (a conversation)	Jane broke into the conversation and told us what she knew.
break * off +	end something	Sally broke her engagement to John off.
break out	appear violently	Violent protests broke out in response to the military coup.
break out of +	escape	The murderer broke out of the prison.
break* up+	break into pieces	I broke the cracker up into pieces and put it in the soup.
break * up +	disperse (a crowd), stop (a fight)	The police broke the demonstration up before it got out of control.
break up	end a relationship	Sam and Diane broke up again. What a rocky relationship.
bring * about +	cause to happen	Democracy brought about great change in the lives of the people.
bring* along +	bring with	When we go to the forest, bring your wildlife guide along.
bring * around	change someone's mind, convince someone	She doesn't want to go, but we'll eventually bring her around.
bring * away	learn or gain (from an experience)	The children burned the house down while playing with matches.
burn down	burn until completely gone (building)	Two buildings burnt down in the fire.
burn up	be hot	I am burning up in here - open the window.
burn up	consume by fire	The papers were burned up in the fire.
burn * up +	destroy by fire	He burnt up the files.
buy * out +	buy the shares of a company or the shares the other person owns of a business	Pacific Inc. was bought out by a company from Oregon.
buy * up +	purchase the entire supply of something	We bought up all the beer in the store.

C

Phrasal Verb	*Definition*	*Example*
call for +	require (as in a recipe)	This recipe calls for milk, not water.
call * off +	cancel something	They called the picnic off because of the rain.
call * off +	order to stop (an invasion, guard dogs)	He called off the dogs when he saw it was his neighbor.
call on +	visit	Mark called on Naomi while he was in town.
call on +	invite someone to speak in a meeting or a classroom	He called on Tim to answer the question.
call * up +	telephone	I called Sam up to see ifhe wanted to go to the movies.
calm * down +	make someone relax	You can calm the baby down by rocking her gently.
care for +	nurse someone or something	He cared for the bird until its wing healed.
care for +	like someone or something	I don't care for sour cream on my potato.
carry on +	continue (a conversation, a game)	Please, carry on. I didn't mean to interrupt you.
carry on about +	continue in an annoying way	He kept carrying on about how much money he makes.
carry on with +	continue	I want you to carry on with the project while I am out of town.
carry * out +	complete and/or accomplish something.	The secret agent carried out his orders exactly as planned.
carry * over +	continue on a subsequent day, page, etc.	The meeting carried over into lunch time.
catch on	slowly start to understand (inf.)	He caught on after a few minutes.
catch up	make up for lost time	I will never catch up. I am too behind in my work.
catch up with +	speed up to be at the same place as a person or thing in front of you	I had to run to catch up with the others.
catch up on +	become up-to-date	I need to catch up on world events. I

		haven't seen the news in ages.
check back	return to see if everything is OK	We will check back tomorrow to make sure the project is finished.
check by +	go to a place to see if everything is OK	We need to check by the office to see if the documents are ready.
check for +	try to find	They checked for termites before they bought the house.
check in	enter a hospital, hotel etc.	They need to check in before noon.
check into +	enter a hospital, hotel etc.	They checked into the hotel at 11:00 AM.
check into +	investigate, look for (often through service)	We are checking into discount flights to London.
check * off +	make a mark next to (an item on a list)	Check each name off the list.
check on +	make sure something is OK	Let's check on the baby again before we go to sleep.
check * out +	investigate, take a look at	He checked out the new restaurant down the street.
check out	leave a hotel, hospital	It's already eleven. We need to check out.
check out of +	leave a hotel, hospital	We checked out of the hotel before ten.
check * over +	closely examine the condition of something	He checked over the old car to see if it was worth buying.
check up on +	investigate someone or something	The police are checking up on the bomb threats.
check * through	send luggage through (to a destination)	Your luggage will be checked through to Paris.
check with +	ask a person for confirmation	He needs to check with his parents before he goes.
cheer * up	make someone feel cheerful	The party really cheered me up.
cheer up	become cheerful	Cheer up. Everything will be all right.
chew * up +	chew into small pieces	The dog chewed up my shoe.
chop * down +	fell/cut (a tree)	The lumberjack chopped the tree down.

chop * up +	chop/cut into small bits	He chopped the meat up into little pieces.
clean * up +	tidy	Susan cleaned the mess up before she left.
clear out	leave (inf.)	Everybody clear out! We're closed.
clear * up +	tidy	Susan cleared up the mess before she left.
close * down +	close a place permanently	The corner market closed down because they didn't have many customers.
close down	close permanently	The bar was closed down because they served alcohol to minors.
close in on +	approach and threaten	The rebels were closing in on the capital, so the government called in the army.
close * up +	close temporarily	They are closing the ski resort up for the summer.
close up	close temporarily	The ski resort is closing up for the summer.
come about	occur/happen	How did your idea for the book come about.
come across +	discover by accident	They came across some lost Mayan ruins in the jungle.
come across +	initially seen or have the appearance	He comes across as rather rude, but he isn't.
come along	accompany someone	If you want, you can come along.
come along with +	accompany	Sam came along with us to the beach.
come along	progress	How's the research paper coming along.
come along with +	progress	How are you coming along with the research paper.
come away	leave a place with a particular feeling or impression	I came away from the meeting feeling like the presentation was a success.
come back	return	What time are you coming back?
come by +	get, receive	How did you come by that new Mercedes?
come by	visit a person at their house	I'll come by later this afternoon.

come down with +	become sick with	He came down with the flu.
come into +	inherit	He came into a large sum of money when his aunt died.
come off +	fall off, break off	The handle came off the suitcase when I picked it up.
come out	appear	I didn't see the car at first. It came out of nowhere.
come out	reveal you are homosexual	Sam finally came out last month.
come out	turn out, end up	The pictures came out great.
come out with +	produce and distribute a product	Microsoft is coming out with a new video game system next month.
come over	visit someone at their house	Why don't you come over after work for dinner.
come to	regain consciousness	Don't worry! She faints all the time. She always comes to after a few minutes.
come through	do what is needed or expected	Terry really came through for us in the end.
come up to +	approach; to equal	The job offer didn't come up to her expectations.
come up with +	produce or create (an idea, a plan)	She came up with a great proposal for the new advertising campaign.
come with +	include (an accessory)	The computer system doesn't come with a printer.
count * in +	include	Did you count expenses in?
count on +	depend/rely on	You can really count on Sarah.
count * out +	exclude	You can count James out. He hates playing poker.
count * up +	add	Count the change up and see how much we have.
cross * out +	draw a line through something, eliminate	Why did you cross my name out on the list?
cut down	decrease the amount of	You eat too much fat. You need to cut down.

cut down on +	decrease the amount of	You need to cut down on your fat intake.
cut in	interrupt	She suddenly cut in and delivered the news
cut in on +	interrupt	She cut in on the conversation and delivered the news.
cut * off	interrupt someone while they were speaking	She cut him off before he said something he would regret later.
cut * off +	sever (with a knife)	His finger was accidentally cut off in an industrial accident.
cut * out +	remove	He cut the bone out of the steak.
cut * out	stop an action	Cut it out! You're bothering me.
cut * up +	cut into small pieces	He cut the beef up and put the pieces in the soup

D

Phrasal Verb	*Definition*	*Example*
die away	diminish in intensity	The applause died away after 5 minutes.
die down	diminish in intensity	The controversy about the president's affair finally died down.
die off/out	become extinct	Whales are in danger of dying off.
disagree with +	cause to feel sick due to food or drink	Spicy food disagrees with me.
do away with +	abolish	Some Americans want to do away with the death penalty.
do * over +	repeat	You made many mistakes, so I want you to do the report over.
do without +	manage without something one wants or needs	I couldn't do without a car in California.
draw * up +	create (a contract)	Let's draw an agreement up before we go any further with this project.
dress * down	reprimand severely	The mother dressed her son down for skipping school.

dress down	dress casually	I am dressing down because we're going to a barbecue by the beach.
dress * up +	decorate	You could dress this house up with some bright colours
dress up	wear elegant clothes	She always dresses up at work.
drive * back +	repulse	The invaders were driven back by the army.
drop in	visit someone unexpectedly	Meg dropped in yesterday after dinner.
drop in on +	visit someone unexpectedly	Let's drop in on Julie since we're driving by her house.
drop out	quit an organized activity	Yuri isn't on the team any more. He dropped out.
drop out of +	quit an organized activity (school)	It's difficult to get a good job if you drop out of high school.
drop over	visit someone casually	Drop over any time you feel like talking.
eat away	gradually destroy, erode	The heavy rains ate away at the sandstone cliffs.
eat * up +	devour	Ken ate the cookies up.
eat in	eat inside the home	We usually eat in instead of going out for dinner.
eat out	eat outside the home	They eat out once a week.

F

Phrasal Verb	***Definition***	***Example***
face up to +	acknowledge something difficult or embarrassing	I'll never be able to face up to my colleagues after getting so drunk last night at the work party.
fall back on +	be able to use in case of emergency	Yuki can fall back on her degree in biology if she doesn't succeed in her acting career.
fall behind	go slower than scheduled, lag	Hurry up or you will fall behind!
fall behind in +	go slower than scheduled, lag	Cheryl has missed several days of school and now she is falling behind in

		her homework.
fall off	decrease	Interest in the project fell off when they realized it wouldn't be profitable.
fall out with +	have an argument with	I had a falling out with my sister last month and we haven't spoken to each other since.
fall through	fail to happen	Unfortunately, my trip to Indonesia fell through because I couldn't save enough money.
feel up to +	have the energy to do something	I don't feel up to going out tonight because I had a long day at work.
figure on +	expect	Where do you figure on living when you move to the U.S.A.?
figure * out +	solve something, Understand	I finally figured the joke out. Now I understand why everybody was laughing.
figure * up +	calculate	I need to figure my expenses up before I give you an estimate.
fill * in +	complete	Don't forget to fill in all the blanks on the application.
fill in	substitute	Who is going to fill in while you're gone?
fill in for +	substitute for	Miguel filled in for me at the meeting yesterday because I was sick.
fill * out +	complete (an application)	I filled out an application to rent the apartment last week.
fill out	mature, get breasts	Now that you're filling out honey, we need to get you a bra.
fill * up +	fill to the top	Fill the car up with unleaded gas, please.
find out +	discover	You will never find out all my secrets!
find out	discover	Vicky's parents are going to be so mad when they find out she got a tattoo.
fix * up +	repair, renovate, remodel	My neighbours are fixing their house up.

G

Phrasal Verb	*Definition*	*Example*
get* across +	cause to be understood	It's difficult to get humour across in another language.
get ahead	make progress	I can't get ahead even though I work two jobs.
get ahead of +	surpass	You need to work overtime in order to get ahead of schedule.
get along	have a good relationship	Do you and your sister get along?
get along with +	have a good relationship	Giovanna doesn't get along with her two brothers.
get around +	avoid someone or something	Some people get around paying taxes by hiring a good accountant.
get around	go many places	It's easy to get around town with public transportation.
get away	escape	The bank robbers got away.
get away with +	do something against the rules or illegal and not get caught or punished	My sister gets away with everything!
get by	survive without having the things you need or want	I lost my job, so I am having a hard time getting by this year.
get by on +	survive with minimal resources	It's nearly impossible to get by on making minimum wage.
get by with +	manage with	You don't need a computer. You can get by with the typewriter.
get down to +	get serious about a topic	Enough small talk. Let's get down to business.
get in +	enter (a car, a small boat)	Get in the front seat. You will have more leg room.
get in	enter	Get in. I will give you a ride to school
get * off +	send (a package)	I finally got my sister's birthday present off yesterday.
get * off	remove (a spider from your shirt)	Can you get this spider off my shirt?
get off +	leave (a bus, plane, train, boat)	We need to get off the bus at the next stop.
get off`	leave	It's dangerous to sit on the roof. Get

		off!
get off	idiomatic phrase - How does he justify saying that?!	Where does he get off saying that?!
get * on	put on (clothes)	You should get your jacket on because it's going to be cold.
get on	enter (a bus, train), mount (a horse, a bike)	The train is leaving. Quick, get on!
get on +	enter (a bus, train), mount (a horse, a bike)	Get on my bike and I will give you a ride home.
get on	have a good relationship	Natasha doesn't get on with her co-workers.
get on with +	have a good relationship	Do you get on with your neighbours?
get on with +	continue an activity	Now that the police have left, let's get on with the party!
get out of +	exit (a small boat, car, an enclosed area)	I fell into the water when I tried to get out of the canoe.
get over +	recover (a cold, a disease, an ex-boyfriend/ex-girlfriend)	Jennifer still hasn't gotten over her breakup with Peter.
get through +	complete	We will never get through all of these boxes by 9:00 PM.
get through +	penetrate	We need a stronger drill to get through this wall.
get through	penetrate	The door was jammed, so we couldn't get through.
get through	finish	Have you gotten through with (with) + your homework yet?
get through to +	make contact	It's hard to get through to Janet because her telephone line is always busy.
get * up	cause someone to rise (from a sitting position or a lying position)	Ahmed got Abdul up at 5:30 in the morning by turning the music up really loud.
get up	rise (from sitting position or a bed)	What time did you get up this morning?

give * away +	give something without asking for anything in Exchange	Why did Nancy give all of her furniture away?
give * away +	betray (a secret)	We are having a surprise party for Susan next Saturday, so don't give our surprise away by acting suspicious.
give * back +	return something you borrowed	When are you going to give that book back to your teacher?
give in	stop trying	Never give in! You can do it!
give off +	release (a smell, light	That white flower gives off a beautiful smell.
give * out +	distribute	I earn extra money by giving out brochures on the street.
give out	become very tired (inf.)	I hope this car doesn't give out in the middle of the desert.
give * up +	surrender something	The police told the thief to give his gun up.
give up	surrender	Never give up learning English!
go away	leave	I yelled at the dogs to make them go away.
go back	return	When are you going back to your house?
go by +	go past, go close to, visit quickly	We go by the coffee shop everyday.
go back on +	not keep (one's word, a promise)	Don't trust him. He always goes back on his promises.
go down	decrease	The cost of flight tickets is going down.
go for +	try to achieve	Our team is going for the gold medal in the Olympics.
go for	idiomatic phrase - I am craving pepperoni pizza.	I could go for pepperoni pizza.
go in for +	participate (inf.)	Are you going to go in for soccer this year at school?
go into +	discuss in detail	I really don't want to go into that now.
go off	explode	The bomb could go off at any moment.

go off	begin, start (used with signals, alarms, warning sounds)	The alarm clock went off at 6:00 AM.
go off	stop (said of a machine)	The DVD player goes off automatically if you are not using it.
go off	become angry	Maria went off last night after I told her about losing her bike.
go on	continue	Please, go on. Don't let me interrupt you.
go on	happen	This place is a mess! What went on here last night?
go on with +	continue (a plan, a conversation)	I think we should go on with the meeting and stop wasting time.
go out	stop burning (a fire)	The fire went out after three days.
go out	take part in social activities (usually at night)	They love to go out every Saturday night.
go over +	review	Do you usually go over your notes before class?
go over	be well received, succeed	That didn't go over well.
go through +	examine in detail, study carefully	I need to have my lawyer go through this contract before I sign it.
go through +	endure; experience challenges, difficulties or Traumas	She has gone through so much in her life.
go through with +	continue or proceed despite difficulties or fears	I have decided to go through with the operation.
go with +	match (clothing)	That shirt doesn't go with those pants.
go with +	accompany a person	I am going with Alejandro to the party.
go with +	have a boyfriend/girlfriend	I am going with Yuri.
go without +	abstain from something you want or need	A person can go without water for three days.
go under	go out of business	The restaurant went under after it lost its liquor license.

grow up	mature	Your brother needs to grow up and start thinking about his future.

H

Phrasal Verb	*Definition*	*Example*
hand * back +	return	Is the teacher going to hand back our tests today?
hand * down +	pronounce formally	The president is going to hand his decision down on health care tonight.
hand * down +	give as an inheritance	When my clothes got too small for me as a child, I handed them down to my sister.
hand * in +	submit	I have to hand in an offer by March 12.
hand * out +	distribute	We should hand the concert fliers out at school.
hand * over +	relinquish control of	Hand your car keys over. You're too drunk to drive.
hang around +	stay in a place for fun (inf.)	Maria and Salvador usually hang around the beach after school.
hang around	stay in a place for fun	Those guys just hang around all day.
hang * up +	suspend (clothes on a hanger)	You can hang your jacket up in the front closet.
hang up	put down the telephone receiver	Don't hang up. I'm going to change phones.
hang out +	stay in a place for fun (inf.)	Let's go hang out at the mall tonight.
hang out	stay in a place for fun	What are you doing? - - I'm just hanging out.
have * on +	wear	Do you have your hiking boots on?
have * over	invite guests to your home	Why don't we have Mr. and Mrs. Jones over for dinner tonight.
hear from +	receive news from (a letter, an e-mail)	Have you heard from Steve lately?

hear of +	know about something or somebody	know about something or somebody
hit on +	find on accident	I hit on the idea while watching the Simpsons show.
hit on +	flirt with	Jay's friend Marc was trying to hit on my sister last night.
hold * back +	restrain	The police held the demonstrators back while the politicians entered the building.
hold back	not allow to advance in school	The teacher held Frank back a year, so he couldn't enter fifth grade.
hold * off +	restrain	Mr. Johnson held the dog off while we crossed the yard.
hold off on +	delay	We should hold off on making dinner until your parents arrive.
hold on	grasp tightly	Hold on tight! The roller coaster is about to take off.
hold on	tell someone to wait on the telephone	Hold on a minute. I'll get Carol.
hold on to +	grasp tightly	Make sure you hold on to the hand rail as you walk down the stairs.
hold out	not give in, continue to resist	Stop holding out and tell us where you found all of these old records.
hold out against +	not give in, resist	They held out against enemy attack.
hold * up +	delay (a flight, traffic);	The accident held traffic up for an hour.
hold * up +	rob (a bank, a person) with a weapon	Five men held the bank up yesterday.

I

Phrasal Verb	*Definition*	*Example*
iron * out	eliminate	We need to have a meeting this week in order to iron out the distribution problems.

J

Phrasal Verb	*Definition*	*Example*
jack up +	to raise	We need to jack up the car before we change the tire.
joke around	to be humorous	Mike is always joking around at work.
jump in	enter a conversation	Feel free to jump in at any moment while we are talking.
jump to +	make a quick, poorly thought out decision	You shouldn't jump to conclusions.

K

Phrasal Verb	*Definition*	*Example*
keep * around	have handy, have accessible	I always keep a dictionary around to translate new words.
keep at +	not give up (an activity), to persevere	You should keep at your studies.
keep * away	prevent access to, hold back	Keep the kids away from the cookies.
keep * back	maintain a safe distance, cause to maintain a safe distance	Keep back! The burning building is about to collapse.
keep * down	not vomit, not throw up, keep in one's stomach	If I ate that, I don't know if I could keep it down.
keep * in	keep in a particular place, have something in a specific location	When I am not using it, I keep my passport in this drawer.
keep * off	prevent from stepping or climbing on to something	Keep the cat off the couch.
keep on	continue	He kept on talking after everybody asked him to stop.
keep * out	prevent from entering	Keep the dog out of the garden; he keeps digging up the flowers.
keep * over	cover something with, put something above	I keep a tarp over my bicycle at night to prevent it from getting wet.

keep to +	continue, persist in (an activity)	Everybody said she would never finish the puzzle, but she kept to it until it was done.
keep up	stay on the required schedule	You have to keep up if you want to work here.
keep * up +	continue	You are doing a great job! Keep it up.
keep up with +	stay on schedule with (a person, the workload, homework)	I have so much reading that I can't keep up with the writing exercises.

L

Phrasal Verb	***Definition***	***Example***
lay away +	save for the future	Why don't you lay away your wedding outfit?
lay down +	establish (laws, rules)	Lori lays down the law in her class. English only!
lay in on +	scold or criticize severely	My mom really laid in on me when I got home at 4:00 in the morning last night.
lay into +	scold or criticize severely	I saw Reto's mom lay into him when he came home late last night
lay * off +	suspend someone from a job (during a slow period)	The company was losing money, so they had to lay off 100 workers.
lay * out +	arrange	Why don't we lay the pieces of the table out before we put it together.
leave * out +	not include, omit	Why did your parents leave you out of their vacation plans?
let * down	disappoint	I felt let down when I didn't receive a birthday card from my sister.
let * down	lengthen (pants in sewing)	My uncle is a tailor, so he can let your pants down.
let * out	release	I am happy my brother was let out of prison early.

let * out	make bigger (in sewing)	I need to let out this skirt because I have gained weight.
let up	weaken in intensity	I told her NO a thousand times, but she won't let up.
lie down	rest, recline	I need to lie down before we go out tonight.
lie down on +	rest, recline (on a couch, bed)	I'm going to lie down on the sofa for a while.
lie with +	be decided by	Whether or not you can go to the party lies with your father.
light * up +	illuminate	Let's get some candles to light this room up.
light up +	to smoke	Do you have to light up another cigarette? I thought you were trying to cut down.
live * down +	live in a way that a shameful or embarrassing event is forgotten	Jose will never live down singing that song at the karaoke bar.
live on +	survive from	I could live on bread and cheese.
live up to +	keep a standard	It would be hard to live up to her parent's expectations. They are so demanding.
look after +	take care of (a child, a house, a pet)	When my sister goes on vacation, I look after her dog.
look back on +	to remember nostalgically	When I look back on my childhood, I often feel angry.
look down on +	see as inferior	She's so conceited. She looks down on everybody else.
look for +	to seek or search for	I'm looking for my keys. Have you seen them?
look forward to +	anticipate with pleasure	I am looking forward to traveling to New York next year.
look into +	investigate	The police are looking into the murder.
look on	observe as a spectator	Everybody just looked on as the two men fought.
look out	be careful, pay attention, heed a	Look out, there's a black widow spider

	certain danger	on the wall.
look * over +	examine, review	When I'm camping, I look my shoes over before I put them on.
look * up +	search for (in a dictionary)	It takes time to look up new vocabulary words.
look * up +	locate and visit	If you ever travel to California, you should look me up.
look up to +	respect, admire someone	He looks up to his father.

M

Phrasal Verb	***Definition***	***Example***
make * out	decipher	I can't make out your handwriting. What does this say?
make * out +	write a cheque or other document	Who should I make this cheque out to?
make out	succeed	He really made out in the stock market last year.
make out	progress	How is your son making out in his new job?
make out	kiss passionately	I saw Benno and Isabelle making out in the movie theater last night!
make out with +	kiss someone passionately	Did you make out with Sally?
make * over	do again	The teacher made me do my homework over.
make * up +	invent (a story)	Don't believe anything she says. She always makes things up.
make * up +	complete what was missed	Fortunately, my professor let me make up the exam I missed yesterday.
make * up +	put on cosmetics	I takes me 10 minutes to make my face up.
make up	reconcile	You two have been friends for so long that I think you should make up.
make up for +	compensate for	Allen made up for being late by getting me flowers.

mix * up +	confuse	I sometimes mix the verb tenses up.
mix * up +	blend	We need to mix up these different kinds of nuts before we put them in a bowl.
mix * up +	make lively (a party)	Let's mix up this party with a little disco music.

N

Phrasal Verb	*Definition*	*Example*
name * after +	name a child using another family member's name	I was named after my grandfather.
nod off	fall asleep	The movie was so boring that I nodded off before it was finished.
nose around +	sneak around	I hate it when my mother noses around my room.

O

Phrasal Verb	*Definition*	*Example*
occur to +	pop into one's mind, come to one's mind	It didn't occur to us that we had left the iron on.
open up	share feelings	I'm glad that John feels comfortable enough around me to open up.
out to + verb	try to	She is out to get revenge now that her husband left her for another woman.

P

Phrasal Verb	*Definition*	*Example*
pan out	be successful, turn out well	The trip to Vegas didn't pan out.
pass away	die	After battling cancer for several years, he finally passed away at the age of 87.

pass * off +	try to convince someone that something is real	He tried to pass the fake watch off as a real Rolex.
pass * on +	transmit	Please pass this message on to your co-workers.
pass on +	not accept (an invitation to eat or do something)	Jennifer passed on the invitation to join us for dinner.
pass on	die	I am afraid Professor Johnson has passed on.
pass * out +	distribute	We need to pass out these flyers for the concert tomorrow.
pass out	become unconscious	He passed out because the room was too hot.
pass * up +	not take advantage (of an opportunity)	I can't believe she passed up the opportunity to study in Rome.
pay * back +	repay	If I loan you money, will you pay me back.
pay * off +	complete payment on a debt	It took me ten years to pay off my credit card debt.
pay * off +	to bribe	Don't try to pay the police officer off if you get pulled over for speeding.
pick on +	to tease, bully	She keeps picking on me! Make her stop.
pick * out +	choose	Diane picked out a lovely dress for the dance.
pick * up +	to lift an object with the hands	Keep your back straight when you lift the TV up.
pick * up +	come and get someone in a car	What time are you going to pick me up.
pick * up +	learn something without effort	It's possible to pick up enough English in two weeks to get by on your trip to Los Angeles.
pick * up +	try to initiate a relationship with someone (often in a bar)	Some weird guy tried to pick Patricia up at the bar.
pick up	grow, increase (inf.)	Business is really picking up this quarter.
play * down +	make less important (inf.)	The President played down his affair with the intern.

play * up	highlight something (inf.)	She played up her part in the new movie, but it was actually a very small role.
play up to +	flatter someone for your personal advantage	She has been playing up to the boss because she wants a promotion.
point * out +	` indicate	I'd like to point out that figures in column two might be outdated.
pull down	earn	He pulls down about $300,000 a year.
pull in	park (a vehicle)	Mark pulled in too quickly and crashed into the wall.
pull out	depart (a vehicle)	Our train pulls out at 8:00, so don't be late.
pull through	barely survive	I didn't think she was going to make it, but she pulled through in the end.
put * across +	communicate (an idea or suggestion) clearly so that it is understood	I thought Ms. Smith put her ideas across rather clearly in the meeting.
put * away +	return to the proper place of storage	I told you kids to put your toys away.
put * down +	insult, say bad things about	She always puts down people who don't share her opinions.
put in +	officially submit a request (in the armed forces or public services)	He put in for a transfer to the division in Los Angeles.
put * off +	postpone	Don't put off your work - do it now!
put * on +	wear	Make sure you put on a sweater before you go outside.
put * on +	deceive	I didn't believe a thing he said. I think he was putting me on.
put * out +	extinguish (a fire)	Don't use water to put out a grease fire.
put * out +	inconvenience someone	I don't want to put you out, but could you pick me up at the airport.
put out +	spend (usually used with unreasonably large sums of money)	I can't put out that much money each month.
put * up	have a guest stay in your house for	Can you put me up while I'm in

	a short time	town.
put up with +	tolerate	Sandy will not put up with smoking in her house.

Q

Phrasal Verb	*Definition*	*Example*
quiet * down +	be quiet, or cause to be quiet	The neighbors told us to quiet down last night or they would call the police.

R

Phrasal Verb	*Definition*	*Example*
read up on +	research a topic for a reason	I need to read up on the company before I go on the job interview.
ring * up	telephone	Jack rung me up last night at 3:00 in the morning.
rule * out +	eliminate	I wouldn't rule out the possibility of moving to another country if I get a good job offer.
run across +	find or meet unexpectedly	I ran across some old photos while I was cleaning my house.
run against +	compete in an election	Gore ran against Bush in the 2000 elections in the U.S.A.
run away	leave home permanently before you are a legal adult	The child ran away because her parents beat her.
run away from +	escape from	The child ran away from its parents.
run * down	trace	Have you run down those phone numbers I asked for last week?
run * down	criticize	My boss runs everyone down.
run * down	hit with a car	My dog was run down by a bus.
run down	campaign for a government position	Gore is running for president of the U.S.A.

run into +	meet unexpectedly	I ran into my English teacher at the movies last night. She's so nice!
run * off +	make leave	The new government is trying to run the drug traffickers off.
run * off	reproduce (photocopies)	Would you mind running off 10 copies of this document for me?
run off	leave quickly	Why did you run off after the party?
run off	waste water	You shouldn't swim where the sewage runs off into the ocean.
run out of +	not have any more of something	We ran out of milk this morning, so we need to go to the store.

S

Phrasal Verb	*Definition*	*Example*
save * up +	accumulate (money)	I hope I will be able to save up enough money to go to school.
see about +	arrange or consider something	My dad said he was going to see about buying me a car.
see * off	say good-bye to someone at the beginning of their trip (at the airport, train station)	Did you see your sister off at the train station?
see to +	make sure something happens, arrange	I'll see to it that Mr. Ramirez gets your message.
see * through	finish something despite difficulties	Are you going to be able to see your studies through now that you have a baby?
sell * out	tell on someone	My partner in crime sold me out for a reduced jail sentence.
set * up	arrange a relationship	My mom set me up with her friend's son.
set * up	falsely incriminate a person	I don't think he killed those men. Somebody set him up.
set up +	arrange (an appointment, a	I set up an appointment with my

	meeting, etc.)	doctor at 3:30 this afternoon.
settle on + period of time	make a decision after a	I settled on the job at the oil company.
settle up	pay one's debts	We need to settle up before you move.
show * off +	show to everybody with a lot of pride	He always shows off his new things.
show off	boast, draw attention to oneself	Young boys show off in order to impress girls.
show * up	make someone seem inferior	He's always trying to show up his co-workers in order to get ahead.
show up	arrive without previous notice	I hadn't seen my cousin for years, and all of a sudden, he showed up at my workplace yesterday!
shut * off	stop from functioning	If you don't pay your electric bill, your power is going to get shut off.
shut * up	make quiet	Would someone shut him up! He's talking so loudly that we're going to get in trouble.
slow * down +	make move more slowly	Because Mary's level in English is lower than the rest of the students, she slows the class down.
slow * up +	make move more slowly	Because Mary's level in English is lower than the rest of the students, she slows the class up.
spell * out +	to explain something in a detailed way so that the meaning is clearly understood	He's so stupid that you have to spell everything out for him.
stand by	wait	I need you to stand by and answer the phone when my broker calls.
stand for +	represent	SCUBA stands for "self contained underwater breathing apparatus."
stand for +	tolerate	I won't stand for people criticizing me.
stand out	be very noticeable	Soledad is so beautiful! She really stands out in a crowd.

stand * up	not arrive to a date or an appointment (inf.)	I arranged to meet Joe at the library at 8:00, but he stood me up. I hope he has a good excuse.
stand up for +	defend (something one believes in)	Every individual must stand up for what they believe in.
stand up to +	defend oneself against someone or something	I think you should stand up to your older brother and tell him to stop pushing you around.
stay over	spend the night at a person's house	It takes you so long to take the bus home, so why don't you just stay over?
stick it to +	severely criticize a person (inf.)	My boss really stuck it to me when I arrived late to work for the third time this week.
stick to +	persevere, keep trying	Even though English is a hard language to master, you must stick to it!
stick up for +	defend oneself or opinions	Joseph joined the army because he believes he must stick up for his country.

T

Phrasal Verb	*Definition*	*Example*
take after +	resemble a parent or relative	I take after my father. Who do you take after?
take * away +	remove, seize or capture	The soldiers took the captives away.
take * back +	retract something you said	I demand that you take back what you said.
take * back +	return an item to a store	The dress my grandmother bought for me didn't fit, so I took it back and exchanged it for a pair of pants.
take * down +	write down what is said	Would you mind taking down my messages while I am on vacation?
take * down +	remove (from a high place	The city government made the shop take down their bright, neon sign.

take * for	consider, view as	Do you take me for an idiot?
take * in +	learning	Are you taking in all of these phrasal verbs?
take * in +	deceive a person	He was taken in by the con artist.
take * in +	make smaller when sewing	I lost weight, so I need to take some of my skirts to the tailor to have them taken in.
take * off	when a plane or rocket leaves the ground	My stomach felt funny when the plane took off.
take * off +	remove	In many cultures, it is appropriate to take off your shoes when entering a house.
take * off +	leave work or school for a period of time	I was sick last week, so I took a few days off of work.
take off	leave	We took off after dinner.
take on +	accept (responsibilities, work)	She has taken on too much responsibility in this project.
take * over +	take control of	Who is going to take over the family business when Aretha's father dies?
take over	take control of	If the President is assassinated, the Vice-president will take over.
take * out +	accompany a person on a date (for dinner, the movies)	I can't meet you tonight because I am taking Fernanda out to dinner.
take * up +	begin a new hobby	Have you taken up any new hobbies since you moved here?
take * up +	discuss (at a later date)	We should take this issue up in the meeting tomorrow.
take * up +	shorten a garment when sewing	This dress is too long, I am going to take it up.
take up +	occupy space	This couch takes up too much space in the living room.
talk back	respond in an impolite way to an adult	Don't talk back!
talk back to +	respond in an impolite way to an adult	Children should not talk back to their parents.

talk * over +	discuss	I hope my parents talk their relationship problems over before they get divorced.
tear * down +	destroy	The county decided to tear down the dilapidated school and build a new one.
tear * up +	tear or rip into small pieces	I always tear up my personal papers before I throw them out.
tell * off +	criticize a person severely, reprimand (inf.)	Carolina told me off when she found out I was gossiping about her date with Martin.
tell on +	report a crime to the police or bad behavior to a parent	Every time I did something wrong when I was a child, my sister would tell on me.
think * over +	consider	Think over the offer before you sign the contract.
think * through +	consider carefully	You need to think this through carefully before you make a decision.
think * up +	create or invent a false story	I need to think up an excuse for not going to her party.
throw * away +	discard	Don't throw away those bottles; we can recycle them.
throw * out +	discard	I asked him not to throw out the Sunday newspaper because I wanted to save an article.
throw * out +	remove by force from (a room, school, a house, rent.	Mary threw out her roommate because she stopped paying etc.)
throw up	vomit	If you drink too much alcohol, you might throw up.
tie * up +	tie securely	When we dock, make sure you tie the boat up.
tire * out	cause someone to be very tired	Speaking English all day tires me out.
touch on +	talk about for a short time	The presidential candidates touched on the subject of health care during the debates.
touch * up	make the final improvements	We didn't paint the whole kitchen, we just touched up the cabinets.

try * on +	put on to make sure a piece of clothing fits	Try on the pants before you buy them.
try * out	test	Try out this massage chair - it feels great!
turn * away	refuse to deal with or give service	They turned us away at the border because we didn't have visas.
turn * around	change or reverse direction	Turn the car around and go back home.
turn * down +	refuse an offer; reject an application	She turned down the new job in New York, because she didn't want to move.
turn * down +	lower the volume or intensity of a TV, radio, or other machine	I'm studying! Please turn down the TV.
turn * in	submit	You need to turn your essays in next week.
turn in	go to bed (inf.)	It's getting late. I think it is about time to turn in.
turn into +	become something different, transform	When she kissed the frog, it turned into a handsome prince.
turn * off +	stop the function of (a stove, a water faucet, a car, etc.)	Don't forget to turn off the iron before you leave the house.
turn on +	attack unexpectedly	The pit bull suddenly turned on the small child.
turn * on	cause to be excited sexually	Scientists have discovered that the smell of cinnamon turns many people on.
turn * on +	start the function of a TV, a radio, a machine	Turn on the TV. The baseball game starts in a few minutes.
turn * out	produce	The weavers can turn out two or three rugs a month.
turn * out	switch off a light	Turn out the light before you go to bed.
turn out	audience members to a function	Over 100,000 people turned out for the concert.
turn out	end up being	She turned out to be the murderer after all.

turn * over	give to authorities (said of evidence or stolen / lost property)	They turned the wallet over to the police.
turn * up +	increase the volume or intensity of a TV, radio, or other machine	Turn up the TV. I can't hear what they're saying.
turn up	find unexpectedly	My keys turned up in the bedroom.

U

Phrasal Verb	*Definition*	*Example*
use * up	use all of something	I used up all of the soap, so we need to buy some more.

V

Phrasal Verb	*Definition*	*Example*
veer away from +	stay away from, avoid	I veer away from the same old summer blockbuster films.

W

Phrasal Verb	*Definition*	*Example*
wait on +	serve, service (a table)	Each waitress waits on three different tables in the restaurant.
wait up	not sleep because you are waiting for something or someone	Don't wait up.
wait up for +	not sleep because you are waiting for someone or Something	Let's wait up for Mary to see how her date went.
wake * up +	awaken someone	The car alarm woke me up at 6:00 in the morning.
wake up	awaken	Wake up. It's time to get ready for work.
wash up	clean oneself	Make sure you wash up before dinner.

wash * up +	clean	If we work together, we can wash the kitchen up in a few minutes.
watch out	be careful	Watch out - there's a rattlesnake!
watch out for +	be careful of	Watch out for snakes while you are hiking in the desert.
wear off	disappear after a period of time	The affects of the medicine will wear off after a few hours.
wear * out	use until something is not useable anymore	If you wear the same shoes everyday, you'll wear them out.
wear * out	cause to be very tired	Her three kids wore me out.
wind up +	finish (inf.)	If he doesn't get his act together, he is going to wind up in jail.
wind * up +	tighten the spring of a watch or similar machine	He wound up the toy dog and set it on the floor.
wind * up +	cause an animal or a child to behave wildly	The kids always get wound up when Uncle Henry comes over.
wipe * out +	massacre or destroy	The tidal wave wiped out the small fishing village.
wipe * out	cause to be very tired	After surfing all day, I was completely wiped out.
work * out +	solve	I hope you two can work out your problems.
work out	exercise	I work out three times a week at the fitness center.
work out	be successful	I am glad your new catering business is working out.
write * down +	record	Write down the directions so you don't forget them.
write * out +	write down every word or letter	He wrote out the lyrics so I could understand what the singer was saying.
write * up +	prepare a report	He wrote up a business proposal in order to get a loan.

Z

Phrasal Verb	*Definition*	*Example*
zero in on +	discover, pinpoint	I think I have zeroed in on what has been causing the problem.
zip around +	move quickly from place to place	I zipped around town after work today.
zone out	stop paying attention	He zoned out during class.
zonk out	fall asleep	Jill was so exhausted after taking the TOEFL test that she zonked out before dinner.
zoom in	focus	You need a telephoto lens to zoom in.
zoom in on +	focus on something, pinpoint	She zoomed in on his face while taking the picture.

Phrasal Verbs

PRACTICE EXERCISES

DIRECTIONS : : In each of the questions, a word has been used in sentences in four different ways. Choose the option corresponding to the sentence in which the usage of the word is incorrect or inappropriate.

TEST 1

1. Account
    (a) How will you account of the money you spent?
    (b) He couldn't account for his absence from college.
    (c) How will you account for such a big difference?
    (d) Hari was able to account for his actions.
2. Act
    (a) When you read a story or a poem to your child, act it out with him or her.
    (b) This computer's acting up again
    (c) The children were acting over because their mother wasn't there
    (d) The script itself is well written and well acted out by the cast.
3. Add
    (a) This just doesn't add up
    (b) Slowly add in flour, baking powder and salt. Mix until well

blended.

(c) She added up the bill.

(d) These are quite expensive though, by the time you've added in border taxes

4. Answer

(a) Don't answer back to your mother.

(b) You are answerable for your mistakes

(c) You have to give me an answer.

(d) Answer up, or you will be punished.

5. Ask

(a) The next day, her brother came to ask after her.

(b) I'll ask around and see if there's a room vacant somewhere

(c) I'll ask her over in to dinner next weekend.

(d) This is the third time he's asked me out.

6. Back

(a) The company only backed in after a worldwide campaign by activists

(b) He backed out at the last moment.

(c) We had to back up a long way and try a different route.

(d) Five witnesses backed him up.

7. Blow

(a) I don't understand. It's not like her to blow up over a silly little row like that.

(b) The politician is keeping a low profile until the scandal blow over.

(c) More volunteers are needed to blow up balloons.

(d) I blew out the candles and we ate cake.

8. Break

(a) When he told her he didn't love her anymore, she broke down.

(b) I was extremely stunned when May and Brad broke off their engagement.

(c) The meeting broken up around 10 o'clock.

(d) The two criminals broke out of prison yesterday.

9. Bring

(a) Looking at the photos brought back a lot of memories of my visit to the place.

(b) It isn't easy to bring up children nowadays.

(c) Madonna is just bringing out a new record.

(d) The early rains will bring a much needed relief from the heat.

10. Call

(a) Can you ask her to call me back, please?

(b) We had to call in a doctor.

(c) It's too late to call off the ceremony now.

(d) Call up me when you get there.

11. Carry

(a) She got carried away in the shop and spent all her money on new dresses

(b) He carried on as if nothing had happened.

(c) It's going to be difficult to carry out that plan.

(d) If things get carried on the way they are, you'll lose your job.

12. Check

(a) I arrived in Lucknow a few days ago and checked into the Taj Hotel.

(b) I will check out of the hotel after breakfast.

(c) You should check out your pockets before you leave home.

(d) Quickly check out of the hotel before they charge you for an additional day.

13. Clear

(a) The boy asked his friends to clear off before his father arrived.

(b) During the night the fog cleared off.

(c) I think this misunderstanding will be cleared up soon.

(d) Clear up the mess before you leave.

14. Come

(a) I had no idea what had happened to me when I came round.
(b) As new jobs come up, we will contact students who have signed the contract.
(c) Ram came up with a very good plan.
(d) When we came together we make things happen.

15. Cut

(a) For years, the country was part of the soviet union and was cut off from the rest of Europe.
(b) People with diabetes are usually advised to cut down on sugar.
(c) We will take a cut in our salaries.
(d) The tree was damaged in the storm so they had to cut down it.

16. Die

(a) The rumours will soon die down
(b) Sadly this tradition died out in the early 1800s.
(c) The strong colour will die out with washing.
(d) As we moved away from the sea, the sound of the waves died down.

17. Do

(a) I spent a month doing up the flat and I think it’s quite nice now.
(b) The death penalty has been done away in many countries.
(c) Do your best and leave the rest to God.
(d) When you do something up, you fasten it.

18. Drop

(a) Ben finally dropped off to sleep after midnight.
(b) I thought I’d drop in and say hello.
(c) We will drop you off at the next sop.
(d) The fielder dropped off the catch.

19. Eat

(a) She really enjoys eating out.

(b) Eat out your vegetables!

(c) The journalist had to eat up his words when the true story came out.

(d) We won't eat in tonight.

20. Fall

(a) She felled down and hurt her knees.

(b) It's great to have a friend to fall back on.

(c) Why does he always fall for the wrong women

(d) The building is falling apart.

21. Help

(a) This syrup will help ease your pain.

(b) I can't help the colour of my skin.

(c) Ranjit may help him with the beer in the fridge.

(d) Do you really expect me to help you in this ?

22. Reason

a. Your stand is beyond all reason.

b. Has she given you any reason for her resignation?

c. There is no reason why you should behave like this.

d. How do you deal with a friend who doesn't listen to a reason?

23. Paper

(a) Your suggestions look great on the paper, but are absolutely impractical.

(b) Do you know how many trees are killed to make a truckload of paper?

(c) So far I have been able to paper over the disagreements among my brothers.

(d) Dr. Malek will read a paper on criminalization of politics.

24. Business

(a) I want to do an MBA before going into business.

(b) My wife runs profitable business in this suburb.

(c) If we advertise we will get twice as much business as we have now.

(d) How you spend your money is as much my business as yours.

25. Bundle

(a) He made a bundle in the share market.

(b) It was sheer luck that brought a bundle of boy-scouts to where I was lying wounded.

(c) The newborn baby was a bundle of joy for the family.

(d) Mobile operators are offering a bundle of additional benefits.

26. Bolt

a. The shopkeeper showed us a bolt of fine silk.

b. As he could not move, he made a bolt for the gate.

c. Could you please bolt the door?

d. The thief was arrested before he could bolt from the scene of the crime.

27. Near

(a) I got there just after you left – a near miss!

(b) She and her near friend left early.

(c) The war led to a near doubling of oil prices.

(d) They came near to tears seeing the plight of the victims.

28. Hand

(a) I have my hand full, I cannot do it today.

(b) The minister visited the jail to see the breach at first hand.

(c) The situation is getting out of hand here!

(d) When the roof of my house was blown away, he was willing to lend me a hand.

29. For

(a) He has a great eye for detail.

(b) We are waiting for the day.
(c) I can’t bear for her to be angry.
(d) It couldn’t be done for ever.

30. Run
    (a) I must run fast to catch up with him.
    (b) Our team scored a goal against the run of play
    (c) You can’t run over himself like that.
    (d) This film is a run-of-the-mill production.

31. Buckle
    (a) After the long hike our knees were beginning to buckle.
    (b) The horse suddenly broke into a buckle.
    (c) Sometimes, an earthquake can make a bridge buckle.
    (d) People should learn to buckle up as soon as they get into a car.

32. Hand
    (a) He was handing out free tickets for the concert.
    (b) The minister handed in his resignation when it was known that he was implicated in the scandal.
    (c) Have things changed since the hand over of sovereignty from the British to Korens?
    (d) Hand up your coat and come and join us.

33. Hang
    (a) Hang over a minute; I need to talk to you.
    (b) Don’t hang up; I need to speak to your sister.
    (c) You should not allow your son to hang around in the street after dark.
    (d) She was hanging on to each word that I was speaking.

34. Fill
    (a) She gave me a form and told me to fill it in.
    (b) She filled up the kettle with water and made everyone a cup of tea.
    (c) The glass was filled to the brim.

(d) Fill out the details of your resume.

35. Get

(a) The boy tried to catch to the butterfly but it got away.
(b) The word got around that she was going to change her job.
(c) How are you getting over with your studies?
(d) I'll tell her when she gets back

TEST 2

In each question, the word at the top is used in four different ways, numbered 1 to 4. Choose the option in which the usage of the word is *INCORRECT* or *INAPPROPRIATE.*

1. Break

(a) My boyfriend and I broke up before I moved to America. (end a relationship)
(b) We broke bread during the Thanksgiving dinner.
(c) The prisoners broke out of jail when the guards weren't looking.
(d) I broke up in a rash after our camping trip.

2. Do

(a) Do your best, it always works.
(b) My teacher wants me to do my essay over because she doesn't like my topic.
(c) Do your coat over before you go outside. The snow is falling heavily!
(d) It's time to do away with all of these old tax records.

3. Get

(a) I tried to get my point across to the judge but she wouldn't listen.
(b) We worked so hard this year that we had to get away for a week.
(c) My grandfather can get away fine in his new wheelchair.
(d) This weather is getting me down.

4. Hang
    (a) Hang in there. I'm sure you'll find a job very soon.
    (b) Hang on while I grab my coat and shoes!
    (c) Instead of going to the party we are just going to hang up at my place.
    (d) He didn't say goodbye before he hung up.
5. Keep
    (a) Keep on stirring until the liquid comes to a boil.
    (b) Medicines should always be kept out from children.
    (c) Try to keep the wet dog out of the living room.
    (d) If you keep those results up you will get into a great college.
6. Cut
    (a) The phone company cut off our phone because we didn't pay the bill.
    (b) My grandparents cut my father off when he remarried.
    (c) The doctors cut down his leg because it was severely injured.
    (d) I cut this ad out of the newspaper.
7. Give
    (a) My boyfriend didn't want to go to the ballet, but he finally gave up.
    (b) They were giving out free perfume samples at the department store.
    (c) I am giving up smoking as of January 1st.
    (d) My maths homework was too difficult so I gave up.
8. Hand
    (a) I handed my old comic books down to my little cousin.
    (b) I have to hand out my essay by Friday.
    (c) We will hand out the invitations at the door.
    (d) The police asked the man to hand over his wallet and his weapons.

9. Turn
    (a) Your mother wants you to turn the TV down and come for dinner.
    (b) Just turn left at the end of the street nd you will reach my house.
    (c) Can you turn the music up? This is my favourite song.
    (d) Our cat turned up after we put posters up all over the neighbourhood.
10. Hold
    (a) A man in a black mask held the bank up this morning.
    (b) Hold onto your hat because it's very windy outside.
    (c) Please hold on while I transfer you to the Sales Department.
    (d) Jamie held on his tears at his grandfather's funeral.
11. Mark
    (a) The clerk will mark prices down later in the day.
    (b) They can clearly mark the boundaries up with red tape.
    (c) The manager will mark up the prices that the clerk marked down.
    (d) I will buy a lot more if you mark the prices down.
12. Talk
    (a) A good partner can talk you through some tough places.
    (b) She was able to talk the young child out of jumping into the pool.
    (c) Sit in the driver's seat while I talk you through the controls.
    (d) We talked over the problems in our relationships, but couldn't sort things out.
13. Jack
    (a) We jacked the car up and changed the tyre.
    (b) Don't listen to him- he always jacks people in.
    (c) I jacked my job in because my boss refused to give me a raise.
    (d) Once the tourists arrive, the restaurants jack up their prices
14. Look
    (a) I have to look after my sick grandmother.

(b) Ever since we stole that chocolate bar your dad has looked down on me.

(c) I'm looking into a red dress for the wedding.

(d) I'm looking forward to the Christmas break.

15. Run

(a) Let's run through our lines for the school play.

(b) He runs with a rough crowd, no wonder he ended up in jail.

(c) The young father ran off from his responsibility and didn't support his family.

(d) The child ran away because her parents beat her.

TEST 3

In each question, the word at the top is used in four different ways, numbered a-d. Choose the option in which the usage of the word is INCORRECT or INAPPROPRIATE.

1. Follow

(a) He followed up the meeting with a report.

(b) The project went wrong when the staff failed to follow through.

(c) The film follows down the original.

(d) He left an hour ago and I'll be following on soon.

2. Scout

(a) We'd better scout up a replacement for her.

(b) I scouted round for a bargain.

(c) The researcher spent months scouting for the answer.

(d) We scouted around to find the best price.

3. Send

(a) I sent my food back because it was overcooked.

(b) The police were sent in to quell the riot as the protesters had started burning cars and wrecking shops.

(c) The football striker was sent off for arguing with the referee's decision.

(d) They sent for a fact list to all their existing customers.

4. Hang

(a) You can hang out your jacket in the front closet.

(b) What are you doing? - - I'm just hanging out.

(c) Don't hang up. I'm going to change phones.

(d) Maria and Freya usually hang around the beach after school.

5. Hold

(a) The police held the demonstrators back while the politicians entered the building.

(b) We should hold back on making dinner until your parents arrive.

(c) The teacher held Frank back a year, so he couldn't enter fifth grade.

(d) Mr. Johnson held the dog off while we crossed the yard.

6. Pass

(a) Jennifer passed on the work to someone else.

(b) After battling cancer for several years, he finally passed out at the age of 87.

(c) He tried to pass the fake watch off as a real Rolex.

(d) We need to pass our exams.

7. Pick

(a) Diane picked out a lovely dress for the dance.

(b) What time are you going to pick me up?

(c) Business is really picking out this quarter.

(d) It's possible to pick up enough English in two weeks to get by on your trip to Los Angeles.

8. Eat

(a) The heavy rains ate away at the sandstone cliffs.

(b) Ken ate on the cookies.
(c) We usually eat in instead of going out for dinner.
(d) They eat out once a week.

9. ZIP
   (a) He was being stupid in the meeting, so we told him to zip around.
   (b) We zipped around the supermarket to get the shopping done.
   (c) The motorbike zipped by the cars stuck in the traffic jam.
   (d) He told me to zip it, so I said nothing.

10. Come
   (a) I just knew the manager would come and solve the problem.
   (b) They come up as very rude.
   (c) No one can come up with a good advertisement for the toothpaste.
   (d) Bob has come up with a welding torch and some scrap iron.

11. Stop
   (a) After the terrorist attacks on London, tourists stopped coming for a while.
   (b) I didn't have time to talk so I told him to stop back later when I had some free time.
   (c) I stopped behind after the meeting to talk to Bill.
   (d) I'm going to stop in Jim's house on the way home.

12. Bang
   (a) He banged the door while going out.
   (b) He's always banging on the counter.
   (c) He's banging on in the kitchen.
   (d) She banged the car again.

13. Kick
   (a) The budget cuts are starting to kick about and people are struggling.
   (b) I'll kick the dog if it comes to bite me.

(c) The police kicked the door down
(d) Children love to kick the ball.

14. Tag
    (a) He tagged the clothes with the correct price tags.
    (b) You're off to the cinema; can we tag on?
    (c) He tagged me in a few comments on facebook.
    (d) The post was tagged with keywords.
15. Jump
    (a) I'd jump at the chance to go and live in Japan.
    (b) He jumped over the hurdle in the race.
    (c) The cat jumped off the sofa to catch the mouse.
    (d) Everyone jumped at me and tried to kill me when I raised the issue.
16. Tune
    (a) I had just tuned in to a TV show when my sister came back home.
    (b) I just love this tune.
    (c) He's tuned out his car for the race.
    (d) Make sure you tune in to next week's show.
17. Blow
    (a) My parents blew up when they found me smoking. They were so angry.
    (b) I couldn't light the campfire. The wind kept blowing it up.
    (c) The wind blew the smoke back down the chimney into the room.
    (d) To blow a balloon,you have to blow hard into it.
18. OPT
    (a) I opted for an endowment mortgage and lost a lot of money.
    (b) I opted for tea because I don't drink coffee.
    (c) The US opted out of an arms deal with other countries.
    (d) If you want them to notify you of updates, you have to opt out.

19. Ride
    (a) Her skirt rode up when she sat down.
    (b) They managed to ride off the recession.
    (b) They managed to sit through the journey, even though it was a bumpy ride.
    (c) She got on her horse and rode off.
20. Rake
    (a) She’s raking in thousands a day.
    (b) It’s the only shop in the area and they’re raking it in.
    (c) The rake is coming in any moment.
    (d) Tim keeps raking off the rows we had last year.
21. Mark
    (a) His dedication marked him up for great things.
    (b) I marked off the items on the list as i finished purchasing them.
    (c) They marked out the pitch.
    (d) Her speed marks her out from the rest of the group.
22. Roll
    (a) They rolled in very drunk at three o’clock in the morning.
    (b) The government want to roll back the freedom of the press.
    (c) The army rolled by when they came under attack.
    (d) Roll on Friday! It’s been a dreadful week.
23. Mess
    (a) The children were messing about with the TV remote control and broke it.
    (b) They messed with the discussions and the contract fell through.
    (c) She’s been messing with it for hours and it still doesn’t work.
    (d) They messed up the kitchen.
24. Rush
    (a) They rushed away when the police arrived.

(b) Zain rushed out to get to his medical appointment.

(c) They don't want to be rushed into giving an answer and have asked for more time.

(d) They rushed out to catch the first rain of the season.

25. Fasten

(a) Fasten your seatbelts.

(b) We fastened it down to keep the wind from blowing it away.

(c) They have fastened up the speech as a source of inspiration.

(d) He fastened the latch of the door.

26. Wave

(a) They waved at us when they passed by.

(b) Don't wave at people you don't know.

(c) We waved her down at the station.

(d) The accident was bad, but the police waved us on.

27. Leap

(a) The tiger leapt at the deer.

(b) A leap of faith is what it takes.

(c) Look before you leap.

(d) He leaped out the chance to visit America.

28. Act

(a) The police were acting on a tip from an informer and caught the gang red-handed.

(b) The enzyme acts upon certain proteins.

(c) My computer's acting out I think I might have a virus.

(d) They acted out the story on stage.

29. Finish

(a) They finished off all the chocolates and had to go to the all-night store to buy some more.

(b) We went out for dinner and finished out in a club.

(c) We attended some workshops and finished the project.

(d) She finished with him a few months ago.

30. Turn

(a) She turned up an hour late.

(b) Please turn up the music; it’s too loud.

(c) Turn off the lights please before you leave.

(d) Hundreds of fans were turned away from the football stadium.

31. Ask

(a) My mother is always asking after you.

(b) I’ll ask around and see if anyone has seen your cat.

(c) Let’s ask to the teacher our question.

(d) John has asked Mary out several times.

32. Put

(a) Could you put off the light please?

(b) The meeting was put off because of the strike.(Postpone / arrange a later date)

(c) Please don’t put yourself out for us.(Go to a lot of trouble / be inconvenienced.)

(d) We put you up if you’d like to come for the week-end.

33. Get

(a) Some people manage to get up early.

(b) It’s time to get down to some serious work!

(c) Be quiet and get on with your homework.

(d) Charlie had the ‘flu but he got rid of it.

34. Pick

(a) Children are quick to pick up a new language.

(b) Can you pick me out at the station?

(c) Will you help me pick out a handbag to go with my outfit?

(d) The other children were always picking on Charlie because of his

red hair.

Answer Key

TEST 1

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

22. (d)
23. (c)
24. (b)
25. (b)
26. (a)
27. (b)
28. (a)
29. (c)
30. (c)
31. (b)
32. (d)
33. (a)
34. (d)
35. (c)

TEST 2

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

11. (b)
12. (a)
13. (b)
14. (c)
15. (c)

TEST 3

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

20. (d)
21. (a)
22. (c)
23. (d)
24. (b)
25. (c)
26. (c)
27. (d)
28. (c)
29. (b)
30. (b)
31. (c)
32. (a)
33. (d)
34. (b)

Solutions

TEST 1

1. One does not account of the money spent…one gives account of or accounts for is also acceptable.
2. Children were acting up
3. added on is the correct usage
4. answer up is wrong usage
5. ask her over is correct, no need to add ‘in’
6. Company only backed down
7. Scandal blows over

8. The meeting broke up
9. Madonna has just brought out a new record.
10. Call me up when you get there.
11. If things carry on the way they are, you'll lose your job.
12. You should check your pockets before you leave home.
13. Wrong usage as when something clears off or you clear it off, it disappears or is removed.
14. When we get together, we make things happen
15. Cut it down
16. Colours fade and don't die out
17. The death penalty has been done away with in many countries.
18. The fielder dropped the catch.
19. Eat up your vegetables!
20. She fell down and hurt her knees.
21. Help himself to.
22. Who doesn't listen to a reason is wrong usage as it conveys an unclear message.
23. Paper over the disagreements is wrong usage.
24. Runs a profitable business
25. Bundle of boy-scouts is wrong usage.
26. Bolt of fine silk is wrong usage.
27. She and her dear friend
28. Hands full
29. Bear for her is wrong usage.
30. Run over himself is not fitting in this context.
31. Broke into a buckle is wrong usage.

32. Hang your coat and come and join us.
33. Hang on a minute;
34. Fill in the details
35. getting on with your studies

TEST 2

1. Option (d) is the answer as to break up means to end a relationship and to start laughing, in an informal way while it is used in the sentence where the speaker wants to tell that he has developed some kind of rash, skin sores or irritation, therefore it should be ‘broke out in’ and not ‘broke up in’.
2. Option (c) is the answer. It should be ‘Do your coat up’ instead of ‘Do your coat over’.
3. Option (c) is the answer. To get away means to go on a vacation, while the intended meaning in the sentence is that the speaker’s grandfather can have mobility by getting a new wheel chair. Hence, the correct phrase to be used is ‘get around’.
4. Instead of going to the party we are just going to hang out at my place. Hence option (c) is theanswer.
5. ‘Medicines should be kept away from children.’ And not ‘kept out’. Hence option (b) is the answer.
6. The correct phrase that should be used in the sentence is: ‘cut off’ as the phrase ‘cut down’ means to make something fall to the ground. Option (c) is the answer.
7. The correct phrase should be ‘he finally gave in’ where the phrase gave in means “to reluctantly stop fighting or arguing”. Option (a) is the answer.
8. The answer should be: option (b) where to hand out means to distribute to a group of people. But the speaker wants to tell that he has to submit

his essay by Friday therefore the correct phrase should be ‘to hand in’ instead of ‘to hand out’.

9. Option (a) is the answer. The speaker wants the child to switch off the TV as he is been called for dinner where the phrase ‘turn down’ means to decreasethe volume. Hence it should be ‘to turn the TVoff’.
10. Option (d) is the answer. The correct sentence is: Jamie held back his tears at his grandfather’sfuneral.
11. Option (b) is the answer. To mark up means to increase while the person has been told to define the boundaries there therefore the phrase should be – ‘to mark out’.
12. Option (a) is the answer. The sentence tells that a good partner can help one to overcome from tough times. Hence the sentence (a) is wrong.
13. Option (b) is the answer. The speaker wants to tell someone that a person always puts other people in trouble. Therefore the correct sentence should be: Don’t listen to him- he always jacks people around.
14. Option (c) is the answer as the speaker wants to tell that she wants to wear a red dress on her wedding day. Therefore the correct phrase should be ‘looking for’ instead of ‘looking into’
15. Option (c) is the answer as ran off means to leave quickly while the person left to neglect his responsibilities. Therefore the correct phrase is: ‘ran away from’.

TEST 3

1. Option(c) is the answer as the sentence is grammatically incorrect; the correct sentence is “The film follows on from the original.”The intended meaning of which is to be a part of something i.e. the film is a part of the original version.
2. Option(c) is the answer as it intends to state that the researcher spent too many months searching for the answer, so the correct phrase applied

here should be “The researcher spent months scouting out the answer.”

3. Option(d) is the answer because Sent for means to call someone and it doesn’t fit here as the intended meaning of the sentence is that the company has sent a fact list to all of its existing customers, sothe correct phrase to be used is ‘sent out’ and not ‘sent for’.
4. Option(a) is the answer as to hang out means to stay in a place for fun whereas the intended meaning of the sentence is to hang the jacket in front of the closet so the correct phrase to be used here is hang up which means to suspend something somewhere.
5. Option(b) is the answer as the intended meaning of the sentence here is to delay the preparation of the dinner till parents arrive and hold back means to restrain or not allow, which doesn’t fit in.
6. Option (b) is the answer. It is incorrect because the intended meaning of the sentence is that after fighting with cancer the person died at age of 87,and for this we use the phrase passed away .
7. Option (c) is the answer; the correct phrase to be used here is ‘picking up’ which means ‘to increase’.
8. Option (b) is the answer because the sentence is grammatically incorrect. The correct sentence is ‘Ken ate the cookies up’ which means that Ken greedily ate all the cookies.
9. Option (a) is the answer .The phrase used is incorrect as ‘zip around’ means to move about quickly, so the correct phrase to be used here is ‘zip up’.
10. Option (b) is the answer, as to ‘come up’ means to ‘procure or conceive’ and the intended meaning of the sentence is that they seem to be very rude for which the phrase ‘come across’ which means ‘appear’ should be used.
11. Option (d) is the answer;the correct phrase to be used here is ‘stop by’.
12. Option(c) is the answer. The correct phrase which should be used here is

‘he’s banging about in the kitchen’.

13. Option (a) is the answer. Kick about means to discuss which does not fits in here. The correct phrase to be used here is Kick in.
14. Option(b) is the answer, the correct phrase is tag along; it means to Accompany someone, especially if they haven’t specifically invited you.
15. Option (d) is the answer; the phrase should be jump on, which if written here will mean to attack or to criticise.
16. Option (c) is the answer, The phrase ‘tune out’ means to ignore or not pay any attention, but here thesentence conveys the idea that the person owingthe car prepared his car for the race, so the correct phrase which should be used here is ‘tune up’which means to improve the performance of the vehicle.
17. Option (b) is the answer. The intended meaning of Sentence (b) seems to be that as the wind was blowing the speaker couldn’t light the campfire. The correct phrase which should be used here is ‘blow out’ and not ‘blow up’. As ‘to blow out ‘means to extinguish a fire or a flame.
18. Option (d) is the answer, to opt out means to choose not to be part of something, but the intended meaning of the sentence here is that the person wants to be notified for getting updates. For this the correct phrase which should be used here is opt in which means to choose to be part or a member of something.
19. Option (b) is the answer because the phrase ride off means to Go away which doesn’t fits here.
20. Option (d) is the answer, ‘Rake off’ means to cheat someone, here the sentence explains that Tim keeps talking about the rows the speaker had last year, here the phrase should be ‘raking over’ which means to talk, think, etc, about something negative in thepast. “Tim keeps raking over the rows we had last year”.

21. The phrase ‘mark up’ means to increase the price or number of something, Option (a) is the answer, the intended meaning of the sentence here is that his dedication shall lead him to reach great heights so here the phrase to be used should be ‘mark out’ which means to show promise for the future. “His dedication marked him out for great things.”
22. Option (c) is the answer, as to ‘roll by’ means to pass and it does not fit in here as it is very clear from the sentence that the army moved back when they were attacked. So, the correct phrase which should be used here is “The army rolled back when they came under attack”. Here ‘roll back’ means retreat or to move back.
23. Option (b) is the answer as the intended meaning of the sentence is that because the discussion was spoiled and it didn’t work the contract was dropped off. So, the correct phrase which should be used here is ‘messed up’ which means to spoil or ruin. “They messed up the discussions and the contract fell through”.
24. Option (b) is the answer. The intended meaning of the sentence is that Zain went in hurry to get his medical appointment. The correct phrase which should be used here is ‘Rush off’ which means to depart in hurry.
25. Option (c) is the answer. The sentence here intends to explain that the people have taken the speech as a source of inspiration but the phrase used here is incorrect.
26. Option (c) is the answer. Here the intended meaning of the sentence is that we waved to her to say goodbye.
27. Option (d) is the answer. The intended meaning of the sentence seems to be that the person willingly wanted an opportunity to visit America.
28. Option (c) is the answer, the correct sentence should be “My computer’s acting up I think I might have a virus”. Here acting up refers to behave badly or strangely.

29. Option (b) is the answer.
30. Option (b) is the answer as to turn up means to raise the volume while it is used in the sentence where the intended meaning is to lower the volume as it is too loud.
31. The sentence is used in correct form with some grammatical errors. While others are correct in every respect. The correct form of option (c) should be: - Let’s ask the teacher our question.
32. To put off means to postpone or arrange a later date while speaker is asking the person to turn off or switch off the lights. Hence correct choice is option(a).
33. To get rid of means to eliminate.
34. To pick out means to choose or to select. The correct sentence is: Can you pick me up at the station?

Paragraph Completion/ Last Sentence of the Paragraph

Select the best concluding statement of a paragraph:

In this type of question, a paragraph is given and four alternative concluding statements are given for the same. You are required to choose the option that best concludes the paragraph. These questions first made their appearance in the CAT 2005 examination and sparked huge debates amongst the student community about their answers.

The reason for the confusion was that when read normally, each of the four options for the concluding sentence, logically followed the material of the text in the paragraph. However, in these questions the key to deducing the one correct option is the ability to understand the author's opinion (Advanced reading skill 5 from the PART I of this book.). Once you have identified the author's opinion you can evaluate the options for the concluding sentence by trying to fit in the one option that made the most 'concluding sense' in the context of the author's opinion about the topic.

By trying to fit the concluding sense of each option we mean to say that you need to compare how each sentence concludes the argument – i..e. winds up the points made by the author and best conveys the author's opinion about the topic.

Further, the concluding sentence also needs to be a conclusion of the

paragraph. It should not leave the scope of further carrying the paragraph's discussion forward.

The following examples will help you understand this type of question:

EXAMPLE 1

Complete the following paragraph with the most suitable sentence.

In order to boost sales of toys at times other than the peak sale time. Toy -manufacturers take recourse to the use of several techniques. Some of these include promoting character toys from Bollywood and Hollywood movies or TV series. All these sets are marketed as "collectibles" for the young consumers. The collections within a family of Collectibles, however, never appear to be complete (especially to the parents). As soon as all the characters are acquired, the child then requires the associated gadgets and gizmos that are bundled into the collectible set. Thus parents go shopping for the "car," the "home," the "mobile home," and even the "airplane" to ensure a happy homely environment for the toys. Ultimately, just as the elusive final piece of the series is attained the manufacturer and promoter release the next series of "collectibles."

The prime aim of the manufacturer and promoter is to ensure that

(a) all children should be happy and no child can be happy without a complete series of toys.

(b) as soon as one set is complete or almost complete, then the next one arrives on the scene.

(c) children should be encouraged to complete their collections of toys..

(d) sales need to be artificially bolstered throughout the year.

The correct answer is d.

Let us now look at the following examples from the CAT 2005:

Example 2

Federer's fifth grand slam win prompted a reporter to ask whether he was the best ever. Federer is certainly not lacking in confidence, but he wasn't about to proclaim himself the best ever. "The best player of this generation, yes" he said, "But nowhere close to ever. Just look at the records that some guys have. I'm a minnow." _____

(a) His win against Agassi, a genius of the previous generation, contradicts that.

(b) Sampras, the king of an earlier generation, was as humble.

(c) He is more than a minnow to his contemporaries.

(d) The difference between 'the best of this generation' and 'the best ever' is a matter of perception.

The correct answer is (c). You need an answer that concludes the passage. While options a & b take the paragraph into a new direction, d is irrelevant in the context provided – it is too general in nature.

Example 3

Thus the end of knowledge and the closing of the frontier that it symbolizes is not a looming crisis at all, but merely one of many embarrassing fits of hubris in civilizations long industry. In the end, it will pass away and be forgotten. Ours is not the first generation to struggle to understand the organizational laws of the frontier, deceive itself that it has succeeded, and go to it's grave having failed. _____

(a) One would be wise to be humble.

(b) But we might be the first generation to actually reach the frontier.

(c) But we might be the first generation to deal with the crisis.

(d) However, this time the success is not illusory.

Options (b) & (d) seem to indicate that we might have reached the frontier. But by it's very definition the frontier of knowledge can never be reached. Hence, you can eliminate these answers. Further, if you consider Option c, it talks about dealing with the crisis – which does not exist at all according to

the first sentence of the paragraph.

Example 4

Most firms consider expert individuals to be too elitist, temperamental, egocentric, and difficult to work with. Force such people to collaborate on a high stakes project and they just might come to fisticuffs. Even the very notion of managing such a group seems unimaginable. So most organizations will fall into default mode, setting up project teams of people who get along nicely. _____

(a) The result however is disastrous.

(b) The result is mediocrity.

(c) The result is the creation of experts who then become elitists.

(d) Naturally, they drive innovations.

The paragraph clearly states that teams are formed on the basis of people's ability to get along with each other (rather than on their merit with respect to the task at hand.)Obviously, this leads to a compromise in the quality of the work being performed. Hence, Option (d) is eliminated. Option (a) simply does not follow from the previous sentence since the word *however* indicates that the author should be contradicting his previous idea with this sentence. However, if you analyse the ideas in the last sentence of the paragraph and the Option (a), you will clearly see that there is no contrast between the two ideas.

Option (c) talks about an effect that is highly improbable in the context. Option (b) is perfect since you will expect mediocrity when you create a team on the basis of parameters other than ability.

Example 5

The audience for crosswords and sudoku, understandably, overlap greatly, but there are differences, too. A crossword attracts a more literary person, while sudoku appeals to a keenly logical mind. Some crossword enthusiasts turn up their noses at sudoku because they feel it lacks depth. A good

crossword requires vocabulary, knowledge. mental flexibility and sometimes even a sense of humor to complete. It touches numerous areas of life and provides an ‘Aha!’ or two along the way._____

(a) Sudoku, on the other hand, is just a logical exercise, each one similar to the last.

(b) Sudoku, incidentally, is growing faster in popularity than crosswords even among the literate.

(c) Sudoku, on the other hand, can be attempted and enjoyed even by children.

(d) Sudoku, however, is not exciting in any sense of the term.

In order to solve the above question, you need to understand that you are looking for the option that best ‘completes’ the paragraph. The structural construct under which we reach the last sentence of the paragraph is that of the comparison of crosswords and sudokus. The author has shown a clear bias towards crosswords – and in fact is in the process of explaining his sentence ‘*Some crossword enthusiasts turn up their noses at sudoku because they feel it lacks depth.*’ So obviously after praising crosswords, he has to talk in a dark light about sudoku. Option (a) has the perfect fit under this structure. Although Option (d) is also negative in it’s construction, it is unlikely to be the answer because of the fact that it is too crude and direct – something that you cannot associate with the atuhor’s style of writing. Options (b) and (c) get eliminated because they are talking positive about sudokus – something that goes against our expectations of what the author is likely to convey.

PRACTICE EXERCISE 1

The following questions have a paragraph from which the last sentence has been deleted. From the given options, choose the one that completes the paragraph in the most appropriate way.

(1) And those newly democratic countries have done relatively well. Elsewhere, the first flowerings of protest in the spring of 2011 brought

not freedom but more tyranny and vicious civil strife. When the police in the tiny island kingdom of Bahrain failed to stamp out a raucous pro-democracy mutiny, the ruling family panicked._____

(a) Not only has Bahrain failed to progress, it has turned the clock back to where it was after a previous bout of sectarian tensions in the 1980s.

(b) The result is a grim stand-off between the country's embittered two-thirds majority of Shia Muslims and a wary Sunni minority.

(c) It invited nearby Sunni monarchs to send in troops, which lead to scores of deaths and hundreds of arrests.

(d) Nowhere, as yet, has the right to vote or greater freedom to speak translated into markedly better government, more jobs or brighter short-term prospects.

(2) U.S. secretary of state John Kerry and his Russian counterpart, Sergey Lavrov, affirmed their support for a Geneva peace conference in August 2013, but offered little in the way of a strategy to bring the warring sides to the table. Rebels appear unwilling to consider a plan that does not include Assad's ouster, while Assad is unwilling to go voluntarily._____

(a) Moreover, neither side seems willing to negotiate from a perceived position of weakness.

(b) The Assad regime's alleged use of chemical weapons in August has only complicated international discussions of a peace process.

(c) The Arab League suspended Syria's membership and imposed economic sanctions on Damascus.

(d) Arab governments, including Gulf states and Jordan, have provided arms and financial and diplomatic support to the opposition.

(3) Many voters remember a time when hard work was reliably rewarded with economic security. This was not really true in the 1950s and 60s if you were black or female, but the question still remains: what if Mr

Cowen is right? What if the bottom 85% today are mostly doomed to stay there? In a country founded on hope, that would require something like a new social contract._____

(a) For their part Republican leaders offer long-cherished shrink-the-government schemes, rebranded as plans to save the American Dream.

(b) In truth, the links between investment and government policy are rarely so neat, and even such a boom might do little for middle-class wage stagnation.

(c) Politics risks becoming a "zero-sum game where a few do very well while struggling families of every race fight over a shrinking economic pie."

(d) Politicians cannot duck Mr Cowen's conundrum for ever.

(4) Previous studies over the years have suggested that we use one half of our brain more often than the other, playing a part in the type of personality we have.

While the left side of the brain is usually associated with logical, analytical and detail-oriented behavior, the right side has been connected to creative, thoughtful and subjective thinking._____

(a) But a new study published in the journal *PLOS ONE***,** suggests there is no evidence within brain imaging that proves some people are right-brained or left-brained.

(b) The research team conducted a two-year study of 1,011 people who were part of the International Neuroimaging Data-Sharing Initiative (INDI), and who were between the ages of 7 and 29.

(c) All connections in the brain were examined, and all possible combinations of the brain regions were correlated for each brain region that was left-lateralized or right-lateralized.

(d) However, we just do not see patterns where the whole left-brain

network is more connected or the whole right-brain network is more connected in some people.

(5) It is not uncommon for an El Niño winter to be followed by a La Niña one—where climate patterns and worldwide effects are, for the most part, the opposite of those produced by El Niño. Where there was flooding there is drought, where winter weather was abnormally mild, it turns abnormally harsh._____

(a) By the time it had run its course eight months later, the giant El Niño of 1997-98 had deranged weather patterns around the world

(b) Hundreds of families splashed frantically through the muddy flood to save what they could.

(c) La Niñas have followed El Niños three times in the past 15 years —after the 1982-83 event and after those of 1986-87 and 1995.

(d) By the time the debris settled and the collective misery was tallied, the devastation had in some respects exceeded even that of the El Niño of 1982-83

(6) *Dust Bowl* is “a Ken Burns film” in what might by now be called the traditional sense—that is to say, a beautifully wrought, latitudinous, and, at the very least, aspirationally definitive work of filmic nonfiction, right at home among the documentarian’s prior oeuvre. It is a wholly appropriate approach to the terrors of the Dust Bowl. Consider: What do three hundred fifty million tons of airborne dirt, blown up on sixty-mile-an-hour winds and crackling with electricity, look like? How does it feel to watch that cloud roll in? To be caught up in its abrasive, blinding rage?_____

(a) Tapping their childhood memories, Burns’s vision of the Dirty Thirties departs ever so slightly from the sense of staid authority that his viewers have come to expect and takes on something of the haunting quality of a remembered nightmare

(b) Measurements and meteorological data, film and still photographs, even eyewitness reports can only suggest so much—

and Burns, deft storyteller that he is, knows it.

(c) No fact or artifact could make the storm any more visible, any more real, for the viewer than the act of sympathetic imagination that it takes to conjure an image of this mustachioed, older gentleman as a kid, huddled against his praying mom as the dark dirt blasted their home.

(d) He knows that, of the resources available to him, it's the child's-eye view, a naive and poignant focus on the so-called small picture, the apparently miscellaneous detail that all but magically gives expression to whatever is unfathomable beyond it.

(7) New Deal efforts at soil conservation brought back the land. When the rains came back in '39, and dust storms started to settle down, farmers on the Plains turned to the Ogallala Aquifer, the 174,000-square-mile water table beneath them, to satisfy their crops' needs._____

(a) Wells started cropping up everywhere, some feeding crops that required more moisture than the wheat lost only a decade or two earlier.

(b) What seemed like a good idea at the time "was the beginning of a bad idea," said one old-timer at the close of the film.

(c) At the present rate of depletion, the aquifer could, at some point, be pumped dry.

(d) In a region with so little and such unreliable rainfall, it made sense: All the water that they could ask for was right there, under their feet, and the technology to get at it finally was affordable.

(8) But when a tsunami hits Japan, an earthquake crushes Haiti, or an embassy attack leaves foreign servicemen dead, even the most calloused tweeter goes soft inside, and every laptop turns into a small news service all its own._____

(a) At such moments, the web becomes a nurturing and shining place, and every stiff-jawed critic seems to want to send you forward

with hugs and a smile.

(b) Sarcasm pours down from the loftiest peaks.

(c) This wasn't disaster porn but a startling flood of goodwill.

(d) These days, life online has become friendly, well mannered, oversweet.

9. King Herod had a substantial architectural heritage to his name in the Levant by the time of his death in 4 BCE. As one of Rome's most loyal client kings, he incorporated much Roman-style architecture throughout the lands he ruled. He visited Rome in 40 BCE and returned two more times, between 19 and 12 BCE._____

(a) Herod's building program in Jerusalem and in other parts of his kingdom rivaled much of what he had seen in Rome.

(b) Herod's mimicry of things Roman encompassed the public and the monumental as well as the private and domestic.

(c) The last two trips were during Augustus' building frenzy in Rome, when the emperor famously turned a city of bricks into one of marble.

(d) He also created Roman-style baths, with various chambers for different temperatures and employed hypocaust technology, which heated water from underneath.

10. On June 22, 2012, for $9,826,500, the Mount Vernon Ladies' Association purchased George Washington's personal bound copy of the Constitution with the Bill of Rights and Acts of Congress. The volume dated from 1789, Washington's first year in office as president of the United States. In its margins, he repeatedly wrote the word "president" to emphasize those sections relating to his official powers and responsibilities. _____

(a) With his meticulous—some might say pedantic—mind, he carefully measured the dimensions of the presidency as if it were a

suit of clothes.

(b) Washington's approach to leadership emerged from a code of personal conduct that he began developing as a young man.

(c) The deaths of his father and his brother—Lawrence died when George was only twenty—appears to have left him touchy and insecure—a temperament that did not bode well for his future.

(d) Washington looked forward to his first experiences of combat in the French and Indian War, expecting a great adventure that would put the seal on his manhood.

11. And when the words run out, there are numbers. The news that physicists had found the Higgs boson confirmed some of the greatest intellectual work ever carried out. True, the human race may not be able to resolve territorial disputes or run a stable currency bloc but it has established why the universe has structure._____

(a) In the eurozone crisis, some leaders have now looked properly at the effects of failure.

(b) The world's worst problems can be solved by face-to-face negotiation.

(c) There is only one route through the crisis, much of it unpalatable to voters—and hence to leaders.

(d) We should recognise this at least as progress, and of an astounding kind.

12. Languages are extremely diverse, but they are not arbitrary. Behind the bewildering, contradictory ways in which different tongues conceptualise the world, we can sometimes discern order. Linguists have traditionally assumed that this reflects the hardwired linguistic aptitude of the human brain._____

(a) Yet recent scientific studies propose that language "universals" aren't simply prescribed by genes but that they arise from the

interaction between the biology of human perception and the bustle, exchange and negotiation of human culture.

(b) Language has a logical job to do—to convey information—and yet it is riddled with irrationality: irregular verbs, random genders, silent vowels, ambiguous homophones.

(c) You'd think languages would evolve towards an optimal state of concision, but instead they accumulate quirks that hinder learning, not only for foreigners but also for native speakers.

(d) These peculiarities have been explained by linguists by reference to the history of the people who speak it.

13. How liberal democracy will emerge from this process is difficult to imagine. The Syrian people—the driving force of the peaceful protests against Assad's regime—are faced with a "choice" between Assad's brutal dictatorship, and US-sponsored Islamist rebel militants allied with an exiled Muslim Brotherhood-dominated opposition._____

(a) It is therefore far from clear that the FSA represents the sentiments of Syrian civil society.

(b) But just as the West's Islamist gambit during the Cold War (and after) paved the way for the global acceleration of al-Qaeda's operations, the implications of this ill-conceived strategy will be even more devastating.

(c) They have become unwitting pawns on a geopolitical chessboard in which the principal players—the US, Iran, Russia, and China—are fighting a proxy war for strategic influence.

(d) It is not too late to reverse course. Caught in the midst of a proxy war for strategic influence, UN envoy Kofi Annan's diplomatic efforts never had a chance.

14. In Rwanda, stability has been achieved partly by the drive to stress national, not ethnic identity. Given the genocide, the exhortation that "we are all Rwandans" is understandable. But it is striking how far the

government goes to downplay ethnic identities. There is no official recognition of different ethnic groups. While there is an unwritten rule that the prime minister to President Kagame should be a Hutu, officially questions about the balance of Hutus and Tutsis in power do not arise._____

(a) Political activity is tightly controlled and discussion managed through a system of forums while the country focuses on economic development.

(b) decades of apparent stability under the rule of Marshal Tito masked antagonisms which, in the right conditions, exploded.

(c) But as any good researcher looking at a twin study will know, you need to look for the differences over the long-term too.

(d) Rwanda is assimilationist and emphasises its citizens are Rwandan, never mind their ethnic identity, more like France, for example.

15. In Afghanistan the Soviets thought Pashtun tribal loyalties would be no match for the kind of modernization they had imposed on the Central Asian republics to Afghanistan's north, although anyone who has spent any time in post-1989 Uzbekistan, Tajikistan, or Kyrgyzstan will know that the sectarianism and tribalism that was quiescent during the Soviet era are back with a vengeance. e. As for NATO, the alliance went into Kosovo imagining the province to have the potential for the kind of ethnic comity that truly did exist in Bosnian cities like Sarajevo and Tuzla before 1992, when, in fact, Kosovo proved to be a zero-sum game. When the province was ruled from Belgrade, the Serbian minority held sway. When NATO arrived, it was the Albanians' turn, and while on utilitarian grounds the oppression of a minority is perhaps to be preferred to the oppression of a majority, _____

(a) But the textbook example of this amnesia about the importance of sectarianism has been the American involvement in Iraq.

(b) Jeans, Planck wrote to a mutual colleague, “is the very model of a theorist as he should *not* be, just as Hegel was in philosophy: so much the worse for the facts if they don’t fit.”

(c) That was scarcely what NATO intended, or predicted would happen once Yugoslav regulars and Serb militias had been sent packing.

(d) But unable to free themselves from the bear trap of one version or another of contemporary Western progress narratives,

16. Not that billboards are themselves unusual. What marked these out was that each and every one was either ragged and empty, or else carrying posters so old that the sun had bleached them illegible. If they’re selling anything, it’s the vivid reality of decline._____

(a) At least that was how a number of high-profile figures sought to characterise the situation.

(b) Whether a direct symptom of Greece’s problems or not, they serve as an eerie reminder of the country’s economic plight.

(c) Such interventions have not been welcomed by everyone—many I spoke to here said they felt like an attempt to influence the vote.

(d) No doubt many who voted for the anti-austerity parties will claim that what looks to have been a concerted campaign against the left-wing Syriza party helped their centre-right rivals New Democracy to victory yesterday.

17. At the end of his Digital Life Design talk in January, Thrun confirmed that he had resigned his tenure at Stanford. Instead, he was throwing his energy into a new venture, going live that day, called Udacity. The site would offer “massive online open courses” (MOOCs) free of charge to the global 99 per cent, to the tech-savvy and web-illiterate alike._____

(a) With student debt at $1 trillion in the United States alone—greater than credit card debt—the current education system, with its

barriers, privileges, and vast inequalities, was no longer defensible, he said.

(b) The Grand Challenge called on American university students to build robotic cars and race them, unassisted, across 131 miles of unforgiving desert scrub, over salt flats and down the treacherous Beer Bottle Pass.

(c) As the lab's director, Thrun developed "enhanced reality" glasses worthy of a dystopian sci-fi novel and built a second generation of robotic cars that have since logged thousands of miles on California roads.

(d) By the time classes began, enrolment had swelled to 158,000, with students from every country in the world except North Korea.

18. We're the richest country on earth—four and a half percent of the world's people producing more than twenty percent of the world's wealth. But you wouldn't know from the cheapjack spending squabbles in Congress. We possess more military power than the rest of the planet combined. Though you couldn't tell by the way we're treated by everyone from the impotent Kremlin to the raggedy councils of the Taliban._____

(a) Witness our foreign policy deliberations, mired in snits about what kind of underachievement to pursue.

(b) Consider our domestic policy debates—a people once proverbial for our risk-taking, our biggest election-year issue is now health insurance.

(c) And we fret ceaselessly over balancing the budget as if the first duty of nationhood is to be a thrifty parent trying to skimp on a country's infrastructure with a box of "Highway Helper."

(d) The earth is ours. We have the might and means to achieve the spectacular—and no intention of doing so.

19. Just as the Indian subcontinental plate has a tendency to constantly rub and push against the Eurasian tectonic plate, causing friction and

volatility in the entire Himalayan mountain range, India's bilateral relationship with China is also a subtle, unseen, but ongoing and deeply felt collision, the affects of which have left a convoluted lineage._____

(a) The relationship is into layers of rivalry, mistrust, and occasional cooperation, not to mention actual geographical disputes.

(b) Several rounds of talks held since 1981 have failed to resolve the disputed claims.

(c) Tensions between the two powers have come to influence everything from their military and security decisionmaking to their economic and diplomatic maneuvering, with implications for wary neighbors and faraway allies alike.

(d) An unsettled border provides China the strategic leverage to keep India uncertain about its intentions, and nervous about its capabilities, while exposing India's vulnerabilities and weaknesses, and encouraging New Delhi's "good behavior" on issues of vital concern.

20. It used to be that people from my ethnicity (Jewish) and my geography (the Northeast) retired to Florida when they reached the age of 65. Sometimes, if they could afford it, they retired at 60 and gave themselves a few extra years in the sun. The East Coast of Florida, whose informal capital is Boca Raton, was the mecca for those who wanted to take it easy after years of hard labor. _____

(a) Most retirees were small merchants and entrepreneurs who'd risen early every morning and come home late every night in order to buy the split level in the suburbs and send their kids to college.

(b) For their children — of which I count myself one — it was hard to understand. Florida seemed so unlike what we thought of as the center of the world: New York City.

(c) They wanted peace and quiet, sunshine and poolside, canasta and

golf. Florida was leisurely, pastel-colored, and sun-drenched, not fast, grubby, and overcast. New York was exciting, but they'd had enough of exciting.

(d) It's true that many of the people living in this area of Florida are old, but is that bad? Old people, I've come to feel, are often very interesting people — a fact that becomes increasingly evident as I grow old myself.

PRACTICE EXERCISE 2

Para-Completion

1. The Assad regime depends on its patrons in Iran and the Iranian-backed Hezbollahmilitia in neighboring Lebanon. The Sunni-led opposition is similarly turning to its regional patrons. These regional players, with their own agendas, will keep pulling Syria apart until a functioning national government can be reestablished.
   (a) The resolution must be political — but grounded in a realistic assessment of the difficulty in putting the pieces of Syria back together.
   (b) The regime has seemed equally bent on division.
   (c) What's happening in Syria isn't an insurgency now but a sectarian civil war.
   (d) The country should enter what is similar to quarantine until it is cured from the sectarian disease.
2. Naseeruddin Shah is undoubtedly one of the best performers on the Indian screen. Despite his atypical looks, he managed to make a mark for himself in both parallel and commercial films, but gives credit to Bollywood megastar Amitabh Bachchan for paving the way for unconventional looking heroes in the Hindi filmdom.
   (a) Naseeruddin's own achievements are no mean feat, but despite three National Awards, international honour and acclaim, the

seasoned actor wonders why he isn't seen as a commercially viable artist by filmmakers.

(b) Nowadays unconventional-looking actors like NawazuddinSiddiqui and Irrfan among others have raised the bar in filmdom, but Naseeruddin feels the real credit goes to Amitabh Bachchan.

(c) Mentality has not changed. It's just that the audience has always appreciated good acting.

(d) But the tendency has not changed. Still the chocolate face is acceptable.

3. Given that all three major parties - Congress, BJP and AAP - have declared that they would not enter into any post-poll alliances, the chances of President's Rule seem higher, especially if the largest party is way short of the majority mark. Since President's Rule cannot last beyond six months,

(a) Experts, however, also feel a huge voter-turn out usually suggests a decisive and clear mandate.

(b) However, absence of a formal government can slow down functioning of the departments.

(c) Experts look at the scenarios as an 'unfortunate' one for the city as it hurts the functioning of the government in a significant way.

(d) The fresh election to the Delhi assembly may well be held along with the LokSabha election in the summer of 2014.

4. Most voters respond to the liberal and conservative frames on most issues. Not all issues — most of us have a few things we care strongly about, whether it's guns, abortion, minimum wage, Afghanistan or whatever. Very few of us have a strong belief in a particular "ideology" in the sense of strongly adhering to a particular set of first principles that attentive political actors would recognize as "liberal" or "conservative" (or socialist, libertarian, green or whatever).

(a) Instead, most voters seem to appreciate arguments from multiple sides — we might think it sounds right that people should make it on their own and that too much government assistance would make us dependent, but we might also think it sounds right that we should pitch in collectively to help the needy and also that there are things we can do collectively to ensure a fairer chance for all.

(b) In practical terms, believing both of those things might be wildly inconsistent, but it's also true, in practical terms, that most of us never have to resolve that inconsistency — so we don't.

(c) Picking an ideology, for most of us, doesn't accomplish anything.

(d) That turns out to make for a very effective democracy.

5. Mourn the statesman and the revolutionary and the terrorist and the neoliberal and the ethicist and the pragmatist and the saint and don't you dare try to discard or remove any part of that whole.

(a) He had a compliment to give to everybody, including my housekeeper and doorman. It was amazing. A gentle giant, he was.

(b) Celebrate him? Sure, but then make sure you're willing to consider emulating him.

(c) Mandela faced, the hypocrisy of many who praise his life .

(d) He showed us how liberating it is to forgive.

6. Freedom of the Press, the Ark of the Covenant of Democracy", as proudly proclaimed by our Supreme Court, is not in good shape. A document published by The Free Speech Hub, an initiative of the Media Foundation, records how journalists in Kashmir have been beaten and shot at by the security forces. Journalist AmulyaPani was assaulted when he went to cover the police firing on villagers in Kalinganagar in Orissa, and journalists Moirangthem Romeo and Atom Lukhoi were arrested by the Imphal East commandos in Jirabam in Manipur, for no apparent reason. Attacks on freedom of the press

and journalists are not the monopoly of the security forces. Attacks on and vandalising M F Husain's paintings, threats against writer Arundhati Roy for her article about Maoists and the onslaught on Bollywood film My Name is Khan emanated from intolerant social and political groups.

(a) We have not learnt to accord freedom to the thought we hate or to a movie of which we disapprove.

(b) Regrettably, law enforcement authorities look the other way when powerful political personalities and organisations are involved.

(c) We have not learnt to give freedom to the thought we dislike.

(d) The root cause is the inability to stomach anything which is unconventional or opposed to one's idea of truth and morality.

7. 1967 Border: At the start of the Six Day War in 1967, Gaza was held by Egypt, the Golan Heights by Syria, and the West Bank by Jordan; after the Six Day War, Israel had pushed its Arab neighbors to the Sinai Peninsula to the West, to the Jordan River to the East, and out of the Golan, and its occupation of these new territories has continued since (except for Gaza, from which Israel withdrew but has since subjected to a military blockade to isolate the Strip's Hamas-led government). The two-state solution is premised on a Palestinian state established in the Gazan and West Bank territory held by Egypt and Jordan at the start of the Six Day War.

(a) The compromise, then, is to exchange territory -- Palestinian negotiators will concede settlement blocs in the West Bank to Israel in exchange for territorial additions to the Palestinian state.

(b) The last round of direct talks fell apart when Palestinian negotiators reportedly would not concede that Israel is a "Jewish state" in exchange for a settlement freeze.

(c) Israeli negotiators have consistently resisted the resettlement of Palestinian refugees to Israel, arguing that it is logistically not feasible and would alter the fundamental identity of the Israeli

state.

(d) But those exact borders, Israeli Prime Minister Benjamin Netanyahu has argued, have become indefensible, and Israeli negotiators are pushing to retain settler-held territory in the West Bank.

8. In July this year, Twitter introduced “Promoted Products”, a paid service that highlights advertiser’s tweets, handles or trends, to India. As it edges ever closer to the traditional model of a content-driven media company through such advertising efforts and new content partnerships, Twitter’s India initiatives can be seen as a clear—but cautious—part of a larger, less organic growth strategy for its global future.

   (a) Indian brands could also create “promoted tweets”, which would also be sold through a cost-per-engagement model.

   (b) Twitter hinted that it intended to launch this service in “selected international markets”, but did not name India specifically.

   (c) There are many people on Twitter who actually take the brand’s promotion and do it in their own way.

   (d) Twitter was still growing in the US, its home country, but that it already had a larger user base in some other countries.

9. India return to the trajectory of growth? It was not “will” India return, but “when”. Underlying this question has been disappointment and hope. There is the perception that India’s current economic woes are of its own making. This disappoints, because India did so well to withstand the Great Recession of 2008. There is also the view, however, that these problems can be remedied with stronger leadership.

   (a) The hope is that this leadership will be forthcoming and that a resurgent India will counter an ambitious China.

   (b) There were, of course, supplementary questions — is corruption an endemic feature of our polity? Who will best whom in the presidential tussle between Narendra Modi and Rahul Gandhi?

What is the nature and consequence of the strengthening tide of federalism? — but they all flowed from this interest in the future prospects of the economy.

(c) We focus on the trees and lose sight of the forest. The challenge of responding to interested, non-partisan and well-meaning critics of the India story on foreign soil compels analytical realignment.

(d) Most of us who live in large cities and circle the opinion formers in government, politics and journalism tend to get bogged down in the minutiae of anecdotal analysis.

10. The House of Lords has been replaced by the UK Supreme Court which is now the highest court of appeal in the United Kingdom. It was established by the Constitutional Reform Act 2005. The Court is housed in a building opposite the Big Ben. The atmosphere in Court is genial, not forbidding. The court rooms are spacious and brightly lit. There is pin drop silence in the Court. Counsel respectfully answer occasional polite queries from the Bench without loud interruptions from counsel on the other side. The day I visited the Court it delivered an important judgment in which by a majority of 6 to 3 it ruled that the Human Rights Act 1998 did not apply to British armed forces on foreign soil, viz. Iraq. A noteworthy feature is that a concise press summary outlining the facts of the case, the legal issues involved and the reasons for the judgment is issued at the same time by the registry with the approval of the Court to "assist in understanding the Court's decision". Judgments of the Court are available on the same day.

(a) A shameful blot on our criminal justice system is the phenomenon of undertrials rotting in jails for periods longer than the maximum punishment imposable upon conviction.

(b) If this be judicial activism, it is most welcome because it enforces the right of under-trials to a speedy trial guaranteed by Article 21 of the Constitution.

(c) Adoption of this practice in our Supreme Court is worth

consideration.

(d) In this context, the anguished observations of a Bench of the Delhi High Court, comprising Chief Justice DipakMisra and Justice Manmohan, were most timely.

11. A crisis in Indo-US relations has long been in the making. There is, of course, the massive shift in perceptions of India that frames the reception of events. India's new economy used to be the darling of The New York Times, now its old society is subject to yawningly relentless indictment. India was the maturing great power, now it has become an infantile wannabe. It had a strong government, now it is flailing.

    (a) The case has become a marker of our confusions over our relationship with the US.

    (b) Our self-esteem is shaped by what others think of us.

    (c) The Ugly Indian and Ugly American have rediscovered each other.

    (d) The American liberal establishment has suddenly rediscovered an India that is reactionary, exploitative, deceitful, feudal and incapable of the rule of law.

12. Currently, India has more than 7 lakh teachers who are untrained and teaching in classrooms across the country. A further 5 lakh are expected to be recruited to fill in teacher vacancies. The DIET is able to cater to only 40% of the teachers in the country. In this context, distance education offers an opportunity for large-scale upgradation of teacher skills and qualifications.

    (a) Currently, India has more than 7 lakh teachers who are untrained and teaching in classrooms across the country. A further 5 lakh are expected to be recruited to fill in teacher vacancies.

    (b) The Government should scale up operations of IGNOU's distance education program for teacher education, which is already collaborating with states to provide pre-service and in-service training to government teachers.

(c) Implementing a work-based curriculum will involve designing a textbook that has activities finely interwoven into the theory.

(d) If distance training is to be provided to all the untrained teachers, the capacity of the current distance education program will have to be increased.

13. It is a vicious circle. Girls are being discriminated against and hence, there are less girls being born. The lesser the number of girls the more in the society the higher the crime against them for sexual desires are not a taboo but a condition that needs to be taken into account in any society. Rapes are the most common occurrence in a society where not each man finds at least one woman for himself. The more the crime, the more women do not want girls to be born to "save" them from this life leading to lesser number of girls. We need to educate and make aware the root cause.

    (a) Why I ask in this country, which has in his history held women in high regard, which prays to goddesses for SHAKTI, DHAN and PEACE are we so distant from ground realities of women who live amongst us.

    (b) Even when the girls survive, we as a society in India have always given priority to the need of the men and boys in the house.

    (c) It's unnerving to think how women can do this to girls. How the educated, learned and aware women can commit such brutality.

    (d) Yet rather than understanding the reason all the women who have been subject to these crimes either by family or fate do not want their girls to be born to avoid such a life for them.

14. While several feminists demand death penalty for rapists, even right-wing conservatives would also ask for the same. Why this convergence of interests? Extremist positions seem to create this problem quite frequently. While feminists would base it on the absolute right of a woman over her sexuality, the conservatives come from where a woman's sexual 'purity' or 'impurity' defines her

identity and place. Here India and Bharat (if such a demarcation exists) want the same, but one looks forward, while the other is regressive. Legitimacy for an argument drawn from cultural past is always problematic. Culture has, for the most part, evolved in ways in which a group is held inferior through elaborate myths and mythologies, it sustains status quo, it works through complicity of the group held inferior through incentives.

(a) Sacrifice is a woman's test to greatness, not her mental acumen or control of her agency.

(b) So is it worthwhile for a woman to try to achieve the ideal in this scenario?

(c) A rational discussion on human rights requires freedom from the tendency of romanticization of culture, it needs to be peeled, its nuances understood, since it is very clear that an image of glorification of powerful woman does not destroy or even nullify the more horrifying ground realities.

(d) Empowering though it may seem, this cultural representation is not very liberating.

15. The example set forth by Malala has helped bring the world's focus on the very serious issue affecting the people in Malala's country. Going against the odds, Malala had started to voice her defiance against the Taliban for banning girls from going to school much before the world's spotlight came to rest on her. She started blogging about the dismal situation of education for girls around her as early as in December 2009 and was also interviewed on local news channels. But her leap to international recognition after October 2012 gave her the platform to address the world, and on 12th July 2013 she stood at the UN calling out for worldwide access to education.

(a) Malala, in her show of defiance, has sparked a movement.

(b) She has emerged as a global leader who seems to have every intention to use the pedestal she has acquired for the cause of education.

(c) The words uttered by her during her interview in The Jon Stewart Show, "But then if I hit a Talib with a shoe, then there would be no difference between you and the Talib…." clearly portrays that age isn't a basis to be a leader.

(d) This young girl has started on a path to bring on a much needed change and with the world willing to lend her its support, one can always aspire to see her dream turning into a reality in the near future.

16. Where some Economists argued that the Food security bill would be a huge liability to India and that it was out of India's financial capability to fund this Bill, Amartya Sen responded in a stern way saying that "Sitting in a room with Air Conditioning which is working as a result of subsidized electricity as well as eating food prepared with subsidized cooking gas as well as the fact that rich farmers being able to buy subsidized fertilizers" for their own profit depicted a very selfish act. Economic Growth has to be fairly distributed among the various social strata of society according to their needs and in a country like India where the majority population is under the BPL certain preferences of opportunities, minority security as well as relief funds are to be provided.

    (a) Reduction of communal violence, health, education and shelter remain Indian Primary worries and Economic Growth can contribute to them if used judiciously and effectively.

    (b) In statements made by certain Economists as well as Global Organizations, Economic Policies and Social Policies are seen to be not incompatible but" bound to be at war with each other "and that Growth is the enemy of social equity .

    (c) A very important fact that our world economy misinterprets it, is that both these economic variables are not contradicting each other but have a subtle and important correlation between them.

    (d) Hence we can therefore conclude that Economic Growth and Social Welfare are Correlative variables and that with proper

channelization of Policies leads to higher social welfare which indirectly leads to more Economic Growth.

17. There is no one *best price* that the government can and should try to find and dictate. Creating conditions for ensuring market prices can be the only best response of the government that will help ensure the most efficient allocation of resources.You cannot stand for making things affordable for the *common man* while at the same time oppose FDI in retail. Competition among various kinds of retailers will help ensure that. Also, strict action against hoarders will not help curb occasional jump in prices of certain commodities. Removing trade barriers will. Howsoever we may like to, we cannot legislate away scarcity. As a *common man* trying to make a living in Delhi, these are some of my areas of concern which I hope you will take note of and find ways to address.
    (a) First principles of economics tells us that it is because of the mismatch in demand and supply.
    (b) At the very least, you have certainly raised the level of debate in this country and brought some serious competition amongst a field dominated by age-old political parties.
    (c) For once, no one wants to identify with a politician with a criminal background.
    (d) You have certainly raised the bar of expectations that we as the *common man* have from public offices and for that we thank you.
18. The aim of the youth in politics appears to be not just contesting elections and assuming power, but a larger aim to serve the society and save it from innumerable social-ills. However, to achieve these conceived objectives of progress, development, peace and empowerment, the youth need adequate nurturing. Education must be a mix of theory, case studies and practical exposure, which would make them aware of the realities of the society. Political parties must

also focus on the capacity development of the youth who would be the harbingers of change. Development and enhancement of the leadership skills must be focused upon.

(a) Ingrained with rational values, perceptions and ideals, the youth in Indian politics hold the promise that they would not yield to obsolete dogmas and slogans. The mantra that now rings loud is- "If politics determines our future, it is time, we determined our politics".

(b) Youth of such high characters in a civil society make for a more informed citizenry, who have the power to facilitate better awareness, make for better participation in the political realm and articulate the choices of the people at large, thereby holding the government more accountable.

(c) Elastic as the concept is, politics demands the qualities of the youth, said Robert Kennedy in 1966. Youth is not a time of life, but a state of mind, a temper of the will, a quality of the imagination, predominance of courage over timidity and of the appetite for adventure over the love of ease.

(d) Their activism has shown that their voices cannot be subdued as they belong to the land of Mahatma Gandhi.

19. Legitimacy of a government is one that has been an incessant thorn for the international community. One would assume that the post cold-war ideology which believes that the best and only form of a legitimate government is the one which is elected through a democratically held election would settle matters easily with election being the only benchmark for determining legitimacy. But then to classify a democratically elected government which refuses its citizenry the most basic of democratic rights as the representatives of its people would be a gross human rights violation.

(a) But the recognition that such government has from the international community is also an important element determining

the legitimacy of such government.

(b) This creates a rather meek reality for the many struggling in the middle- east or the other regions for the new government they aim to create would be subject to a more rigorous international diplomatic scrutiny than their tyrannical counterparts they would be replacing.

(c) The moral compass of the nation states whose recognition is sought is a subjective tool and can liberally sway in the direction that favours that nation's own national interest or even soothe the ruling party's vote banks.

(d) Sanction of the citizen which it seeks to represent is an important source for deriving legitimacy for a government.

20. There is no final judgment in the marketplace for ideas since one can never know when the circumstances will lead to a renewed interest for that idea. There was a time when libertarianism was very dormant and now because of excessive government regulation, people looking for answers have re-discovered it. By the author's logic, Copernicus should have conceded defeat to Helios-centric model of solar system, Communists should have conceded defeat after Soviet's fall and Mao's Great Leap Forward. Besides, it is extremely ignorant to call the market place of ideas as free and unfettered given the extent of state sponsored education that almost never showed the nation state's founding philosophy in bad light.

(a) If you believe in the free market, why weren't you willing to accept as final the judgment against libertarianism rendered decades ago in the free and unfettered marketplace of ideas?

(b) History, the repository of ideas has almost always been directed by the State to promote nationalism at the cost of truth.

(c) The author need only read USA's account of Great Depression, Vietnam War, Iraq and Afghanistan War etc. to realize the truth.

(d) Does our libertarian recognize that large corporations are a threat

to our freedoms?

21. The debt ridden, staggering economy of Europe is no longer news to anyone. Even a layman like me who hardly has very basic understanding of economics can gauge the direct implications of this economic hardship. Unemployment has surged, inflation rates are soaring and the current account deficits are hard to come to terms with. The causes for this economic downswing has been explained by economists in several ways; profligacy on the part of governments, shortsightedness etc.
    (a) The tough economic condition in Europe has created a frustrated population. They have long been looking at the government with desperate eyes to make amends.
    (b) History repeats itself; not in the situations created by destiny, but in the reactions of people to these situations. Friedrich Hegel had very rightly mentioned, “the only thing we learn from history is that we learn nothing from history”.
    (c) However, the causes are not what interest me. The current situation and the reaction to this situation do.
    (d) Being a lover of European history and an ardent fan of world war movies, the first two words that propped up in my head was “hail Hitler”.

22. Taking a bike on to Britain’s roads is not as dangerous as it once was. Estimates from the Department for Transport show that, per million miles cycled, the number of cyclists killed or seriously injured has fallen by 33% since the 1990s. But the rate has recently moved up again, even as the number of road accidents in general has fallen sharply.
    (a) In London, cyclists made up 22% of all casualties on the roads in 2012, up from just 10% in 2006
    (b) Thus, it can be concluded that cyclists are responsible for their own safety, or lack thereof.

(c) Cars, on the other hand, have seen a 7% fall in accidents and have also lower figures for number of casualties in the past two decades, as compared to cycle accidents.

(d) Road accidents are an unnatural phenomenon and no blame can be attached to cyclists for having seen a rise in their contribution towards the same.

23. Mr Modi would face more constraints, and enjoy fewer direct powers, as prime minister of India than he does as chief minister of Gujarat. It is unclear whether he would be good at holding together a coalition (which any BJP-led government would surely be), delegating to others, negotiating on legislation or responding to crises as they arise. But the record from Gujarat suggests he thinks hard about policy, has clear ideas of how he would promote higher economic growth and social development and would prefer to bolster overall wealth creation than promote social welfare schemes. If economics alone mattered, Mr Modi's achievements in Gujarat suggest he is the man best placed to get India moving again. The problem is that political leaders are responsible for more.

(a) For all his crowds of supporters, his failures in 2002, and his refusal since to atone for them leave him a badly compromised candidate with much left to do.

(b) Mr. Modi is a political leader like none other and is sure to become India's next Prime Minister, come May 2014.

(c) And Mr. Modi has chalked out the solution to this problem, in the form of higher economic growth and social development.

(d) Surely, a Chief Minister for a Third Term can be called a political leader, isn't it?

24. It is worth noting that if the political structure of North African countries was characterized by strong and efficient checks and balances, politicians and policy-makers would have less freedom to influence the countries' political economy according to their own interests.

Individual economic and social agents would then have less leeway to behave in a manner serving their private interest by exercising disproportionate lobbying influence on politicians.

In the same fashion, the existence of a strong legal and judicial framework that enforces property rights would allow the efficient supervision of international, economic, and financial standards and provide private market participants with the ability to monitor and control economic activities. Levels of corruption would also be brought down and the economic and banking sectors' performance would improve.

(a) The absence of checks and balances facilitated the establishment of what Acemoglu and Robinson called "vicious circles."

(b) The low level of participation, transparency, and information-sharing allowed by the institutional infrastructure in North African countries provide fertile grounds for pressure and lobbying from powerful interest groups pursuing personal interests.

(c) The picture painted by the various economic and financial reforms implemented in the region, however, ignores rooted institutional deficiencies. These are crucial to fully understand the social unrest that has swept the region.

(d) Going beyond mere economic factors, the lack of transparency, symmetrical access to information and practical accountability to the public — as exclusive networks hold power over the political economy structures — represent a significant stumbling block to political transition and make North African economies more prone to economic and social instability.

25. The moral and legal prohibitions on torture and any kind of humiliating and degrading treatment, create an immense moral presumption against such actions. Torture is judged wrong both because of its immediate harmful consequences – the severe pain or suffering, whether physical or mental — as well as its wider adverse

consequences. These include the way torture can provide a recruiting sergeant for the terrorists' cause by exposing the gap between liberal values that we proclaim and the illiberal practices we adopt, as Guantanamo Bay demonstrated. But the harmful consequences of torture are only part of the explanation. We also condemn torture because of its internal qualities.

(a) In deciding whether to legalize torture, we need, therefore, ultimately to consider whether, even if torture sometimes works, we want to belong to the kind of society that institutionalizes such a practice, despite its morally corrosive internal and external qualities, affecting all those involved.

(b) To succeed in his craft, the special interrogator needs to become, at best, indifferent to the pain of those whom he is interrogating; and, at worst, adept in the vice of cruelty.

(c) Yet, we need our special interrogators to be – professionally — men or women of vice. In the ticking bomb examples, the torturer arrives by magic just at the moment we need him; and he departs, conveniently, shortly thereafter.

(d) Torture adversely affects the character of those involved in the process: both the torturers and the tortured.

26. Effective foreign policy requires a clarity regarding the nation's interests. It requires focus and will. With no clarity, will or focus, Indian foreign policy is a disaster. Politicians are both uninformed and uninterested in foreign policy. Diplomats of the elite Indian Foreign Service (IFS) care more about cushy assignments in the US and Europe than serving the nation's interests.

(a) India's response has been woefully inadequate — this is in keeping with historical precedent.

(b) India's foreign policy establishment has a reputation for lacking a backbone.

(c) For too long, India tolerated the lack of respect shown to its

dignitaries.

(d) Few care about serving in strategically important places such as Afghanistan or Egypt. It is little wonder that India has made little progress in its quest for permanent seat in the United Nations Security Council.

27. Understanding Iran's scientific heritage and respecting it builds the kind of trust that will inevitably be necessary for sustained engagement and reducing insecurities that can lead to counter-productive actions by hardliners. Success in this field can spill over to other crucial areas, such as the human rights situation in Iran, which has significantly deteriorated over the course of the past years. Time, however, is limited. The political pendulum in Iran will swing back in favor of the hardliners if the Rouhani government has little to show for in the next six to twelve months.

(a) By following through on scientific and technological collaboration, Washington and Brussels can — over time — help fundamentally transform Tehran's relations with the West.

(b) Second chances do not come often. We have a golden opportunity to test win-win proposals and strengthen the positive-sum narrative of the Iranian moderates – not just at the negotiating table, but also through concrete actions that can facilitate a new, cooperative relationship with Iran and its people, void of the painful baggage of the past.

(c) Will the more cooperative, moderate and win-win approach favored by President Hassan Rouhani and the majority of the population take root and prevail?

(d) The human rights situation in Iran, which has significantly deteriorated over the course of the past years.

28. I criticized Adonis because he engaged politically, and placed himself firmly on the side of the government. He himself criticized the revolution, and the people themselves. He can criticize

me *personally* as Ali Ferzat, he can criticize *individual* people, but he really cannot criticize the majority or the movement. He also contradicts himself; he supported the [1979] revolution in Iran, which was all about religion, but now he's outspoken against the Syrian revolution, because he says it's coming from the mosques. So you can see the contradiction.

(a) This regime came riding in military tanks – but he hasn't criticized the regime, he's criticized the people whose crime was simply asking for their freedom.

(b) As an artist you need to tackle important issues but not engage in political polemics yourself.

(c) Caricature is on the front line against dictatorship. It is an art form for *all* people – people who may not necessarily understand painting or sculpture, but [who will all] understand caricature.

(d) His position on religion is confused and misleading at the same time.

29. Love affairs are based on opportunism and the fulfillment of some kind of need in the moment without foresight for future consequences of action. They have no substance of loyalty and Qatar is most certainly not monogamous. Qatar's rendezvousing all at once with the Brotherhood among other Islamist groups, Saudi Arabia, Israel, Western powers, Iran and whoever should ascend to power regionally, is highly risky behavior. The Muslim Brotherhood itself is far removed from its original formation in goals and will not lose sight of its most earnest desire for expansionism, power and influence. Given this cocktail mix of relations and conflicting interests, the potential long-term consequences are unfathomable.

(a) However, does this mean the love affair with the Muslim Brotherhood is over?

(b) Having held close ties with the Brotherhood for some time, Qatar's relationship with the movement has only grown stronger

in recent years.

(c) But for now, and for some time to come, we have a flourishing Qatar-Muslim Brotherhood love affair.

(d) The Qatari state does not have a clear strategy on how to move forward due to Syria's worsening crisis.

30. As more and more consumers opt to view content via the Internet, the playing field may eventually level, although Netflix and Amazon have a significant head start, Raff adds. For example, HBO could garner similar analytics through its HBO Go app. What's unclear at the moment is whether new outlets for original programming will dilute the market for high-end productions. "Obviously, there isn't room for infinite content, but there is definitely room for multiple providers," says Bradlow, noting that customers have multiple tastes and the mass market has fragmented.

(a) The subscription nature of their businesses and the data collection mechanisms built into their systems means the companies are all in a position to know hourly what customers are watching, how they interact with content and what their preferences are.

(b) In theory, if the online channels can use original content to attract new groups of viewers who wouldn't otherwise subscribe, they can invest the extra money in producing more in-house series and features and recoup those costs over time.

(c) This is a matter of having privileged access to customers and exploiting a fixed cost to do as much business as you can.

(d) The real impact of the company's original content plans will play out in the years to come.

Answer Key

EXERCISE 1

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

EXERCISE 2

1. (a)
2. (b)
3. (d)
4. (a)

5. (b)
6. (d)
7. (d)
8. (b)
9. (a)
10. (c)
11. (a)
12. (b)
13. (a)
14. (c)
15. (d)
16. (d)
17. (d)
18. (a)
19. (d)
20. (c)
21. (b)
22. (a)
23. (a)
24. (d)
25. (a)
26. (d)
27. (b)
28. (a)
29. (c)
30. (c)

Solutions

Exercise 1

1. The passage talks about the Arab Spring bringing about more tyranny and civil strife. As the last sentence given, talks about the ruling family of Bahrain panicking, the last sentence of the passage should talk about the result of this panicking. So, option (c) is the correct answer as it completes the paragraph. Options (a) and (d) cannot be the answer. Option (b)could have been the answer, but since option (c) talks about what the royal family did as a result of this panicking, it is the correct answer.
2. The passage talks about the warring sides i.e. the rebels and the Assad government. Option (a) completes the passage as it talks about neither of the sides being willing to negotiate. So, option (a) is the correct answer.
3. The paragraph talks about an idea presented by Mr Cowen and its effects. Option (d) talks about this and completes the paragraph. So, option (d) is the correct answer.
4. The paragraph talks about the different halves of the brain playing a different part in the type of personality people have. Option (a) talks about a journal which talks about people not being left or right brained. Since this sentence takes the idea forward, it is the correct answer. Options (b), (c) and (d) talk about the research related to this idea. So, these options are incorrect.
5. The passage talks about the La Niñas having followed El Niños. So, option (c) is the correct answer. None of the other options talk about this idea.
6. The passage talks about the terrors of the Dust Bowl and option (b) is the sentence that best follows the given paragraph. So, option (b) is the correct answer.

7. The paragraph talks about the farmers on the Plains turning to the Ogallala Aquifer. This idea is best completed by the sentence in option (d), so it is the correct answer.
8. The passage says that at the time of a disaster, it becomes the most talked about topic in the internet world and even the most indifferent internet users tend to talk about it. So, option (a) is the correct answer. None of the other options are correct according to the flow of ideas.
9. The paragraph talks about King Herod who had architectural heritage to his name in the Levant. Since it talks about him returning to Rome two times between 19 and 12 BCE, option (c) is the correct answer because it talks about the last two trips during Augustus' building frenzy. None of the other options make sense according to the flow of the paragraph.
10. The paragraph talks about George Washington's habit of repeatedly writing of the word "president" on his personal bound copy of the Constitution with the Bill of Rights and Acts of Congress to emphasize those sections relating to his official powers and responsibilities. This habit shows that he had a meticulous and pedantic way of doing things. So, option (a) is the correct answer.
11. The paragraph talks about the discovery of Higgs Boson being one of the greatest intellectual works ever carried out. Option (d) is the most appropriate end to the paragraph as it talks about recognising this discovery as progress. All other options are out of context. So, option (d) is the correct answer.
12. The paragraph talks about the diversity of languages. The last line of the paragraph presents an idea about the hardwired linguistic aptitude of the human brain which is contradicted in the statement in option (a). Thus option)a) completes the paragraph and is the correct answer.
13. The paragraph talks about the Syrian people who are faced with a choice between Assad's dictatorship and US sponsored militants. Option (c) is the only option that talks about the Syrian people. It says that they have become pawns on a geopolitical chessboard. So, option (c) is the

correct answer.

14. The passage talks about how in Rwanda though stress is laid on national rather than on ethnic identity, there still exist some rules based on ethinicity. Thus option (a), that talks about political activity being tightly controlled is the correct answer.
15. The paragraph says that sectarianism and tribalism that was quiescent during the Soviet era are back with a vengeance. Option (c) talks about the back fire from NATO Since it continues the flow of ideas presented in the paragraph, option (c) is the correct answer.
16. The paragraph talks about billboards of Greece whose condition reflects the decline of the country. Option (b) talks about these billboards serving as an eerie reminder of the country's economic plight. None of the other options talk about the billboard. So, option (b) is the correct answer.
17. The paragraph talks about a site started by Thrun that would offer "massive online open courses" (MOOCs) free of charge to the global 99 per cent, to the tech-savvy and web-illiterate alike. Option (a) carries forward the idea and talks about the barriers and privileges of the current education system and so option (a) is the correct answer. None of the other options are correct in the given context.
18. The paragraph talks highly of America as being a healthy and powerful nation. Option (d) takes this idea forward and is the correct answer.
19. The paragraph talks about India's bilateral relationship with China which is a subtle, unseen, but ongoing and deeply felt collision, the affects of which have left a convoluted lineage. Options (a), (b) and (c) all take this idea forward but option (c) talks about how the tension between the two countries have come to influence everything related to them and thus is the correct ending of the paragraph. So, option (c) is the correct answer.
20. The paragraph talks about Jewish people shifting to Florida when they

get old after years of hard labour. Since option (a) continues this flow of ideas and talks about retirees, it is the correct answer.

Exercise 2

1. Option (a) is the most suitable because it acts as an actual conclusion to the idea presented in the passage, offering a final thought on the resolution of this conflict. Option (d) is another close answer but does not finish the passage in what feels like a conclusive manner. Options (b) and (c) restate what is mentioned in the passage itself.
2. Option (b) continues and ends the thought expressed in the passage in the best way, while options (a), (c) and (d) take off on a different tangent altogether. Hence, (b) is the right answer.
3. Option (d) is an extension of the concept of the possibility of President's Rule mentioned in the paragraph and explains it in further detail, making it the best conclusion to the passage concerned.
4. Option (a) explores the explanation behind such voter-behavior and concludes the passage most effectively.
5. From the given options, option (b) seems the most *conclusive* while the rest leave the thread loose, without providing a rounding off statement to the passage. Thus, (b) is the correct answer.
6. Option (d) best ends the passage, while (a), (c) and (d) continue the line of though expressed in the passage without providing the final link.
7. The crucial clue in the passage is provided by the direct mention of the border dispute. Option (d) is the only one that makes a direct reference to the same, providing the crucial link and conclusion to the passage.
8. Option (b) best sums up the idea presented in the passage.
9. Options (b), (c) and (d) are all sentences that could come before the pargraph, but not ideally conclude it. They leave the idea rather open-ended and incomplete, while A best puts forth a conclusion.

10. Options (a), (b) and Dbear no direct relation with the content of the passage, nor they extend the idea it presents. Option (b) is confusing because it does not directly allude to anything, but this also makes it a wrong option. Thus (c) is the best answer.
11. Option (a) is a *conclusion* while (b), (c) and (d) either build up or paraphrase what's been said in the passage.
12. The passage's contents are accurately summed up by option (b) while (a), (c) and (d) just reiterate parts of it.
13. The author's purpose and sentiment are expressed succinctly in option A's forceful concluding question.
14. The options (a). (b) and (d) can be eliminated on the basis that it does not add anything to the line of thought already being discussed in the passage. Option (c) is the only one that not only does that but goes a step further and provides an authoritative conclusion.
15. Option (d) talks of the future scenario with a thought for the reader to ponder over. Thus, option (d) is the best answer.
16. The conclusive tone of option (d) makes it the best option to the exclusion of the others.
17. The final option, (d), is the one that signs off the first-person address in the passage and is the best possible conclusion.
18. Option (a) speaks of a 'promise' and the 'future' providing us all the clues that it is indeed the concluding sentence of this passage. Options (b), (c) and (d) are either not conclusive or nature or too generic to wrap up the argument put forth.
19. Options (a), (b) and (c) are irrelevant and take a trajectory beyond the one drawn by the passage. Option (d) correctly connects the citizen to the government's legitimacy, making it the correct answer.
20. The writer in option (c) offers the 'author' he has discussed in the passage a suggestion in what is a strong judgment on his/her part. It is

the best option as it is in keeping with the tone of the passage, which clearly expresses a view.

21. Options (a), (c) and (d) don't summarize the passage, nor do they suggest a possible future course of action, or give any final thoughts. It is option B that makes a forceful point that seems clear with the theme of the passage- a lesson that Europe should heed.

22. The logical end to the passage is option A that does not veer from the crux of the passage. It does not introduce unnecessary information or take a stand that cannot be conclusively taken as options (b), (c) and (d) do.

23. Option (a) is the best option here as it takes the most balanced stand and is reflective of the ending mood of the passage, that is more skeptical than laudatory. Thus options (b), (c) and (d) would be inappropriate choices.

24. Options (a), (b) and (c) reiterate what has been stated in the passage in a roundabout fashion. It is option (d) that adds a notable comment to tie up the arguments the writer has dealt with. Out of the given options it may not seem the only correct option, but it is the best one.

25. Only option (a) directly seems compatible with the intention of the passage, which is to decide whether even torture works, it is wrong. The other options describe factors or persons that are subsumed in the discussion presented in the discussion already and therefore cannot be treated as concluding remarks per se.

26. Option (a) and (b) merely restate what has already been said in the passage. Option (c) does bring in a new statement but more or less continues in the same strain. The concluding remark has to be thought packaged as advice or a strategy or something else to that effect. Option (d) fulfills this criteria.

27. Option (d) does not have much relevance to the content of the passage. Option (a) introduces a new angle and a new player, 'Washington',

which cannot be seen as a final argument. Option (c) is an open-ended question, leaving the possibility of many interpretations. Thus option (b) is the correct choice, which summarizes and knits together the concerns and issues brought up by the passage.

28. Option (a) here best expresses the idea in the passage, which is a critique of a person called Adonis by the speaker, who contradicts himself at various points, an example of which is presented in Option (a). The other options don’t use the material provided in the passage and hence cannot be sufficiently connected with it.

29. The passage analyses the relationship between Qatar and the Muslim Brotherhood. The passage clearly alludes to the fact that this relationship is a long-lasting one. Option (c) expresses this, while the others either leave the question open-ended or don’t provide the closing statement that completes the passage satisfactorily.

30. After the passage analyses the entry of the internet as a major player in consumer preferences for obtaining their content, the passage is left at a more or less concluded point. Option (c) only expresses the best possible and most precise conclusion to the same. The other options seem ludicrous and don’t fit the content of the passage well.

Irrelevant Statement Questions

“Find The Sentence That Does Not Fit The Sequence In The Paragraph”

This Question type made its appearance in the CAT 2011 and has been coming regularly ever since.

This question type is stated as follows : ‘In each of the questions given below, four sentences are given labeled (a), (b), (c) and (d). Of these, three statements need to be arranged in a logical order to form a coherent paragraph/passage. From the given options, choose the optionthat does not fit the sequence.’ The candidate has tochoose one statement from a paragraph which isirrelevant.

The best way to solve this sentence is to use a strategy similar to Paragraph Jumbles with a combination of the Odd Man Out question type.

The most important step is to find the Main Idea in the paragraph that has been broken down into individual sentences and then find the sentence which is not aligned to either the main idea or the points of references.

Once the main idea has been identified and the supporting details are in place, it becomes easy to identify the sentence which is either not contributing to the paragraph or whose presence is making the paragraph lose its coherence.

That sentence which fits the above description will be the correct answer choice in this case.

PRACTICE EXERCISE 1

Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.

(a) Wisdom involves the direction of life by relevant knowledge, and thus, that it incorporates both a theoretical and a practical element.

(b) Go placidly amid the noise and haste, and remember what peace there may be in silence.

(c) Speak your truth quietly and clearly; and listen to others, even the dull and ignorant; they too have their story.

(d) As far as possible without surrender be on good terms with all persons.

1. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.

(a) Ontology has frequently been understood as the theory of the ultimate classes of existents or entities and of characteristics of and structures that belong to all entities merely as such.

(b) Understood in these way acts of human cognition, for example, like all other events, obviously fall within the domain of ontology.

(c) There are thus also certain special or ‘regional’ ontology, which attempt to exhibit the essential characteristics and structures peculiar to the members of each of the ultimate classes of entities — of minds (and mental acts), physical bodies, and so on.

(d) But even given this it is still not strictly true, as Gustav Bergmann has often said, that "... epistemology is but the ontology of the knowing situation."

2. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.
   (a) The discovery of the giant planet has puzzled the astronomers, effectively throwing a wrench in planet formation theories.
   (b) Planets close to their stars, like Earth, coalesce from small asteroid-like bodies born in the primordial disk of dust and gas that surrounds a forming star.
   (c) An international team of astronomers, led by a University of Arizona graduate student, discovered the planet HD 106906 b around a Sun-like star.
   (d) "This system is especially fascinating because no model of either planet or star formation fully explains what we see," said Vanessa Bailey, who led the research.

3. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.
   (a) Governments, city-planners and conservationists can work together to predict and plan in advance for urbanization's threats to nature.
   (b) According to the report, humans are building the equivalent of a city the size of Vancouver every week.
   (c) Having information on cities' impacts to these endangered species and protected areas enables planners to shape the growth of cities before it's too late, and to implement more sustainable urban planning.

(d) However, a lack of funding, especially in developing countries, may prevent the implementation of smart-growth plans.

4. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.
   (a) Philosophers and seers since long have mull over fundamental questions regarding our existence.
   (b) Is our existence a random event in evolution or is there a greater principle in life with meaning and purpose?
   (c) The Upanishads say, “neti, neti” — not this, not this — that the true meaning of life is that something which is beyond our intellectual grasp, as it perhaps lies in the stillness beyond the workings of the mind.
   (d) This inquiry has served as catalyst for evolution of ideas, philosophical and scientific quests, and a trigger for some of the greatest spiritual odysseys.
5. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.
   (a) This can be or may not be the only way.
   (b) By holding onto resentment, all you are doing is continuing and intensifying your own sadness.
   (c) Learn to let things go, especially those which are unchangeable and that are in the past.
   (d) This feeling will eat at you from the inside and cause stress.
6. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the

sequence.

(a) Corporate Social Responsibility has entered India's legal corridors.

(b) In India, traditionally, pro bono legal work was carried out by lawyers who had dedicated themselves to helping society.

(c) Top law firms and lawyers are doing pro bono so that they can give back to society.

(d) There are a number of socially aware and generous souls who are increasingly lending their expertise for pro bono work.

7. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.

(a) Commuters today are more likely to be plugged into their phones, scrolling content compressed for our lowered attention spans.

(b) Penguin India has introduced Esingles, digital downloads described as "byte-sized stories easily completed in the course of a daily commute or lunch hour".

(c) The internet has created new demands on our time and a stream of alerts, updates and tweets leave us impatient with the long-winded.

(d) As information is pared down, it seemed unlikely books would be left behind, so it's no surprise that 'byte-size' and 'quick' are adjectives now associated with a once-leisurely activity.

8. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.

(a) Dinets first observed the behaviour in 2007 when he spotted crocodiles lying in shallow water along the edge of a pond in

India with small sticks or twigs positioned across their snouts.

(b) The behaviour potentially fooled nest-building birds wading in the water for sticks into thinking the sticks were floating on the water.

(c) The crocodiles remained still for hours and if a bird neared the stick, they would lunge.

(d) Crocodiles are way clever than thought about generally.

9. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.

(a) The competitive pressures in the environment have radically altered the context in which Human Resource services are delivered in Indian organizations.

(b) The HR Competencies, in other words, differentiate outstanding performers from average performers in the HR function.

(c) The traditional role of HR, based on the image of a transaction and administrative oriented HR practitioner providing services to a set of customers, is undergoing change.

(d) With the focus moving towards integrating HR into strategic planning of the organization, another dimension is added to the picture of HR service delivery.

10. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.

(a) Every campaign leader knows how to pick up and kiss a child in the crowds, how to hug an old widow, how to chant with the pundits, and show abeyance to the Mullahs.

(b) Did anyone hit at “quality” for infrastructure, amenities,

education, health and finally governance.

(c) Politics is still a game of money, mind and manipulations

(d) False promises are not entirely a sin, but let these be redeemed by true, professional, and quality governance, that shows at the end of the tenure.

11. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.

(a) The emerging web services paradigm offers the promise of new efficiencies and improve integration designed to enhance collaboration between internal and external applications.

(b) For example web services can serve as a bridge between an e-procurement application and an internal inventory system.

(c) Although, web services are relatively nascent and adoption rates currently low, it is critical for ERP vendors to begin taking steps to prepare for their rapidly maturing initiative

(d) As items are purchased through e-procurement application, a web service specific to inventory reduction can be invoked to adjust inventory levels.

12. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.

(a) Much of the modern use of metals happens behind closed doors of corporations, under the veil of trade secrets.

(b) He chooses to restrict his analysis to metals and metalloids, which could face more critical constraints because many of them are relatively rare.

(c) Even if we can find out how certain metals are used, it may not

always be possible to determine the proportions they are used in.

(d) The authors compromise was to account for the use of 80% of the material that is made available each year through extraction and recycling.

PRACTICE EXERCISE 2

Irrelevant Sentences

1.

(1) The MOEF projects itself is a professional ministry where executive decision making with regard to environmental clearances is exercised.

(2) The Ministry of Environment and Forests has brought back the quota licensing regime.

(3) Projects have to be cleared or refused on the basis of an objective criteria and not ministerial discretions.

(4) It is time that heads of government took it upon themselves to establish an effective grievances redressal system.

(a) 1

(b) 2

(c) 3

(d) 4

2.

(1) Even London's latest pet project – proving that Russia cannot host an Olympics as successfully as Beijing or London – could easily backfire.

(2) For more than two decades, August has been the most cruel month for Russian leaders.

(3) The August 1991 coup led to the departure of President Mikhail Gorbachev and the end of the Soviet Union.

(4) The August 1998 debt default and ruble collapse laid waste to President Boris Yeltsin's free-market reforms and resulted in the sacking of his prime minister, Sergei Kiriyenko.

(a) 1

(b) 2

(c) 3

(d) 4

3.

(1) Commercial use of drones is banned by the Federal Aviation Administration (FAA), although it makes some exceptions such as for hobbyists' flights in unpopulated areas where the aircraft stays in sight of a human operator.

(2) These sites will help the FAA understand how to integrate UAS into American airspace, which Congress has told it to do by September 2015

(3) It is believed that Amazon's new project will pose a new challenge to the FAA operations.

(4) But the skies are opening up: by the end of December the FAA will select six UAS testing sites from a list of 25 applicants in 24 states.

(a) 1

(b) 2

(c) 3

(d) 4

4.

(1) The Assad regime depends on its patrons in Iran and the Iranian-backed Hezbollahmilitia in neighbouring Lebanon.

(2) The Sunni-led opposition is similarly turning to its regional patrons.

(3) These regional players, with their own agendas, will keep pulling Syria apart until a functioning national government can be re-established.

(4) Syrian society is considered fractured and dissonant.

(a) 1

(b) 2

(c) 3

(d) 4

5.

(1) It has become something of a cliché to predict that Asia will dominate the twenty-first century.

(2) It is a safe prediction, given that Asia is already home to nearly 60% of the world's population and accounts for roughly 25% of global economic output.

(3) Asia is also the region where many of this century's most influential countries – including China, India, Japan, Russia, South Korea, Indonesia, and the United States – interact.

(4) These developments both reflect and reinforce heightened nationalism throughout the region.

(a) 1

(b) 2

(c) 3

(d) 4

6.

1. This indicates a deep lack of concern for citizens on the part of the administrators.
2. Before this year will have ended, the French parliament will have enacted a comprehensive pension overhaul, which is essential not only to putting France's public finances on a sound and sustainable footing, but also to shoring up confidence in the eurozone in 2014 and beyond.
3. This effort has gained broad public acceptance because it was fair: both retirees and working people will contribute, as will companies and

households.

4. For the first time, pension reform has been carried out in France in continuous consultation with employers' associations and trade unions.

(a) 1
(b) 2
(c) 3
(d) 4

7.

(1) The concept of "sustainable harmony" can be promoted by publishing indices of personal well-being and environmental preservation, alongside standard GDP data.

(2) The desire to help others without consideration for ourselves is not just a noble ideal.

(3) Selflessness raises the quality and elevates the meaning of our lives, and that of our descendants; in fact, our very survival may even depend on it.

(4) Studies have shown that individuals and societies can learn to be more altruistic.

(a) 1
(b) 2
(c) 3
(d) 4

8.

(1) The problem with charities is that they have little incentive to become more efficient.

(2) Yet the real value is in training people to deliver for themselves, at a local scale – empowered rather than controlled, creative rather than rehearsed, and working by choice rather than in desperation.

(3) There is no simple way to monitor the quality and efficiency of a charity – especially one devoted to long-term changes (that is, investments) rather than daily delivery of services.

(4) Since starting my own non-profit organization, I look at other nonprofits with new eyes.

(a) 1

(b) 2

(c) 3

(d) 4

9.

(1) Nowadays, many people seem to be more relaxed than ever about nationality, with the Internet enabling them to forge close connections with distant cultures and people.

(2) But states remain extremely sensitive about their borders' inviolability.

(3) A great game is beginning among Asia's great powers, and there are scant rules in place to manage how it will be played.

(4) After all, territory – including land, oceans, air space, rivers, and seabeds – is central to a country's identity, and shapes its security and foreign policy.

(a) 1

(b) 2

(c) 3

(d) 4

PRACTICE EXERCISE 3

1. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.

(a) Heavy rain brought by cyclone Phailin, which hit the state coast led to floods in the city.

(b) Mohapatra said the government had provided relief to the flood-hit by road services and stooped air dropping operations.

(c) The Cyclone has claimed 21 lives.

(d) As thousands of marooned people cried for food, the State Government in tandem with Central agencies stepped up relief & rescue operations.

2. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.

(a) Basic problems of an economy are solved by a controlled and regulated price mechanism.

(b) In mixed economy, private and public sectors coexist.

(c) In mixed economy, basic economy problem are solved by both, by price mechanism and economic planning.

(d) It is an economy characterized by existence of certain features of both capitalistic and socialistic economy.

3. Four statements are given below, labeled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.

(a) Fifteen or twenty years ago, there were few summer camps for children.

(b) Some camps are also operated by welfare societies, boy scouts and girl guides.

(c) Because even those were expensive; only the wealthy could afford to send their son and daughter to them.

(d) Within the past ten years, however, the numbers of camps have

greatly increased.

4. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.
   (a) The rainforest contains more than half of Earth's plant and animal species, even though rain forests cover only about 6% of the earth's surface.
   (b) Many of the plants and foods in your home originated in the rainforests.
   (c) Common house plants, such as bromeliads, African violets, periwinkle and the Christmas cactus, began in the rain forest.
   (d) More than 1,400 varieties of tropical plants are thought to be potential cures for cancer.
5. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.
   (a) Drivers chew some intoxicant, smoke, use pills and consume special drinks mainly to drive more, sleepless and deliver fast.
   (b) A recent survey has found that truck and other vehicle drivers working overtime use intoxicants and suffer from health problems including sleeplessness and stress
   (c) Around 27% of the drivers surveyed admitted that they consumed alcohol while driving, another 10% said they chewed tobacco and 26% smoked beedi,the survey in the states revealed.
   (d) The survey was conducted as part of a project by the Institute of Road Traffic Education (IRTE) and Centre for Disease Control and Prevention of the US across states including Rajasthan Maharashtra and the NCR.

6. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.

   (a) The book 'Knowing Christ Today' by Dallas Willard deals with the disastrous effects of divorcing the teachings of Jesus Christ and his people from the domain of human knowledge.

   (b) Its aim is to reposition the substantial teachings of Christianity ("Mere" Christianity) as a body of knowledge in the contemporary world.

   (c) It is Dr. Willard's hope that this book will put those who practice Christian discipleship in a different and much stronger position, and that it will be helpful for all areas of education, but especially for Christian schools, colleges and universities.

   (d) In the process it explains what knowledge is, as compared to belief, commitment and profession, and clarifies the difference it makes whether or not an area of thought and practice is regarded as an area of knowledge.

7. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.

(a) The "Dare To Lead" conference was attended by more than 150 women executives spanning across various industries and touched upon issues pertaining to the challenges faced by women in the corporate world.

(b) An Executive Debani Ghosh said that women have to stop putting themselves down; no one else can banish their insecurities for them.

(c) Be confident in your competence that you don't need to play the gender card anymore, equality can only be demanded if women themselves stop expecting any special treatment.

(d) From the shop-flower to board room women have proven that they are skilled.

8. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.
   (a) Writers do not always express in direct words what they want to say; they depend on the common sense of the reader to be able to form total impression of whole writing.
   (b) In a comprehension exercise you may be asked all types of questions designed to test your knowledge of the passage.
   (c) You may be asked to give the facts and interpretation of these facts.
   (d) You may be asked to express the meaning of word or phrase as it is used in the passage.

9. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.
   (a) It is tough to find another sports person who holds so many records, Given that cricket is a sport driven by numbers
   (b) He has made his fans fall in love with numbers because he kept clocking them one after the other, with each figure seeming more incredible.
   (c) I remember the time when he suffered the tennis elbow; it was a big concern for us as he had missed many matches.
   (d) 100 hundreds in international cricket, 15,847 test runs, first to score a double hundred in ODIs, most runs in World Cup the list goes on and on for him.

10. Four statements are given below, labelled a, b, c and d. Of these, three

statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.

(a) A prototype of a thermoelectric refrigerant based on Peltier effect has been developed in an Indian company which does not require a compressor, expansion valves, absorbers or solution pumps necessary while using refrigerant liquid.

(b) The team worked on the idea for one-and-a-half years at the college's Innovation and Entrepreneurship Development Centre.

(c) They are now ready with a prototype labelled 'Photovoltaic-driven refrigerator-cum-warmer.'

(d) The device can achieve 200 degrees Celsius in a few seconds and cool down to 8 degrees Celsius in 40 minutes.

11. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the sequence.

(a) The NSA says its online surveillance programs have played an instrumental role in thwarting terrorism.

(b) Even when it's encrypted, online data can still be heisted, but the information looks like gibberish without the decoding keys.

(c) Facebook also has said it's cloaking its social networking network with greater encryption, but hasn't publicly set a timetable for getting all the added protection in place.`1

(d) The increased use of encryption technology is aimed at stymieing government surveillance that may be occurring without the companies' knowledge.

12. Four statements are given below, labelled a, b, c and d. Of these, three statements are in logical order and form a coherent paragraph/passage. From the given options, choose the option that does not fit the

sequence.

(a) Bitcoin is a decentralised digital currency which is an open source peer-to-peer electronic mode of payment.

(b) The Reserve Bank of India (RBI) is, and rightly so, keeping an eye on the growing popularity of Bitcoin and is adopting a wait-and-watch approach.

(c) With many establishments in the United States, China and not to mention online sites accepting Bitcoin, pressure will increase for its transaction in India.

(d) But it is doubtful as to how long it can stay on the sidelines and observe the developments without intervening.

PRACTICE EXERCISE 4

Odd Man Out/Irrelevant Sentence Questions

1. Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.

    1. In general, the EB-5 visa is an entrepreneurial visa with an early investment of USD 500,000 and an assurance of at least ten full-time jobs in the US.
    2. Additionally, there was a time when a prospective EB-5 visa holder was requested to pay the minimum investment in physical gold instead of cash – it encouraged or discouraged Black money laundering is a debate.
    3. While Indian IT professionals fighting with the tightened norms of the US's most popular visa category, H-1B visa, the EB-5 visa is gaining popularity as an alternative.
    4. Nowadays, children of high net worth people, officials and working class people believe that this visa is a gateway to a US Green Card.

5. Andrew Graves, Director of Business Development, U.S. Immigration Fund said, “Most people want to invest in EB-5 mainly for their children so they are able to go to the US and stay there and not be dependent on any other visa category.”

2. Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.
    1. Kerala has already been given a specific role in the Project Mausam (PM) launched by the Union Government in 2014 where a major goal was to revive the historical “spice route” in a larger geopolitical and geo-economic context (India, Ministry of Culture 2014: 8).
    2. This historical reference to the city has a particular context too, which not many would have noticed then, even in the spices-rich state.
    3. However, the PM somehow remains a non-starter and the interests of the state of Kerala—identified as a potential hub of spices trade —have been completely derailed with the central government’s own import policy with regard to such vital commodities.
    4. While inaugurating the Kochi Metro in June 2017, Indian Prime Minister – Mr. Narendra Modi had called Kochi “the queen of the Arabian Sea, an important spice trading centre,” (India, Press Information Bureau 2017).
    5. Historically, Kerala has sustained a unique position in the global exchange relations between the two countries, both economically and culturally, and the “spice route” connectivity goes back to two millennia between them.

3. Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.
    1. His signature style of minimal, geometric, modernist buildings,

invariably all-white, has kept him at the top of his profession since the 1980s.

2. Four women who worked with Meier and a fifth who met him on a project have detailed encounters in which they say he sexually harassed them.
3. Richard Meier, one of the world's most renowned architects, has stepped down as head of his firm following sexual harassment accusations from several women going back decades.
4. "While our recollections may differ, I sincerely apologise to anyone who was offended by my behaviour. Effective today, I am taking a six-month leave of absence as founder and managing partner," He added.
5. "I am deeply troubled and embarrassed by the accounts of several women who were offended by my words and actions," said Meier in a statement on his website.

4. Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.
    1. These revised charges will be effective from April 01, 2018 and will benefit over 25 crore customers.
    2. Also, the lender added that the decision of slashing AMB was taken keeping in view the feedback from various stakeholders.
    3. State Bank of India has closed as many as 41.16 lakh savings accounts between April-January in the current fiscal year for not maintaining the average monthly balance, reveals an RTI query.
    4. India's largest lender, State Bank of India (SBI) has slashed charges for non-maintenance of Average Monthly Balance (AMB) in savings accounts by nearly 75 per cent.
    5. "Our stakeholders were unhappy with the recently imposed heavy maintenance charges" The spokesperson for SBI said. Now charges for non-maintenance of AMB for customers in Metro and

Urban centres have been reduced from a maximum of Rs 50 per month to Rs 15 per month. Similarly for Semi-Urban and Rural centres, the charges have been reduced from Rs 40 every month to Rs 12 and Rs 10 GST charges will be applicable over and above the rates specified above.

5. Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.
    1. Less fond than her late husband of its uncompromising aesthetics, she had kept the vase in a cupboard after his death.
    2. “It was unprecedented: two very big buyers, who, from about the £50k-60k mark, were just slugging it out. Quite often you’ll get two people who are very keen for the same item, but that keen? It went for 20 times the estimate.”
    3. Auctioneer Nic Saintey told the Guardian that he knew immediately that it was a Hans Coper, but thought the seller, who had brought it in a shoebox, might not.
    4. This sale caught not just the seller – a pensioner whose husband had paid £250 for the item in the 1970s – but the entire market unawares, and the owner took the vase to an open valuation day at her local auction house, Bearnes Hampton & Littlewood in Exeter.
    5. A Hans Coper vase has sold at auction in Devon for a record £381,000, the highest price ever paid for a piece of modern and contemporary studio pottery.
6. Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.
    1. Executive producers for the series made this disclosure when asked during a panel event in Jerusalem on Tuesday if Smith, who played a young Prince Philip in the first and second seasons, was

paid more than Foy.

2. In response, the series' producers, Suzanne Mackie and Andy Harries, acknowledged the 35-year-old male English actor was paid more owing to his Doctor Who fame, but said the practice would be rectified in the future, according to the US entertainment magazine Variety.
3. Claire Foy, who plays the Queen in The Crown, was paid less than her co-star Matt Smith during the first two seasons of the hit show, producers of the Netflix series have revealed.
4. The first season of The Crown, which received widespread critical acclaim, is understood to be have been the most expensive series commissioned by Netflix at the time, reportedly costing the streaming company £100m.
5. "Going forward, no one gets paid more than the Queen," Mackie told the audience.

7. Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.
    1. The rural economy was adversely affected in terms of employment, daily financial practices, and social network use for over three months.
    2. With cashless policies gaining currency in various parts of the world, we believe the era of digitization is near.
    3. Serious concerns arise with regard to the achievement of its stated goals.
    4. People came to rely more strongly on their networks to sustain their economic and social activities.
    5. Drawing on survey data from rural Tamil Nadu, the effects of demonetisation are documented.
8. Five sentences related to a topic are given below. Four of them can be put

together to form a meaningful and coherent short paragraph. Identify the odd one out.

1. All governments support micro-irrigation because of its water use efficiency.
2. In this context, a study was undertaken in nine states, mainly to examine the actual area covered compared to the potential area and to understand the adoption level of mi as well as to analyse the cost and returns under different farm categories.
3. The results indicated that only about 9% of the mi potential is covered in the country.
4. The adoption of micro-irrigation projects has resulted in water saving, yield and income enhancement at the farm level.
5. However, the overall impression is that they are capital-intensive and suited to large farms.

9. Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.

    1. US President Donald Trump's agenda for H-1B visa has affected people at large as there is a steep decline in a number of student visas approved in the Trump regime.
    2. The United States Citizenship and Immigration Services (USCIS) handed out 4.21 lakh student visas last year.
    3. Statistics for this financial year clearly suggest an aggregate decline of 16% as compared to the previous year.
    4. A year before that, the US Department of State had handed out 5.02 lakh visas.
    5. Asian students contribute to 40% of the total student visas.

10. Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.

1. This change has come mainly due to two reasons. First – increasing population; and second – highly wasteful flood method of irrigation (FMI) thus depletion of groundwater.
2. Given that around 65% of irrigation and 85% if the drinking water comes from the groundwater resources, majority of the groundwater sources in the country are registering a fall in water levels.
3. Today, India is considered to be a water stressed country, though we were highly water-surplus in 1950s.
4. The government of India had launched a subsidy scheme for micro-irrigation called National Mission on Micro Irrigation (NMMI) in 2006.
5. To arrest the decline in per capita water availability and per capita foodgrain availability, we need to increase production with judicious water use in farming.

11. Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.
    1. There is no easy answer to this question.
    2. 'How much money should I have when I retire?'
    3. So what's the solution? According to Govila, if you have age on your side, that is if you start planning for your retirement early, you should invest more in equities and as you grow older, you should shift part of your corpus into Debt.
    4. The retirement corpus__the amount of money one would require to have a peaceful retired life__varies from person to person, depending on a host of factors, primarily the lifestyle one wants to maintain post retirement and hence the related expenses, said Sanjeev Govila, founder of Delhi-based Hum Fauji Initiatives that provides financial services solutions to people from the armed forces.

5. This is one of the most common questions that financial advisors and planner face when someone new approaches them for help with their future financial Goals.

12. Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.
    1. Owing to its scope, the Jawaharlal Nehru National Urban Renewal Mission is an excellent window for understanding the evolution of urban governance in India, despite its closing in 2014.
    2. The JNNURM's aspirations were belied by its realities of progressive centralisation, degraded local capacities, commercially-oriented infrastructure development, and intercity and intra-city inequalities.
    3. These signatures appear to endure, to varying degrees, in new urban programmes, with potentially far-reaching ramifications for urban governance.
    4. We identify and discuss three signatures that shaped its conceptualisation, operationalisation, and outcomes: flexible networks of policy actors and advisors; mobile policy ideas, best practices, and norms; and the pervasive role of consultancies.
    5. Jawaharlal Nehru National Urban Renewal Mission (JNNURM) was a massive city-modernisation scheme launched by the Government of India under Ministry of Urban Development that envisaged a total investment of over $20 billion over seven years.

13. Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.
    1. Success of BPO in India is the operational cost reduction by outsourcing the business process services to India that makes the country a suitable destination.
    2. The paper also focuses on the role call centres play in unmooring

local identities to construct transnational labour identities for a neo-colonialist workplace.

3. Through empirical research, this paper addresses the transformation of Indian urban labour into a global proletariat.
4. The phenomenal success of BPOs, particularly call centres, continues in 2005, offering high-school and college English-speaking graduates quick employment with comparatively high wages.
5. Following the short-lived dotcom boom in India (2000-02), Information Technology Enabled Services- Business Process Outsourcing was first considered by many infotech industry watchers as a capricious venture, liable to crash due to poor infrastructure.

14. Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.
    1. This paper argues that the events in the Indian soft drinks market can only be explained with reference to the global fight between Coke and Pepsi and their respective global strategies.
    2. After the second coming of the international varieties of Cola drinks, the market has witnessed a high profile tussle between the global giants – Coca-Cola and PepsiCo.
    3. Moreover, these two firms are so dissimilar that their relative successes and failures can throw light on some of the important issues in industrial organisation.
    4. This tussle and the respective problems faced by the two firms in the Indian market are extremely instructive.
    5. For generations, the Cola war has been raging with soda enthusiasts taking sides of either Pepsi or Coke, customers are still non-conclusive on which is better.

15. Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out.
    1. According to the taste expert – Malcolm Gladwell, there's a significant difference in flavour.
    2. This gives Fanta a stronger blast of flavour while Coke is a lot smoother.
    3. For generations, The Cola war has been raging with soda enthusiasts taking sides of either Pepsi or Coke.
    4. In his 2005 book Blink, he confirms that Pepsi has more of a citrus flavour, while coke is characterised by a raisiny-vanilla tang.
    5. But aside from the multi-million dollar advertising campaigns and packaging – can you really tell the difference?

Answer Key

Exercise 1

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

11. (c)
12. (b)

Exercise 2

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

Exercise 3

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

12. (a)

Exercise 4

1. Odd man out is 2. Correct sequence is 3145.
2. Odd man out is 5. Correct sequence is 4213.
3. Odd man out is 1. Correct sequence is 3254.
4. Odd man out is 3. Correct sequence is 4125.
5. Odd man out is 2. Correct sequence is 5413
6. Odd man out is 4. Correct sequence is 3125.
7. Odd man out is 2. Correct sequence is 5314.
8. Odd man out is 1. Correct sequence is 4523.
9. Odd man out is 5. Correct sequence is 1324.
10. Odd man out is 4. Correct sequence is 3125.
11. Odd man out is 3. Correct sequence is 2514.
12. Odd man out is 5. Correct sequence is 1243.
13. Odd man out is 1. Correct sequence is 5432.
14. Odd man out is 5. Correct sequence is 2413.
15. Odd man out is 2. Correct sequence is 3514.

Solutions

Exercise 1

The statements (b), (c), (d) explain the ways in which one can inculcate wisdom in one's life while statement(a) is a general concept about wisdom, thats why wisdom is so important in life. Hence the answer is (a).

1. Statement (d) explains the view of Gustav Bergmann regarding ontology

as he assumes ontology is a part of epistemology. Epistemology is the branch of philosophy concerned with the nature and scope of knowledge and is also referred to as “theory of knowledge” and ontology is the branch of philosophy which deals with nature of existence. While statements (a), (b), (c) explain about ontology.

2. Statement (a) mentions about discovery of a new planet. Statement (b) provides a general concept about planets that how planets are formed. Statement (c) mentions about who all were involved in discovering this planet while Statement (d) mentions about Bailey views who led this research. Statements (a), (c), (d) seem to be interconnected, so the logical order is (a), (c), (d).
3. Statements (a), (c) are related to how the planners and government can work together on gathered information regarding urbanization, and create a smart plan for development without affecting environment and biodiversity. Statement (d) tells that lack of funds affect implementation of such plans. Whereas statement (b) tells about a report on urbanisation and is illogical in context to the passage as statements (a), (c), (d) seem to be interconnected as they mention about plans and implementation of plans.
4. The passage is about Search for Meaning of Existence. Statements (a), (b), (d) are statements related to the main idea of passage. Statement (b) mentions about question relating to meaning and purpose of existence. Statement (a) also mentions about such questions over which philosophers have been pondering on since ages. Statement (d) also seems to be related as it mentions about inquiry and researches of the philosophers etc. Statement (c) seems to be illogical as mentions about Upanishads and explains about meaning of life and not about questions or researches.
5. Statement (b), (d), (c) are interrelated as all three have a common idea about how to hold on resentment. If somebody is stressed he becomes sad and at times misses the best opportunity in his/her way. While

statement (a) talks about uncertainty and is thus the odd one out.

6. Statement (a) mentions about the term corporate social responsibility which is slowly creeping and becoming a part of India's business era. The term pro bono means, 'for the public good', pro bono means a case is taken up for free or the rates are deeply discounted. Statements (c) and (b) mention about the legal system and pro bono work. Statement d is not about the legal system.
7. Statements (a), (c), (d) are interrelated as they mention about the increment in number of people who surf internet even for small matters, people are switching from thick books to e-books because they have become handy. Statement (b) specifically mentions about Penguin India, innovation while rest are a general statement.
8. Statement (d) is a general statement about crocodiles and their characteristic and tactics of attracting their prey. Statement (a) mentions about a researcher Dinet who carried out a research on crocodiles. Statement (b) & (c) support this statement.
9. Statements (a), (c), (d) are focusing upon the integration of HR techniques into strategic planning of the organization, whereas Statement (b) focuses upon competencies in HR professionals that differentiates between outstanding and average performers.
10. Statements a, c, are in logical order as they explain the tactics applied by politicians to attract the voters towards them. Statement (b) stands out
11. The logical order is (a), (b), (d).

The three options logically in order explain us about the advantages of applying web services in an enterprise while statement(c) stands out as it explains about the disadvantage of web service and what alternate step could be taken.

12. Statements (a), (c), (d) tell us about the analysis conducted by the author, while statement (b) tells us about the areas of limitation in the research.

Exercise 2

1. The fourth sentence talks of grievance redressal mechanisms, whereas the rest of the sentences refer to the decision making process of the government, with special reference to quota licensing. Thus option (d) is the irrelevant sentence.
2. Sentence a addresses London's attempt at proving that Russia cannot host the Olympics. This is unlike the other three sentences that make direct references to the bad luck that the month of August brings to Russia in particular. Thus sentence (a) is irrelevant to the rest of the passage.
3. Option (c) is the answer as it speaks of Amazon, which is unaddressed in the other three sentences that deal with the operations of the FAA in the American airspace. Thus (c) is the irrelevant sentence.
4. While options (a), (b) and (c) describe the political regime in Syria, option (d) makes a remark about Syrian society, which is not in line with the theme followed by the rest of the sentences. Thus, it is the irrelevant sentence.
5. First, option (d) is unspecific in the region it speaks of. Second, it brings up nationalism which has no continuity with the rest of the sentences' ideas. Thus it is the irrelevant sentence.
6. Option (a) directly contrasts what has been said in the other options, which is appreciative and laudatory of the French parliament's efforts at implementing a comprehensive pension overhaul. Thus, it is irrelevant in the given context.
7. While option (a) does seem connected to the rest of the sentences, it is still the most irrelevant from among the options present. It is an extension of the concept of altruism in discussion in the question, in that it discusses 'sustainable harmony'. Options (b), (c) and (d) hover around the same premise and thus constitute a consistent thought.
8. Option (b) is the answer because it diverges into a different direction from the one author takes in the other three sentences in his/her assessment of charities. It does not express an idea similar to these

other sentences. It is thus the irrelevant sentence.

9. Options (a), (b) and (d) talk of interconnectedness and territorial concerns of countries across the world, in a broad way. There is no specific mention of any particular region or country. The mention of Asia's power games and focus on it is what makes option C the irrelevant sentence.

Exercise 3

1. Statements(a), (c), (d) talk about the cyclone and the current relief provided by the State Government and central agencies. Statement (b) is not fit as the paragraph does not talk about one's opinion (i.e., Mohapatra's).
2. Statements (d), (c), (b) are relevant as these sentences are descriptive and describes the characteristics of mixed economy while (a) does not follow the order as it focuses on price mechanism.
3. Statements (a), (c), (d) form mandatory pairs by focusing on the past and present conditions and increment in numbers of summer camps each year while statement (b) tells about various organizations and people who carry out these camps.
4. Out of the given statements, statement (a,b,c) are in logical order. Statement (d) does not fits the sequence as the para mentions the existence of various plants in rainforest and not their medicinal value.
5. The para is about the survey conducted on heavy vehicle drivers who work overtime and consume intoxicants. Statement(a) talks about drivers who drink and drive fast. While rest statement talk about survey conducted on heavy vehicle drivers, hence statement (a) is odd one out
6. The para is based on the content of the book called "Knowing Christ Today" by Dallas Willard. Statement (a), (b), (d) mentions about content of the book but Statement(c)mentions Dr.Willards percept for

the book.

7. Statement (a) describes about conference held on women empowerment. While statements (b), (c), (d) mentions opinion of a women executive Debani Ghosh.The correct order is (b, c, d). As all three are interrelated and focus on thoughts of Ghosh on women empowerment.
8. The logical order is b, c, d as it mentions what skills or knowledge is demanded on the part of the reader while he is solving a comprehension exercise. All the three sentences are interrelated and talk in the same sense while option (a) mentions a writer's tactics applied in a comprehension to make it trickier.
9. Statement (a) describes how the sportsperson made incredible record and made his fans fall in love with numbers. Statement (b) is also interconnected as it also talks about numbers "sportsperson who holds so many records". Statement (c) talks about the writer's memory about the sportsperson's injury. Statement (d) tells about the sportsperson's records in various groups of cricket scores.
10. Statements (a), (b), (c) mention about development of thermoelectric refrigerant invented to cope up with global warming, while Statement(d) does not fit the sequence because it mentions about particular characteristic of the device.
11. The statements focus on the enhancement of encryption techniques. Statement(c) stands out as it talks about the way Facebook is protecting the data of its users. Statements (a) (b) and (d) talk in particular about the techniques that NSA has used for encrypting data for security reasons.
12. The above statements explain about RBI's focus on the growth of a digital currency, Bitcoin. To this statement (b)(c)(d) stand connected as they explain about the activities of RBI in connection with bitcoin whereas statement (a) defines bitcoin and stands out.

Exercise 4

1. Paragraph starts with statement 3. where the gist of the paragraph is introduced, gist of H-1B and its new alternative EB-5. Statement 1. Goes on to elaborate about EB-5 visa, what type it is, its requirement. Statement 4. Further explains who opts for this visa EB-5– High net worth people who believe that this could get them Green Card. Statement 5. further supports the previous statement by stating the official statement of the Director of Immigration Fund.

   Statement 2. Is irrelevant as it talks about how EB-5 investment would be taken in gold and not in cash- measure or counter measure to Black money laundering is debatable. The paragraph above doesn't talk about Black money laundering, thus this doesn't fit in.

2. Statement 4. Introduces the subject and the key stakeholders– Kochi & Indian PM. Statement 2. States "this historical reference" which refers to "Queen of Arabian Sea", thus this follows 4. Statement 1. Talks about Kerala as a state now, till now paragraph was talking about Kochi and its status. Also the goal of Project Mausam is stated here and Kerala's role in it. Statement 3. Takes this further by stating "However…" this remains as a non-starter due to some political issues probably.

   Statement 5 mentions "two countries" which are not mentioned which all in the paragraph, there is no correct references here, thus it doesn't follow any logic to be mentioned in the paragraph.

3. It's a press cover, introducing the accused- Richard Meier in Statement 3 and what he is charged for. Statement 2. Continues the news article elaborating the accusation, that is five women have accused him of harassment. Statement 5. Covers the official statement by Richard and statement 4. Adds another official statement by him. So the whole context of the article was "Sexual harassment and actions by Richard.

   Statement 1. mentions about the profession and style of Richard as an

architect which may be relevant but out of context for this paragraph.

4. Statement 4. Starts off with introducing India's largest lender– SBI, along with the main idea of passage that is "slashing of imposition of charges for non-maintenance by SBI". Statement 1. Continue the idea of "new revised charges" by mentioning the significance of these revised charges and how it'll benefit its customers. Statement 2. Adds why this step was taken. Statement 5. Further continues the idea of consideration of SBI stakeholders.

Statement 3. Simply mentions the action taken by SBI for non-maintenance of accounts by account holders. It doesn't relate to the idea of "slashed charges" but simply of non-activity/non-maintenance, thus it doesn't fit in the sequence above.

5. Statement 5. Begins the paragraph with opening statement that a Hans Coper was sold for some record price. Now, this sale caught not. Just the seller but everyone else off guard because the vase was apparently bought at a much cheaper price back in 70's, this is mentioned in Statement 4. Also mention of woman's husband who bought this vase is done. Statement 1. Continues by mentioning what the woman thought how ordinary the vase was to her. However, the auctioneer knew the value of the vase would be much unordinary on contrary to what the woman, also the seller, thought. This is stated in Statement 3. This forms a coherent paragraph.

Statement 2. Is irrelevant here, that is mentioning about 2 buyers who made unprecedented offers, however offer in detail is not yet discussed anywhere in paragraph. "It was unprecedented" implies that something of that sort would be mentioned before this statement, which is not.

6. Statement 3. Starts off with the claim that the actress who plays the Queen in a TV show was paid less than her co-star. Statement 1. States "this disclosure" which is what is mentioned in earlier statement. Statement 2. States "In response" which is quite understandably here– In response to the claim made by the actress. The producers give their

opinion on this claim now. Finally, paragraph is concluded with the statement of promise on the pay out by Mackie– One of the producers of the show, she was also earlier introduced in the paragraph. This is stated in Statement 5.

Statement 4. talks about the series The Crown in general and how widely acclaimed it is and that it's expensive. This is irrelevant to the paragraoh in discussion.

7. Statement 5. Starts off with the passage, that the effects of demonetisation are documented. Statement 3. Starts drawing the effects which are serious. Statement 1. Elaborates first such effect. Statement 4. Concludes the paragraph with the conclusion that people relied more strongly on their network to sustain their economic & social activities during this time.

Statement 2. Talks about digitization era, in general globally. The paragraph thus formed is not relevant to this idea.

8. Paragraph starts off with Statement 4, with a major headline that Micro-irrigation has had positive effects. Statement 5. States the usual contrary opinion of micro-irrigation that it's expensive and suited only to large farms which is not true, thus in this context (to prove the point) a study was conducted in 9 states in India, this is mentioned in Statement 2. Finally, results of this study are discussed in Statement 3.

Statement 1. Is irrelevant here as it talks about government support and only one positive aspect of micro-irrigation.

9. Statement 1. Opens the dialogue that the new agenda of H1B visas has affected at large the total number of student applications to US. Statement 3. Mentions this decline in percentage terms that is 16% drop. Statement 2. Tells the number of applications last year and Statement 4. States the number of applications the year prior, thus the chronological order of events.

Statement 5. Talks about Asian students' percentage of students who come over to US, this is irrelevant in the context of the paragraph.

10. Statement 3. Starts the paragraph talking about India and how it's a water stressed country today, on contrary to what it used to be in 1950's. Reasons for "This change" from water surplus to water scarce are mentioned in Statement 1, also depletion of ground water. Why there is a depletion in ground water is mentioned in Statement 2. Finally, to control this, a few methods are suggested in Statement 5.

Statement 4. Talks about a new scheme by government of India, how significant it may sound, it doesn't fit in to the context of the paragraph above.

11. Paragraph begins with a question as in Statement 2. Statement 5. Mentions "this is one…." Refers to the question asked just before. Statement 1. States the conundrum that there is no easy or simple answer to this question. Statement 4. Finally talks about the opinion of experts.

Statement 3. Talks about a "problem" whereas there isn't any. Paragraph simply talks about the retirement investment queries.

12. Paragraph starts off with introduction of the scheme for Urban Renewal, the full form of the scheme is mentioned, in Statement 1. Statement 2. Next talks about aspirations of this scheme and few details are mentioned. Statement 4. Further talks about the three signatures and Statement 3. Elaborates these three signatures in detail.

Statement 5. Is simply a definition of this scheme and doesn't fit in to the context in discussion here in this paragraph.

13. This is clearly a preface to a white paper. Statement 5. Starts off the paragraph by stating the emergence of BPO in India post 2002. Statement 4. Talks further about persistent success of BPOs through 2005. Statement 3. Tells us what the central idea of the paper is. Statement 4. Takes it further with the keyword "also focusses on…".

Statement 1. Merely talks about the key reason to success of BPO Industry in India. The paragraph doesn't talk about that.

14. This paragraph is clearly a preface to a white paper. Statement 2. Introduces the theme of the paragraph- Tussle between Coca-Cola and Pepsi as global Cola giants. “This tussle” in Statement 4. Makes it immediately follow. Statement 1. States what this paper will talk about in detail. “Moreover” in Statement 3. Further continues the paragraph on dissimilarities between the two companies that’ll be also discussed in the paper.

Statement 5. Merely talks about Cola war between the two companies and how customers are still non-conclusive on which one is better. It is irrelevant to this paragraph’s context.

15. Statement 3. Starts off the discussion by stating that for generations there has been this cola war between Coca-Cola and Pepsi over which is better in terms of taste, brand etc. Statement 5. Keeps aside the brand value which is almost the same, and states if one can really spot the difference now, in terms of taste. Statement 1. Records the claim of this expert who claims there is a significant difference. Statement 4. States that difference.

Statement 2. Talks about difference in flavours of Fanta and Coke which is out of context here.

Summary of the Passage Questions

Questions that Ask You to Summarise an Argument

This is another important question type which has been regularly seen in the CAT and other top Management Entrance Exams. A **summary** is defined as the reduction of a large amount of information to its most important points. You need to remember the following points about summarising in order to be able to spot summaries effectively:

(1) While achieving a reduction of the passage into its summary, care is taken to ensure that the main idea of the passage is properly communicated—i.e., there is no compromise or dilution of the sense of the main idea communicated by the passage while framing the summary. The summary might have the main idea stated in the original words of the author or in fresh words which will essentially convey the same meaning. This factor should always be kept in mind while solving summary based questions. Hence, recognising the main idea of the passage while reading the original text for the first time is extremely crucial for identifying the correct summary.

A good process to follow in trying to recognise the summary is to go back to the questions:

- Who or what is the original text talking about? (Answer: TOPIC of the text); and
- What is the main idea about the topic that is being conveyed by the original text? (Answer: MAIN IDEA of the text)

Then, you go on to the alternative summaries available and ask the same questions again with respect to the proposed summary.

- Who or what is the summary talking about? (Answer:

TOPIC of the summary)

≒ What is the main idea about the topic that is being conveyed by the summary? (Answer: MAIN IDEA of the summary.)

For the correct option, the two answers that emerge out of these questions should be exactly the same as the two answers that emerged out of the original text.

(2) Significant reduction from the original text to the summary is generally achieved by either condensing or removing altogether the supporting details in the passage. In many cases, it is not even necessary to mention some of the details presented in the original paragraph in order to write a good summary.

(3) Very often, authors of texts repeat the main idea several times while writing. This is done to ensure that their main idea is hammered into the minds of the reader several times and in several ways so that the gaps (if any) in understanding the main idea may be removed.

Needless to say, in the summary, the main idea will be written only once—and **that too in one sentence only.** Any repetitions of ideas present in the original text are removed from the summary.

Consider the following example:

Jaya and Devika are both successful women who are also members of a socially disadvantaged section of the society. Jaya has a firm belief in positive discrimination. By positive discrimination she believes that the negative discrimination that society has subjected her section of the society to can only be offset through reverse discrimination. She believes that if positions of economic, social and political eminence, power and honor are offered principally to historically disadvantaged sections of society, then these groups will begin to play a more significant role in society today.

Devika, on the other hand, feels that she has succeeded in her chosen field of work on her hard work and on her own merits. She thinks that the principle of positive discrimination is flawed since it will result in the lowering of standards and decreases competition between similarly qualified personnel who will expect to achieve positions because of their factors rather than their suitability for the particular position.

Which of the following best sums up Jaya's argument?

(A) Positive discrimination will encourage more people to apply for jobs, previously unavailable to them.

(B) Positive discrimination will give extra opportunities to socially disadvantaged sections of the society.

(C) Quality and professionalism will improve because of the greater number of positions held by members of minority groups.

(D) Positive discrimination will remove deep rooted prejudices against the weaker sections of society from the work arena.

The correct answer is B.

EXERCISE 1

Read the paragraphs given in each question and choose a suitable summary from the given options:

1. It appears that there are basically two types of scientific innovators. The first ones are innovators in totality who conceive the idea that may have never existed before. They derive inspiration from events, incidents and traditions occurring in their surroundings or even from folk stories floating around. The other ones are the incremental innovators who work on existing objects and ideas to bring some newness therein. Development of several modern drugs from Ayurvedic texts and folklores fall in this category.
   (a) Innovators in totality conceive new ideas from events and traditions such as the tradition of Ayurvedic medicine in ancient India. Incremental innovators improve existing ideas.
   (b) Scientific innovation takes the form of inception and development of new ideas, and study for refining existing ideas. Application of Ayurveda in modern medicine is an example of the latter.
   (c) Innovators are either incremental or total innovators. Incremental innovators conceptualize new ideas while total innovators utilise events, incidents and traditions to conceive improvements.
   (d) Conception on new ideas and improvements of ideas are some of the several forms of scientific innovation. The former draws on events or incidents while the latter draws on existing objects.
2. Obama initially promised to close Guantanamo Bay within a year of entering the White House in 2009. Opposition to its closure involves two central issues which Obama has been unable to resolve. One is finding host countries to take in all the detainees. The other issue concerns whether some of the detainees can be moved to “supermax”

facilities within the United States. Seventeen detainees who have received their final transfer approval are scheduled for release in the coming weeks. As many as an additional 30 more could be released by the summer. This would reduce the prison's population to 60, but still the question remains: Would the remaining prisoners be moved to prisons in the U.S., and would their legal status finally be addressed?

(a) The Obama administration has faced opposition to its decision to close the Guantanamo Bay facility as the legal status of the inmates has not been addressed.

(b) The Obama administration has not delivered on its promise to close Guantanamo Bay. Reasons cited for the same, inter alia, are lack of citizenship details of the inmates and convincing host countries to take them.

(c) President Obama has faced stiff criticism for closing down Guantanamo Bay as the question of legal status of the inmates has not been addressed. Further, the government cannot house the released inmates within the U.S..

(d) Questions pertaining to housing the detainees of Guantanamo Bay have created roadblocks for the Obama administration. Whether the remaining prisoners will be moved to other facilities or to their host countries remains to be seen.

3. While it is essential to follow through on the opportunity the Paris agreement has created to prevent a cataclysmic planetary collapse over the decades ahead, building climate change resilience can start now. Importantly, the agreement paid relatively scant attention to the need for more investment in resilience building to help communities, cities and countries manage the consequences of climate change that is already underway. Our experience of working in a diverse range of cities across Asia through the Asian Cities Climate Change Resilience Network and the 100 Resilience Cities initiative—both pioneered by The Rockefeller Foundation—demonstrates that cities can take innovative, integrated and practical solutions, without always requiring a great deal of money. Indeed, the main investment has often been that of political will and active engagement by local citizens, businesses and experts.

(a) Climate Change is one of the most important issues of our time and the experience of Foundations can be very useful in combating its immediate effects.

(b) Climate Resilience refers to the ill effects of climate change that are already underway. Innovative and pragmatic solutions are imperative to tackle this problem while simultaneously addressing the problem of climate change.

(c) The recent climate convention in Paris has not taken into consideration combating the negative effects of climate change that have already started manifesting. Strategies to mitigate the same can be implemented through joint participation of various segments of society.

(d) Lack of political will and public participation has resulted in poor implementation of various solutions to combat climate change and build resistance.

4. Perrault was born in 1628, and worked as an adviser in the French court of Louis XIV. He only began to write his fairy stories, borrowing the plots and the well-known opening, "once upon a time" or *il était une fois*, from folk tales, later in life. "Perrault's stories set the standard for the modern fairytale," said Google. The backbone of these fairytales persists within contemporary novels and movies, making our reading or cinema-going a fundamentally optimistic venture: when we hear 'once upon a time', we've come to expect—and anxiously await—a 'happily ever after'."

(a) Perrault was an eminent novelist who compiled fairy tales which created the basic framework for several contemporary novels and movies as we know them today.

(b) Perrault's version of fairy tales has had a far greater influence on the human psyche than we realise. We find them to be a recurring theme in all our contemporary stories which leads us to seek a happily ever after ending in every book or movie we come across.

(c) The very fact that when we hear 'once upon a time' we are filled with optimism for a happy ending signifies how much the stories of our childhood influence us.

(d) Perrault's collection of fairy tales is largely responsible for the

optimism of the cinema going audience. This shows the significant impact of reading these stories at a young age.

5. Since we first began to live in cities, we have yearned for the innocence of the country. The ancient Greeks used epic poetry to eulogise the lives of herdsmen and shepherdesses; in the Elizabethan theatre, dramatists often took their characters out of the court and into wilderness; the Victorians wrote novels that bestowed nature with tragic romance. We have video games.
   (a) The simplicity of pastoral life has for long been a much romanticised idea in all cultures. In each age we have dedicated the most popular medium of expression to this theme; and in this age we build video games on the same.
   (b) We humans have yearned for the peace and quiet of country life ever since the rise of urbanisation. Now video games have cashed in on this sentiment and are minting money.
   (c) The widespread popularity of pastoral themes of poetry, plays and books signifies that since the first urban settlements, man has mourned the loss of the innocence of pastoral life. Now even our video games are propagating the idea that development isn't everything.
   (d) The tragic loss of country life has dominated literature in all cultures and eras. Video games carrying forward this sentiment are no different.
6. You doubtless know the story by now: how Britons followed Americans into borrowing money they couldn't afford to buy stuff they didn't need. How shoppers went crazy and entire economies got off-kilter—until catastrophe hit. How the feckless Anglo-Americans now need to tighten their belts, stop maxing out their credit cards and start saving like Germans. This is that rare example of an account agreed by both the anti-consumerist left and the anti-welfarist right. And it is mostly tosh. It lacks history, and assumes that debt is a uniquely Anglo-American vice. It sits unnervingly close to hypocrisy: my necessary loan is your stupid debt.
   (a) The assumption that the British and Americans should stop living beyond their means and adopt austerity measures exposes the

hypocrisy of the capitalist and socialist segments.

(b) The assumption that the British followed the Americans into a debt crisis is unfair and rankles of hypocrisy.

(c) Both the capitalist right and the socialist left seem to agree that austerity measures are the need of the hour for the Americans and British. This is however an unresearched opinion bordering on hypocrisy.

(d) Living beyond their means is not a uniquely Anglo-American problem and attempts to cast it as such reveal a lack of understanding of the issue. An expenditure which is a necessity for one cannot be an extravagance of another.

7. For 45 years, Iran's most famous modern monument, the Azadi (Freedom) Tower in Tehran, has been the backdrop to every major news story coming out of the country. A plaza for celebrations, anniversaries, military parades and a gathering point for mass demonstrations, the 50m (165ft) tall tower has overlooked some of Iran's most important political events. Most recently, the mass demonstrations that followed the disputed presidential election of 2009 drew hundreds of thousands to Azadi Tower, where they demanded a recount of their votes.

(a) When their basic rights are threatened, people often find a national symbol as the rallying point to raise their protests.

(b) The Azadi Tower has become the symbol of the modern man's struggle against the conservative institutions of power to reclaim his rights.

(c) The Azadi Tower of Iran has become symbolic of the citizens' trials and tribulations as well as their triumphs over the years.

(d) All news worthy incidents in Iran have taken place in the backdrop of the Azadi Tower.

8. A project aiming to revolutionise medicine by unlocking the secrets of DNA is under way in centres across England. Prime Minister David Cameron has said it "will see the U.K. lead the world in genetic research within years". The first genetic codes of people with cancer or rare diseases, out of a target of 100,000, have been sequenced. Experts

believe it will lead to targeted therapies and could make chemotherapy "a thing of the past". Just one human genome contains more than three billion base pairs—the building blocks of DNA.

(a) Prime Minister Cameron has unveiled an ambitious Genome Project which has the potential to cure cancer.

(b) Sequencing genetic codes may hold the key to combating rare and fatal diseases. This idea is at the heart of a project launched in England, which experts feel, will revolutionise medicine.

(c) Targeted therapy for rare diseases has been made possible by studying the genetic codes of people with cancer and rare diseases. A similar project is also underway in England.

(d) The 100,000 Genome project could make chemotherapy a thing of the past as genetic code sequencing can provide targeted therapies for cancer and rare diseases.

9. Lego's decision to stop asking bulk customers what they want to do with the bricks is a "victory for freedom of speech", Chinese artist Ai Weiwei has told the BBC. Last October, Ai accused Lego of censorship when it refused to sell its bricks directly to him. On Tuesday Lego said customers should instead make clear that the company does not endorse works shown in public. Ai, a leading artist, is also known for criticism of the Chinese government. He said Lego's U-turn would encourage people to use the product to express themselves.

(a) We live in truly strange times where even a child's plaything can turn into a medium of expression. The Chinese government discovered this when artist Ai Weiwei used it to criticize their policies.

(b) Business firms seldom side against the government to protect the interests of the consumers whose satisfaction is their ultimate aim. Lego, however, begs to differ.

(c) Lego bricks have recently been used by the Chinese to make political statements forcing Lego to impose restrictions on bulk buying. The toy major was forced to take this step.

(d) Lego has rolled back the controversial decision to seek information from customers purchasing in bulk. This was seen as

a move encouraging the use of the product as a medium of expression.

10. ‘Kooks’, from the 1971 album *Hunky Dory*, looks ahead to parenthood, alongside his then wife Angie, with optimism. It offers advice to a child growing up in unconventional circumstances. ‘Kooks’ isn’t among Bowie’s most famous songs. ‘The better known Changes’, ‘Life on Mars’ and ‘Oh, You Pretty Things’ all appeared on the same album. But many of his fans have taken to Twitter to praise it in the wake of his death, noting its anthemic quality, its openness and acceptance of difference.
    (a) Bowie’s song ‘Kooks’ has always been a favourite with his fans, who have now taken to twitter to praise the song in the wake of his death.
    (b) Bowie’s ‘Kooks’ has captured imaginations as a piece of advice to a child and for its quality of innocence and acceptance.
    (c) The song, ‘Kooks’ was written by Bowie as a celebration of parenthood at the birth of his son. It offers advice and guidance and has become very popular after his death.
    (d) ‘Kooks’ may not be Bowie’s most famous song but its theme of optimism and open acceptance serve as a means of guidance to a growing child. This has made it one of his most memorable songs.
11. ‘Jerusalem’ is the musical setting of William Blake’s poem Prelude to Milton. He was specifically thinking about a legend that as a boy, Jesus of Nazareth visited England with his great uncle, Joseph of Arimathea, who was a sailor and trader. So why did Blake spin a poem about a medieval myth? Probably because England at the time was a place of change and he wasn’t entirely happy about the direction it was taking. It was the time of the Industrial Revolution, when factories—the dark Satanic Mills he wrote of—seemed to swallow people up and spit them out broken and mangled. As a nonconformist Christian, Blake looked back on a time when a religious figure could walk in barefoot simplicity on “England’s green and pleasant land”.
    (a) Usually in times of political turmoil, poets and artists attempt to construct an alternate history through their works.
    (b) Jerusalem is an expression of Blake’s dissatisfaction with the

industrial revolution taking place in England.

(c) Blake's Jerusalem explores a Christian myth to express his dissatisfaction about the dreary industrial revolution in England. Blake looked back at a time when there was more simplicity.

(d) Jerusalem was written to further popularise the legend of Jesus visiting England in a time when English society was suffering from the industrial revolution.

12. The Rainforest Alliance, an ethical certification organisation, has now stripped a group of Assam Company's plantations of its green frog seal. The Assam Company said the loss of its certification was because of a "minor error" on one estate 'Hajua' while spraying a plant extract, which it understood did not require personal protective equipment. It said that because the Assam company estates operate in a "single cluster", the other estates were automatically decertified.

(a) The green frog seal is imperative for tea plantations to ensure demand from companies as it testifies to their ethical conduct.

(b) Minor errors may sometimes have far reaching consequences as the Assam Company has realised.

(c) Ethical conduct of business also includes their treatment of their staff. The Assam Company's green frog seal was revoked recently due to negligence in observing safety of employees.

(d) A minor error in wearing protective gear has resulted in revocation of the Assam Company's green frog seal. An incident on one estate has resulted in decertification of all the other estates held by the company.

13. We have songs for different moods and different times of day, and to achieve different objectives. I write to Bach, I run to Martin Solveig, maybe you sort the recycling to Senagalese pop music, or polish antique silverware to Nicky Minaj's Anaconda. The limitations of one song could never define even a single life, so the idea of trying to define a country with reference to just one song is laughably simplistic. Those calling for an English national anthem should give up now: it's a pointless, fruitless, unnecessary task.

(a) Different moods of a person can be defined by the promiscuous

selection of songs they listen to.

(b) Songs are used as National Anthems for their ability to reflect our moods and ideas. Yet it may not be possible to adopt a single song to reflect the patriotism of an entire nation.

(c) No song can capture the entire range of emotions of an individual. How is it possible then for a song to represent the idea of their nation to the millions of individuals in England.

(d) While songs usually reflect most emotions in an individual, they usually cannot give a true picture of the patriotic spirit of a nation.

14. Stripping terrorists of their citizenship is tempting for governments and satisfying for voters. It allays concerns that jihadists may recruit and radicalise susceptible inmates while in prison, or that they might one day again roam France and wreak havoc. The symbolism—that a person waging war against France is no longer French—is politically popular: three-quarters of French people support Mr Hollande's proposal, according to a recent poll. Yet many on France's left see it differently. They say that the planned law could foment radicalisation by sending the message to dual-citizen Muslims that they are less French than the rest of society and, by creating unequal categories of citizenship, betray the cherished "egalité" enshrined in France's constitution.

(a) Revoking the citizenship of terrorists is a very popular idea in France. However this could also have repercussions such as alienating citizens with dual citizenship and a violation of the "egalite" principle.

(b) French President Hollande has proposed stripping jihadists of citizenship as this may be used to radicalise prison inmates. However the decision could also create unequal categories of citizenship.

(c) In a symbolic gesture the French are demanding revoking the citizenship of known terrorists. This will prevent the recruit of prison inmates for antinational agendas. .

(d) Francoise Hollande has proposed a new bill to strip terrorists of their citizenship. This is an intensely debated argument.

15. But there are solid reasons why the world has now convinced itself that oil is worth much less than before. On one side of the ledger there is supply, not only of oil itself, but also of the other fossil fuels which can often substitute for it, notably gas, which is more abundant than anyone would have imagined a few years ago, courtesy of the fracking boom. On the demand side, things have been developing even more rapidly, with a serious slowdown in the resource-intensive emerging economies, above all debt-laden China. The fracking revolution will not be reversed, and it increasingly looks like the Chinese flu will be hard to shake. All of which suggests that low oil prices could be here for a while.
    (a) Both demand and supply forces have resulted in the substantial reduction in global oil prices.
    (b) The demand for oil has been slowing due to slowdown of resource intensive economies and the supply has been hampered due to the availability of alternative resources, thus pushing prices down further.
    (c) The fracking boom has restricted the supply of oil to debtladen China resulting in lower oil prices.
    (d) The fracking boom on the demand side and the Chinese Flu on the supply side have caused sharp decline in global oil prices.
16. The liberal democracies of the west benefited from the end of the Soviet bloc, but it is hard to argue that low oil prices in the Arab and Muslim world led to much peace and stability. One safe observation today is that the slump in global oil prices has notably dimmed hopes that emerging powers might continue their growth and modernisation, simultaneously becoming solid stakeholders in a stable international order.
    (a) The stagnating growth of emerging markets and conflict in the Middle East which is a disadvantage far outweighs the advantages accruing to the west from the oil price slump.
    (b) Recessionary trends refuse to let up as growth in emerging markets remains sluggish limiting their ability to demand oil. Slow demand in turn has created problems for the Soviet bloc and the Arab world.

(c) The slump in oil prices has proved advantageous to the liberal West but has compounded the problems for the rest of the world resulting in conflict in the Arab world and deceleration in growth of emerging markets.

(d) The dismantling of the Soviet Bloc has helped liberal democracies in the west. This has been made possible through low global oil prices.

17. Today we know much more about how and why HIV the virus that leads to AIDS has become a global pandemic. Unsurprisingly, sex workers unwillingly played a part. But no less important were the roles of trade, the collapse of colonialism, and 20th Century sociopolitical reform.

(a) Diseases do not assume epidemic proportions without the aid of sociopolitical and economic factors.

(b) Trade and commerce, among other factors, played an important role in the spread of the HIV virus which causes AIDS.

(c) The AIDS epidemic was also fanned by the decline of colonialism and trade and commerce along with social and political changes effected in the 20th century.

(d) The chief reason for the spread of the AIDS causing HIV virus was sex workers and post colonial reform measures of the 20th century.

18. Surprisingly, it works. Repeating myself afterwards minus the cups I sound even more convincing about the specifics of my fish-and-chip dinner than I did the first time round. The cups device is just one of the many exercises taught in City Academy's 'How to Get Heard in Meetings' course, which, while open to anyone, is being marketed as an especially female-friendly way to apply performance techniques to everyday scenarios. Women have long struggled to make themselves heard in the workplace. In 2014, Harvard Business Review reported that "we have consistently heard women say that they feel less effective in meetings than they do in other business situations. Some say that their voices are ignored or drowned out. Others tell us that they can't find a way into the conversation ... In fact, several men reported seeing a female colleague get rattled or remain silent even

when she was the expert at the table."

(a) Executives with poor communication skills often struggle to get themselves heard at meetings. Female executives have been noted to get rattled and drowned out at such meetings.

(b) Male executives in modern business organisations do not allow their female counterparts the space to voice their thoughts in discussions. This causes women executives to feel less effective in meetings.

(c) Women often struggle to make their points in official meetings perhaps because they are outnumbered by their male colleagues or ignored. Communication exercises have become a popular method to set right this state of affairs.

(d) Female executives usually opt for performance techniques to improve their communication skills at meetings.

19. In a commentary, the Vatican daily Osservatore Romano said treatment of this kind towards religion "is not new" and stressed that religious figures have repeatedly condemned violence in the name of God. "Behind the deceptive flag of uncompromising secularism, the weekly is forgetting once more what religious leaders of every faith unceasingly repeat to reject violence in the name of religion using God to justify hatred is a genuine blasphemy, as pope Francis has said several times," it said. The commentary added: "In Charlie Hebdo's choice, there is the sad paradox of a world which is more and more sensitive about being politically correct, almost to the point of ridicule, yet does not wish to acknowledge or to respect believers' faith in God, regardless of the religion."

(a) Religion has recently been deemed the promoter of bloodshed because of the element of fanaticism without considering the ample examples of situations wherein religion has been the messiah of peace. Believers respect this power of God and religion, and this notion should be acknowledged.

(b) Religious leaders cite religion as the chief means of ensuring peace by evoking the name of God to stop violence. Yet the secular movement deceives people.

(c) We live in times where the greatest virtue among people is to be

politically correct. Yet the media refuses to respect peoples' faith in God.

(d) The Charlie Hebdo incident has revealed the potential of religion to turn into a divisive force which permits violence to curb dissent. However, religious leaders continue to reject violence in the name of God and label it blasphemy.

20. University of Oregon's Lundquist College of Business and his co-authors compared the effective tax rates paid by a sample of American firms between 2002 and 2011 with a measure of those companies' CSR programmes compiled by MSCI, an index provider. It found that the companies which do the most CSR also make the most strenuous efforts to avoid paying tax—and that those with a high CSR score also spend more lobbying on tax. The most obvious explanation for this inverse relationship is hypocrisy. Surely CSR depends on the idea that firms have an obligation to society, not just to shareholders? And surely the most basic obligation to society is to pay the taxes that support the poor and vulnerable? Another explanation is that firms are not monoliths but collections of rival fiefs with different priorities. The department that oversees the CSR programmes, and thus has an interest in boosting their budgets, may never talk to those in the finance department who are paid to minimise the tax bill.

(a) A recent study by researchers at the University of Oregon has revealed that companies that do the most CSR also indulge in tax avoidance strategies, thereby exposing the hypocrisy of these corporate giants.

(b) A recent survey supports the public opinion that companies that do the most CSR also indulge heavily in aggressive tax planning to please shareholders. This state of affairs could be a result of double standards or lack of coordination in departmental goals.

(c) A recent study by researchers at the University of Oregon reveals an inverse relationship between expenditure on CSR and lobbying on tax. These findings are highly suggestive of conflicting interdepartmental goals in business firms and hypocrisy of the corporate class.

(d) The findings of a recent research suggest that companies with high

expenditure on CSR also engage in greater tax lobbying. This could result from double standards or conflicting interdepartmental goals.

21. The concept of the modern, open democracy that embraces freedom, diversity and human rights, is under threat. We live in a time of conflict unlike any other. A war is underway that is not just being fought out on conventional battlefields among state powers, but on the internet and the streets of our towns and cities, as the citizens of Paris found to a shocking cost in November.
    (a) The concept of modern society and freedom of speech are under threat due to the rise of modern forms of warfare.
    (b) The ideals of democracy are at war with an emerging threat. Unlike previous wars, this war is not confined to secluded battlefields and has spread over the internet and our homes.
    (c) Cyber crimes have now taken precedence over conventional methods of warfare. This has restricted freedom and liberty.
    (d) Terrorism, armed with modern technology and modern forms of warfare, has emerged as the greatest threat to the ideals of liberty.

EXERCISE 2

The following text is followed by four alternate summaries. Choose the option that best captures the essence of the text:

1. A newly opened glass elevator in a Dubai tourism spot has been closed by tourism officials after cracks appeared in the structure at the height of the week-long Ramadan holidays. The glass elevator in Burj Arab's scenic area had been supporting dozens of tourists on Monday when the cracks on its floor appeared with a loud bang. A single pane of the 3m-long section shattered into coin-sized segments and fell from a great height on the ground, according to footage on state broadcaster CCTV. The area's management bureau said on its micro blog on Thursday that there was no threat to safety because only one of the three layers of glass that make up the elevator floor was damaged.
    I. The newly opened glass elevator in Dubai has suffered cracks but the cracks are not a threat to safety.

II. The newly opened glass elevator in Dubai has suffered cracks and even though it is not a threat to safety, the elevator has been shut down by the tourism officials.

III. The tourism officials of Dubai have closed the newly opened glass elevator due to certain cracks appearing in the structure. These cracks were not considered a threat to safety by the area's management bureau.

IV. Despite the management bureau's assurance that the cracks in the newly opened glass elevator are superficial, the tourism officials of Dubai have closed it, until further notice.

2. In talks with Tsipras about struggling economy, Lagarde sets out fresh conditions for further financial aid. The European Union will need to provide significant debt relief for Greece if it is to persuade the International Monetary Fund to put its financial clout behind the country's third bailout package, the Washington-based organisation has said. After what was described as a cordial meeting between the IMF's managing director, Christine Lagarde, and the Greek prime minister, Alexis Tsipras, on the sidelines of the World Economic Forum in Davos, the fund said it was only prepared to support the recession-ravaged eurozone country on a strings-attached basis. It said Greece had to be prepared to implement a tough package of economic reform and the country's eurozone partners had to be willing to write down Greece's debts.

I. In a discussion with Greece on the sidelines of World Economic Forum in Davos, IMF sets norms to provide financial aid to Greece on a conditional basis which includes Eurozone writing down its debts and Greece implementing stringent economic reforms.

II. In a discussion between IMF and Greece on the sidelines of World Economic Forum in Davos, IMF declared publicly that it'll provide Greece financial aid only if Eurozone approves of this loan and takes guarantee of Greece's debt.

III. In a discussion with Greece on the sidelines of World Economic Forum, IMF agrees to provide financial aid to Greece.

IV. Despite stringent Economic reforms and Eurozone writing down

its debts, Greece needs financial aid from IMF which IMF promises it will provide. This has been decided on the sidelines of World Economic Forum in Davos.

3. Once upon a time there was a Frenchwoman named Mathilda who made it her life's mission to save two of everything. Not just a spare for every possible eventuality—filling every cupboard to bursting, littering her cellar—but a twin for every object she owned, right down to table lamps. This hoarding made no sense at all, until it emerged that her grandfather once saved his family's lives during the war by producing a spare reel of thread for a German soldier who needed to repair his uniform. Without that favour, they could have died. And so even as an adult, she could only feel safe so long as she had one of everything in reserve.
   I. Learning from her grandfather's experience where he saved his family's lives during war, Frenchwoman Mathilda made it her mission to save two of everything she owned. She'd feel safe this way to have reserve of everything.
   II. Since her grandfather saved his family's lives during war, Frenchwoman named Mathilda has been saving two of everything. She feels safe this way that she has a reserve of everything she owns.
   III. Inspired by her grandfather's actions where he saved his family's lives during war by offering a spare reel to a German soldier, Mathilda made it her life's mission to save two of everything, keep a twin of every object she owned; this way she'd feel safe espesially during war.
   IV. Frenchwoman Mathilda saves 2 of everything and keeps a twin of everything she owns. This feeling of having reserve of everything makes her feel safe. She has learnt this from her grandfather who had a spare reel of thread to offer to a German soldier to repair his uniform during war. This action saved his family's lives from the German soldier.
4. Recent experiment shows that a group of people, say X who prepared their meals at home and regularly consumed breakfast and an evening meal, had overall better diet. They avoided fast food and high sugar

content drinks and ate more fresh vegetables and fruits compared to a group of people, say Group Y who did not keep an eating routine. Y who ate on the run, or used media while they ate or purchased food often ate less healthily.

I. People who eat regular meals are healthier than the ones who eat less healthy food.

II. People who keep an eating routine eat healthier food than the ones who do not eat healthy.

III. People who eat home-cooked food and follow an eating routine eat healthier as compared to people who do not keep an eating routine.

IV. Fast food and sugary drinks are unhealthy as compared to vegetables and fruit. People should avoid them.

5. Questioning 5,000 girls across Delhi about the various taxes they pay at their favorite restaurants, the respondents put the VAT at 12.5% when it actually costs 14.5%. They believed the service charge is another tax imposed by the state or central government when it is actually purely imposed by the restaurant for rendering its service to you; respondents estimated service charge to be at 2.5% when it may vary from 4–10%. The Service tax was estimated to be another 2.5% when it is actually 12.36% and payable on 40% of your total bill (excluding taxes), which equals 4.96%.

   I. According to a recent survey, girls in Delhi are not used to paying for their own restaurant bills.

   II. According to a recent survey, Delhi restaurants charge more taxes than in other states in India.

   III. According to a recent survey, Girls in Delhi are clearly ignorant about the taxes charged by the restaurants for the food and services.

   IV. According to a recent survey, girls in Delhi hold a sense of disgust on knowing petty issues like restaurant taxes and ignore them deliberately.

6. Many regime loyalists of Xi Jinping are just going through the motions. It is hard to miss the theatre of false pretence that has permeated the

Chinese body politic for the past few years. Last summer, I was one of a handful of foreigners (and the only American) who attended a conference about the "China Dream," Mr. Xi's signature concept, at a party-affiliated think tank in Beijing. We sat through two days of mind-numbing, nonstop presentations by two dozen party scholars—but their faces were frozen, their body language was wooden, and their boredom was palpable. They feigned compliance with the party and their leader's latest mantra. But it was evident that the propaganda had lost its power, and the emperor had no clothes.

I. Mr. Xi is surrounded by supporters and well-wishers who pretend that they believe in his philosophy.

II. The endgame of communist rule in China has begun, and Xi Jinping's ruthless measures are only bringing the country closer to a breaking point.

III. Mr. Xi's reality is now known to close associates and regime loyalists.

IV. Mr. Xi's attempts to cover up the atrocities of his regime have now been exposed.

7. The common view of language, is that any language is a set of arbitrary but conventionally agreed upon words or signs, linked to each other by a purely formal system of syntactic and grammatical rules. Language, thus, is like a code; it is a way of representing actual things and events around in the perceived world, but has no internal, no ulterior, no arbitrary connections to that world, and hence is readily separable from it.

I. Language represents the world but is separable from it.

II. Language is a set of rules is an assumption.

III. Language is a set of rules and codes which represents the world.

IV. Language is universal and common to all in form of signs and signals, hence is understood by all.

8. The Andaman holiday island of Viber islands has been plunged into a poisonous grey haze caused by illegal forest fires in neighbouring Neil islands. Reduced visibility caused passenger planes from Thailand destined for Port Blair airport to turn around on Tuesday. The noxious

fumes which have been spreading for weeks have shut down many other islands of south-east Asia. Tourist spots have been closed in and the local swimming championship cup scheduled to be held on Rutland island was cancelled on Wednesday. A beach volleyball championship in Barren island scheduled on Thursday was also abandoned.

I. Illegal fires have resulted in poisonous smoke spreading through the neighbouring islands of Viber.

II. A poisonous haze has spread over various islands of south-east Asia due to the fires in Viber islands—one of the biggest islands of Andaman and it has interrupted certain activities in those islands.

III. Forest fires of Viber islands have resulted in spread of poisonous gases across various parts of south-east Asia and have put a stop to all the normal activities across islands over the last few weeks.

IV. Illegal forest fires in Neil islands have spread poisonous gases across Viber island and many south-east Asian islands over the last few weeks, and have caused shut-down of certain normal activities in these islands.

9. It was a good idea for Avery Fisher Hall that most often conducts shows of New York Philharmonic orchestra, one of the Big Five orchestras in the world, to invite East West players, a theatre group based in Los Angeles, to stage an abridged version of Shakespeare's play, A Midsummer Night's Dream, with Mendelssohn's entire score attached. Conducted by Muah Ling and directed by Jennifer Chang, the result is a perfect combination of words and music in a setting—with the local woods skirting one side of the theatre—that is close to ideal.

I. The production of Shakespeare's play, complemented with a live backing of Mendelssohn's score, is as good as it is rare.

II. East West Players joined hands with Avery Fisher Hall to stage, A Midsummer Night's Dream.

III. East West Player's rendition of A Midsummer Night's Dream, complete with a live backing of Mendelssohn's score at Avery Fisher Hall resulted in something close to ideal.

IV. East West Players in collaboration with Avery Fisher Hall has

created a new version of A Midsummer Night's Dream.

10. Ramsey is a smart and brilliant scholar, always curious and public spirited. He is also the perfect spokesman for an approach that has come to be known as behavioral economics. He does not come across as someone preaching others about their shortcomings, because they feel like his shortcomings too. Ramsey recounts a dispute at an academic conference with the orthodox economist John Thatcher: "I said that the difference between our models was that he assumed that the subjects in his model were as smart as he was, and I assumed they were as dumb as I am. Thatcher agreed."
    I. Ramsey has turned his weaknesses of being dumb into a new subject, a new branch of economic science—behavioral economics.
    II. Ramsey is a scholar of behavioral economics; also a great spokesman of it wherein he shows his weaknesses and makes his audience identify with the same.
    III. Ramsey is a brilliant scholar because he can connect with people, in this case subjects of his study.
    IV. Ramsey is an excellent scholar whose ability to make jokes about himself has gained him popularity in one of the fields of economics—behavioral economics.

EXERCISE 3

The following text is followed by four alternate summaries. Choose the option that best captures the essence of the text:

1. State Government's plan to ban the sale of sugary drinks in cups more than 250 ml volume capacity was an overreach that was struck down by High court in December 2015 just before it was to take effect. Now the state government is talking to health advocates and beverage management about reviving the cup ban. If the aim is to persuade people to change their high sugar content soda drinks consumption habits, prohibiting certain serving sizes is ineffective; a young soda lover or even a thirsty shopping patron in this scorching heat will still find his way to have his favorite drink till satisfaction, via refill of two

or more such 250 ml cups. The state government would do better to educate and encourage people, especially schoolchildren, to make smarter food choices.

I. The state government is on the right side of an urgent public health battle of high on sugar drinks by banning the cups of capacity more than 250 ml but he needs to use better weapons to counter this battle.

II. People should be able to make wiser food choices themselves and not depend on governments to regulate their activities like the imposition of ban of soda cups of more than 250 ml capacity on public which was annulled by High court.

III. Bans are not an effective way to educate people to eat right but education is

IV. Instead of reviving the big cup (of capacity more than 250 ml) ban which was first proposed and then struck down by High court, the state government should encourage people to make healthier choices.

2. Today we live in a progressive world where we have internet that has made it smaller, telephones that are not mere communication channels but instruments to make the dear ones staying thousands of miles away appear live in front of you on screens, and everything at push of button. But we're still battling a generations old disease: Tuberculosis (TB). When I talk to patients, a million questions come to my mind. Why do we have a disease that is curable but has gone totally berserk? It doesn't matter who you are or from where you are, TB can still attack you. Obviously, people from the lower socio-economic ranks are more vulnerable because of various factors like poor sanitation, less space and overcrowding.

I. The world is still plagued by certain diseases because of lack of cure.

II. The people from lower socio-economic strata suffer more from fatal diseases like Tuberculosis.

III. Irrespective of the progress made by mankind, certain social evils still exist.

IV. There is more to the treatment for a disease, like TB, than finding

its cure; something not fully known yet in this progressive world.

3. Book sales depend crucially on buzz and word of mouth, you buy a book because you've heard about it, because other people are reading it, because it's made to the best-sellers list. And what Flipkart possesses is the power to kill the buzz. It's definitely possible, with some extra effort, to buy a book you've heard about even if Flipkart doesn't carry it; but if Flipkart doesn't carry that book, you're much less likely to hear about it in the first place. So can we trust Flipkart not to abuse that power? No, we can't. By putting the squeeze on publishers, Flipkart is ultimately hurting authors and readers.
   I. Book sales is dependent on word of mouth. Flipkart.com, the giant online book retailer in India, has too much power to control this book market.
   II. Flipkart.com, the giant online book retailer in India, is hurting authors by regulating the sale of books by publishing self interest reviews.
   III. When it comes to publicity, Flipkart has market power.
   IV. World of book sales is dependent on word of mouth. Flipkart, the giant online book retailer in India, has too much power, in case of books, and is hurting publishers through it.
4. All human rights are indivisible, such as the right to life and freedom of expression; economic, social and cultural rights, such as the rights to work, social security and education, or collective rights, such as the rights to development and self-determination, are indivisible, interrelated and interdependent. The improvement of one right facilitates advancement of the others. Likewise, the deprivation of one right adversely affects the others.
   I. Combination of economic, social and cultural rights are Human rights, depriving a person of his rights facilitates improvement of other persons.
   II. Human rights are interdependent and interrelated. Deprivation or improvement of one right adversely affects or facilitates advancement of others respectively.
   III. Rights of people are interdependent as deprivation and

improvement of rights of one person adversely affects and facilitates advancement of rights of others.

IV. Depriving a person of his rights adversely affects rights of another person.

5. That South Korea, that country shrouded in incense and shadows, is but a distant memory. Now neon lights up the night. Sixty years after the Korean war, separation from North Korea; and its reunification and political rapprochement with the West, South Korea's population has more than doubled. Golf courses are replacing rice paddies. New cities have sprouted where only thatched-roof hamlets squatted. Even longtime residents fail to recognise their own city when they venture downtown.

   I. The increase in population has brought about various social, economic and political changes in South Korea.

   II. South Korea has changed in so many ways that it is difficult even for the longtime residents to recognise their own country now.

   III. There is a sea of change in South Korea sixty years after the Korean war ended and South Korea achieved cordial political relations with the Western World. So much so that even its own longtime citizens sometimes fail to recognise it.

   IV. An increase in population has resulted in urbanisation in South Korea since it achieved cordial political relations with the West due to it.

6. New mobile phone devices come along once every 6–8 years or so. Starting around 1990, the first generation of cellular phones relied on small book sized mobile phones. In 1997, smaller sizes with bigger antennas were introduced for better connectivity. By 2005, those black military equipment looking mobile phones were replaced by swanky colorful and inbuilt camera phones. Around 2011, fight in mobile market was not of size any more but of camera resolution and music quality. Today in 2015 it's more about design, brand, sound, camera, applications, features. What to expect by 2020? Well, we just can't predict anymore, clearly what we have today must have never been expected 20 years back. We are moving fast in this technology driven industry.

I. Mobile devices are constantly upgraded with introduction of new technology, better features, designs, applications etc. It's hard now in this fast moving technology driven industry to predict what new features in mobile phone devices will be introduced in future.

II. Mobile devices see a change after every 6–8 years and this change is in line with the expectation of society. We can predict what features we'll have on our mobile phone devices by 2020.

III. Mobile devices are invariably getting upgraded with variant features we thought of, what the industry introduces tomorrow is absolutely a matter of the bdiscretion of industry; we as users can just be surprised now like we're are today by what these devices are now over 20 years back.

IV. Mobile networks are constantly upgraded with the introduction of new technology. It's difficult in this fast moving technology driven world to predict what new features in mobile phone networks will be introduced in future.

7. Pakistani electoral college reasserted its commitment to democracy in Sunday's parliamentary elections. More than 91 per cent of them cast ballots, a level of participation far above the 86 per cent turnout posted by Indians in 2005. President Pervez Musharaf, an increasingly military driven and authoritarian leader was denied a parliamentary majority.

I. Voters of electoral college in the parliamentary elections came out in huge numbers to deny President Pervez Musharaf majority and to reassert their support to democracy.

II. Voters of electoral college in the parliamentary elections do not want President Pervez Musharaf to come into power.

III. Voters of electoral college in Pakistan do not want an authoritarian President.

IV. A great turnout of voters of electoral college in the recent parliamentary elections is a reassertion of Pakistan's democratic status.

8. I was struck by not just the Wall Street's income disparity, but also by the

lack of compassion that wealthy finance workers sometimes displayed toward the poor. Paul K. Piff, a professor of psychology and social behavior at the University of California, Irvine, believes all the money sloshing around Wall Street could make some consultants unaware of their surroundings. He has conducted several social experiments that consistently show that when people gain access to money, their empathy toward the less fortunate falls and, at the same time, their sense of entitlement and self-interest rises.

I. Wall Street creates wealth at a staggering clip, but many of its companies' and executives' philanthropy has not kept pace.

II. Wall Street exemplifies the assertion that access to money lowers the level of empathy with the poor.

III. Wall Street is an apt example to prove that people who are rich do not empathise as much with those that are poor as much as author does.

IV. Wall Street has seen a steady increase in wealth and a steady decline in philanthropy.

9. The Egyptians cared about the mortal body; its very mortality mattered profoundly to them. Today we try to deny the body's movement towards death, its inevitable decay. The Egyptians, instead of fearing the process of dying and the corpse, felt reverence. These were stages in the life of a beloved body and should be treasured. What was beautiful—and tragic, but more lovely for all that—was the body's ephemerality, its being always on the way to disappearing. The Egyptians recognised that death's presence was woven into the texture of life, giving that life one of its essential meanings.

I. The Egyptians believed that death was inevitable and hence, it should not be mourned.

II. The Egyptians were not afraid of death but were amazed by it because they believed in after-life.

III. The Egyptians celebrated death as they believed it to be final destination of their beloved ones.

IV. The Egyptians understood that a corpse was just another stage of the body and the mortality of the body mattered to them. They accepted death as a truth of life.

10. The dramatic turn came hours after Greece missed a debt payment to the I.M.F., leaving Greece effectively in default and raising the pressure on the country to find a solution to its rapidly escalating financial squeeze. With its banking system shut down and access to further aid cut off, Greece faced the prospect of further debt defaults and the possibility of being forced to abandon the euro as its currency.
    I. Greece may not have enough money to meet its international financial obligations, as the recent debt default with I.M.F. showed. It is also facing the risk of being forced to leave the euro as its currency.
    II. Greece is in a financial crisis and is losing its financial status.
    III. Greece is not in a condition to repay any of the loans that it has taken to maintain its currency.
    IV. Considering the financial difficulties faced by Greece, it is not unusual for the country to not be able to repay its debts rather it's not even the country's fault. International financial bodies should help Greece.

EXERCISE 4

According to the Latest CAT Pattern

1. The following text is followed by four alternate summaries. Choose the option that best captures the essence of the text.

Nato has strongly condemned Russia for violating Turkey's airspace after Ankara reported two incursions in two days – incidents that risk further inflaming tensions days after Russia's military intervention in Syria began. Ambassadors from the 28 Nato member states held an emergency meeting in Brussels to respond to what the Nato secretary general, Jens Stoltenberg, called "unacceptable violations of Turkish airspace" by a Russian jet. A Russian warplane again violated Turkish airspace on Sunday, a Turkish foreign ministry official said late on Monday, prompting Ankara to summon Moscow's ambassador. It had done the same following a violation on Saturday, and said Russia would be held "responsible for any undesired incident that may occur"

if it were repeated.

(a) Twice has it happened that Russia has violated Turkey's airspace over which Nato has issued a warning to Russia about possible undesirable repercussions.

(b) Ankara is complaining to Nato about Russia that is violating its airspace in recent past. It has asked to take strict action against Russia with undesirable consequences.

(c) Nato has issued warning against Russia if it ever violates Turkey's airspace.

(d) Russia's military intervention in Syria has compelled Nato to issue warnings against Russia on undesirable consequences.

2. The following text is followed by four alternate summaries. Choose the option that best captures the essence of the text.

An important question is, for example, whether Christianity is true. This is not a question one can relate to theoretically or academically. For a person who "understands himself in life," it is a question of life and death. It is not something you sit and discuss for discussion's sake. It is something to be approached with the greatest passion and sincerity. If you fall into the water, you have no theoretical interest in whether or not you will drown. It is neither "interesting" nor "uninteresting" whether there are alligators in the water. It is a question of life or death. So we must therefore distinguish between the philosophical question of whether God exists and the individual's relationship to the same question, a situation in which each and every man is utterly alone. Fundamental questions such as these can only be approached through faith.

(a) Faith is the only way one can understand religion

(b) Fundamental questions of life like the value of religion can be approached via faith, in isolation from philosophical inquiries

(c) We humans, when we encounter imminent calamity naturally become religious

(d) Desperate times bring desperate measures, thus a man in trouble always turns to religion and faith

3. The following text is followed by four alternate summaries. Choose the option that best captures the essence of the text.

Questioning 4,000 people across the UK about the costs of common procedures and treatments, the respondents put the cost of a liver transplant at £12,279 whereas it actually costs £70,000. They believed the number of annual NHS bariatric related surgeries to be about 25,000 when it is actually double that; last year it cost the NHS in excess of £25m. The average cost of a natural birth was estimated to be £1,288, when it is instead £1,824 – and that's without any complications.

(a) People in UK are ignorant about the costs of treatment provided by the NHS
(b) People in UK don't pay for their own medical treatments
(c) Healthcare in UK is much more expensive than in other countries
(d) NHS provides medical treatment to UK public at a reasonable cost

4. The following text is followed by four alternate summaries. Choose the option that best captures the essence of the text.

In a new study published in the journal Public Health Nutrition researchers found that people who made their meals at home and regularly consumed breakfast and an evening meal, had overall better diets. They avoided fast food and sugary drinks and ate more vegetables and fruit compared to people who did not keep an eating routine. People who ate on the run, or used media while they ate or purchased food often ate less healthily.

(a) Home cooked food is better than junk food, people who eat it live longer and healthier
(b) Junk food is bad for health and one should not eat it
(c) People who eat home-cooked food and follow eating routine end

up eat healthier as compared to people who do not keep an eating routine

(d) People must follow routine and eat healthier food, this way they stay healthy and fit

5. The following text is followed by four alternate summaries. Choose the option that best captures the essence of the text.

Roosevelt's presidential vision impressively combined philosophic principles with pragmatic effectiveness as a politician. Roosevelt's most fundamental political belief was an "absolute acquiescence in the decisions of the majority." Stemming from his deep optimism in human reason, Roosevelt believed that the will of the people, expressed through elections, provided the most appropriate guidance for directing the republic's course. Roosevelt also felt that the central government should be "rigorously frugal and simple." As president he reduced the size and scope of the federal government by ending internal taxes, reducing the size of the army and navy, and paying off the government's debt. Limiting the federal government flowed from his strict interpretation of the Constitution.

(a) Roosevelt urges decadent and enfeebled modern government to forego obsession with power and give more importance to rigorously frugal and simple style of governance, he practiced what he preached.

(b) Roosevelt urges decadent and enfeebled modern government to respect the will of the absolute majority and ignite a zest of good governance. He exemplified his commitment during his tenure as president of USA.

(c) Roosevelt criticises the power hungry governance by not respecting the will of absolute majority. He practiced what he preached.

(d) Roosevelt believes in respecting the will of the majority and the benefits of a system of governance which is both frugal and

simple. His tenure exemplifies his commitment to his ideology.

6. The following text is followed by four alternate summaries. Choose the option that best captures the essence of the text.

Current global efforts to cut greenhouse gas emissions leave about half of the reductions needed still to be found, according to a new analysis by the UN. The report suggests that governments will have to go much further in their pledges to limit future carbon dioxide emissions, which have been submitted to the UN ahead of the crunch conference on climate change taking place this December in Paris. Ways for governments to ramp up their commitments in future are one of the key components of the Paris talks. The UN Environment Programme (UNEP) published a report showing that global emissions levels should not exceed 48 gigatonnes (GT) of carbon dioxide equivalent by 2025, and 42 GT in 2030, if the world is to have a good chance of holding global warming to no more than 2C on average above pre-industrial temperatures.

(a) UN is forcing countries to see climate change as a threat to global environment ahead by raising voice in Paris summit.

(b) Paris summit will focus on how to control climate change, as is the need of the hour.

(c) Governments need to increase efforts to limit global carbon emissions so as to control climate change, says UN report ahead of Paris summit.

(d) If governments accede to UN’s demands, world has a chance in fighting global warming.

7. The following text is followed by four alternate summaries. Choose the option that best captures the essence of the text.

The more prevalent view of language, at least since the scientific revolution and still assumed in some manner by most linguists today, considers any language to be a set of arbitrary but conventionally agreed upon

words or signs, linked by a purely formal system of syntactic and grammatical rules. Language, in this view, is rather like a code; it is a way of representing actual things and events in the perceived world, but it has no internal, no arbitrary connections to that world, and hence is readily separable from it.

(a) World is represented by language, without language there is no world. Both are inter-dependent

(b) Language represents the world per say, however is separable from it

(c) Language is a set of codes and rules that must be followed to understand it, it also helps understand the world

(d) Language is conventional and must be understood as is

8. The following text is followed by four alternate summaries. Choose the option that best captures the essence of the text.

Researchers in the United States followed 90,000 nurses over 20 years who reported their diet in early adulthood. Half of the nurses involved also reported their typical diet throughout their adolescence. Researchers drew a link between high fruit consumption – 2.9 versus .5 daily servings – and an about 25 percent reduced risk of breast cancer diagnosis in midlife. Drinking fruit juice didn't appear to affect disease risk, but eating apples, bananas, grapes, oranges and kale was associated with the greatest reduction in risk, according to a news release

(a) Eating fruits between the age of 20 through midlife may decrease the risk of breast cancer.

(b) Research conducted on nurses can help reduce cancer risk.

(c) Consuming fruit juice does not help reduce risk of cancer.

(d) People in early age should start eating fruits and vegetables, is the only definite way to avoid cancer later in life.

9. The following text is followed by four alternate summaries. Choose the

option that best captures the essence of the text.

Scientists who study emotional reactions like crying have found that women have much smaller tear ducts than men. Both sexes may have a strong reaction to something – but men's tear ducts are so big that the liquid stays put and eventually drains away. In women the tears quickly overwhelm the duct and spill out down their cheeks. But, as females grow old, the size of their tear ducts becomes almost equal to that of their male counterparts. So, there is not much difference in crying pattern based on gender in older people.

(a) Biologically, women are designed to shed more tears than men, however as they age it gets the same for both.

(b) Women cry more than men.

(c) Women have tendency to cry more than men. Scientists attribute this quality to women being more emotional than men.

(d) Women have smaller tear ducts than men so they cry more.

10. The following text is followed by four alternate summaries. Choose the option that best captures the essence of the text.

In some communities, elections for local office are held separately from all federal and state elections, so that the electorate pays attention to the local issues. However, in those cases, while citizens face shorter ballots, they are asked to go to the polls much more often, with a consequent drop-off in turnout. Citizens in Baton Rouge, Louisiana, where state elections are held separately from federal elections and local elections are held separately from state elections, were asked to go to the polls eleven times in the 2003–04 biennium. Citizens have the right to express their views, but because they are asked to so often, many choose not to exercise the franchise.

(a) Elections get more attention when Federal system is followed and more offices are kept up for contest

(b) Public does not caste vote if asked to do so often.

(c) Frequent elections don't necessarily translate into public effectively expressing its consent and concern.

(d) Local, State and Federal are 3 separate offices to be contested for. More the offices, better it is for public to express its consent or disagreement towards the government.

11. The following text is followed by four alternate summaries. Choose the option that best captures the essence of the text.

Nestlé has failed in an attempt to convince European judges to let it trademark the shape of the four-finger version of a KitKat in the UK. The European court of justice ruled that the KitKat's shape was not distinctive enough for consumers to associate it with the chocolate covered wafer. Nestlé is not seeking to trademark its two-fingered version of KitKat.

(a) Nestle could not succeed in its recent attempt to trademark a particular version of its chocolate due to lack of uniqueness as a chocolate covered wafer.

(b) Nestle recently lost the case of KitKat and its features.

(c) KitKat's four finger chocolate version is not unique.

(d) Nestle's KitKat case was unique in the sense that four fingered chocolate wafer is different from two-fingered chocolate wafer, it's a trademark design.

12. The following text is followed by four alternate summaries. Choose the option that best captures the essence of the text.

Dementia is in the public and political spotlight like never before, as society wakes up to the fact that it poses one of the greatest threats to the health and wealth of our country. The numbers are stark: 850,000 people in the UK are currently living with dementia, at an estimated cost of more than £26bn a year. By 2021, one million people will have the condition. In response, there have been many commitments from the UK government and charities, which include making significantly

more funding available for research.

(a) UK is set to fund the research on Dementia in the country.

(b) UK government has finally realised the extent of damage caused by Dementia in the country and is ready to wipe it off completely.

(c) UK is gathering more funds in order to deal with Dementia–biggest threat to the country.

(d) UK government and charities are keen on arranging more funds to conduct research on Dementia–one of the biggest diseases, in terms of cost and number, faced by the country.

13. The following text is followed by four alternate summaries. Choose the option that best captures the essence of the text.

Tourism officials have closed a newly opened glass walkway in a central China tourism spot after cracks appeared in the structure at the height of the week-long National Day holiday.

The glass walkway in Henan province's Yuntaishan scenic area had been supporting dozens of tourists on Monday when the cracks appeared with a loud bang. A single pane of the 68m-long (223 foot) section shattered into coin-sized segments, according to footage on state broadcaster CCTV. The area's management bureau said on its microblog on Thursday that there was no threat to safety because only one of the three layers of glass that make up the walkway was damaged.

(a) The tourism officials of China have closed the newly opened glass walkway due to certain cracks appearing in the structure. These cracks were not considered a threat to safety by the area's management bureau.

(b) The newly opened glass walkway in China has suffered cracks but fortunately these cracks are not safety threat.

(c) The newly opened glass walkway in China has been shut down by

the tourism officials as it suffered cracks, however it is not a threat to safety.

(d) The newly opened glass walkway in China has suffered cracks.

14. The following text is followed by four alternate summaries. Choose the option that best captures the essence of the text.

Thai holiday island of Phuket has been plunged into a poisonous grey haze caused by illegal forest fires in neighbouring Indonesia. Reduced visibility caused passenger planes from Singapore and Kuala Lumpur, and destined for Phuket airport to turn around on Thursday. The noxious fumes which have been spreading for weeks have shut down many other parts of south-east Asia. Schools have been closed in Malaysia and races in Singapore for the swimming world cup – the FINA world championship – were cancelled on Saturday. A marathon in Malaysia on Sunday was also abandoned.

(a) A poisonous haze has spread over various countries of south-east Asia due to the fires in Indonesia.

(b) Certain normal activities are affected in SE Asian countries due to illegal smoke in Indonesia.

(c) Illegal fires have caused poisonous smoke spreading through the neighbouring countries of Indonesia.

(d) Illegal forest fires in Indonesia have spread poisonous gases across many SE Asian countries over last few weeks that has caused a shut-down of a few normal activities in those countries.

15. The following text is followed by four alternate summaries. Choose the option that best captures the essence of the text.

Many meanings attach to the word democracy. If there is one true meaning then it is, indeed, as Plato might have said, stored up in heaven; but unhappily has not yet been communicated to us. The word is what some philosophers have called ‘an essentially contested concept’, one

of those terms we can never all agree to define in the same way because the very definition carries a different social, moral, or political agenda. But somehow, nowadays at least, we cannot live without it.

(a) Democracy, however necessary in the modern world is a sham.

(b) Democracy is misunderstood by the world today.

(c) Democracy, however necessary in the modern world, is not a very clearly defined concept.

(d) Concept of Democracy confuses philosophers and the world.

Answer Key

Exercise 1

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

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

Exercise 2

1. III
2. I
3. I
4. III
5. III
6. I
7. I
8. IV
9. III
10. II

Exercise 3

1. IV
2. IV
3. IV
4. II
5. III
6. I
7. I
8. II
9. IV

10.I

Exercise 4

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

Solutions

Exercise 1

1. (a) is incorrect as application of Ayurveda to modern medicine is an example of incremental innovation. (c) is incorrect as the last sentence states that total innovators conceive improvements whereas they conceive ideas from scratch hence there is no scope for improvements in those ideas. According to (d) there are several forms of innovation whereas the passage states that there are basically two types. Hence this is a distortion of the facts presented in the passage. (b) provides

the summary of the points correctly.

2. (a) is incorrect because it does not mention the main idea of the passage, which is the decision to deal with the current inmates from the Guantanamo facility. There are two options to resolve the issue before the government—send the inmates to their host countries or shift them to other U.S. prisons. (b) does not take into account the option of moving detainees to supermax facilities. (c) is a distortion of the passage—President Obama has not closed down the facility yet. (d) captures the essence of the paragraph in the best manner.
3. The main idea of the passage is that the prevention of climate change will involve solutions which will be implemented over the decades to come. It will be a long term exercise. However, climate change already has had negative consequences. Resilience measures are required to mitigate the impact of these consequences. Innovative and practical solutions are available that can be implemented through the participation of politicians, citizens, business firms and experts (various segments of society). These points are best summarised in (c).
4. Main Idea: Perrault is the first known individual to have written some form of fairy stories which then evolved into the modern fairy tales that we read as children. These stories have lent a certain degree of optimism to the human mind. We look for a happy ending in every contemporary novel or movie we see. Thus in a way these fairy tales provide the basic framework for all our contemporary stories. (b) best captures the essence of the passage.
5. (a) is the central idea of the passage. (b) refers to video games minting money which is not mentioned. The passage says that video games are now using the theme of country life but does not indicate if such video games are successful. (c) mentions another idea: development is not everything—which is not mentioned in the passage. (d) says the tragic loss of country life. This is too extreme and the passage does not say that the shift to urban settlements was tragic.
6. According to the passage a lot of people, including political factions, believe that Anglo-Americans living beyond their means through debt was the root cause that pushed the world economy into recession.

Instead of spending on credit, these countries should focus on savings. However this opinion is flawed and reveals a lack of knowledge about the history of such a crisis. There is also an element of hypocrisy in judging these consumers—something which constitutes a necessary expenditure for some cannot become a wasteful expenditure for others, those who lack the means. Option (d) captures the theme correctly.

7. The passage refers to the face that the Azadi Tower is the rallying point for all major national celebrations and anniversaries as well as for staging mass demonstrations. Hence it symbolises both the struggles and the victories of the Iraninan people. (a) is too broad in focus. The passage specifically mentions Iran. (d) and (b) do not capture the main idea.

8. (a) does not cover the main idea. (c) is a distortion of the passage—the results it speaks of have not been achieved yet but are likely to be achieved in the future. (d) mentions the 100,000 genome project whereas the same has not been mentioned in the passage.

9. The passage talks specifically of the Lego decision and its consequences. It does not explore the idea mentioned in A in detail. The idea in (b) is incomplete. (c) does not talk about the roll back and related consequences.

10. (a) is incorrect because ‘Kooks’ was not one of his most popular songs until after his death. (b) mentions the quality of innocence which has not been mentioned in the passage. (c) is an incomplete summary of the passage. The chief purpose of the song was not to celebrate parenthood, it was to offer advice.

11. (a) is too general. (b) is incomplete as it does not mention the importance of the myth about Jesus. (d) is a distortion. Blake did not intend to popularise the myth, he merely returned to it because he longed for simpler times.

12. (a) is not the main idea of the passage but an introduction. (b) is an incomplete summary. (d) does not touch upon the point of ethical conduct.

13. (a) is too general. (b) also gives the reason of why songs are used as national anthems the world over which is unnecessary. (d) is too

general and does not consider the ongoing debate over the English National Anthem.

14. (a) best captures all the main points of the passage.The others are incomplete in some way or the other.
15. (a) does not give enough information. (b) best captures the essence of the passage. (c) is a distortion—the fracking boom has not restricted supply. (d) is a distortion—the fracking boom was on the supply side and China's reduction in demand on the demand side.
16. The passage does not mention anything about the disadvantages outweighing the advantages. This is an additional conclusion. (b) deviates from the passage. (c) is the main idea of the passage. (d) does not capture the essence of the passage.
17. (a) is too general. (b) is too narrow and does not include the other factors. (c) does not include the sex workers but covers all important reasons apart from sex workers. This is the main idea of the passage. (d) does not contain enough information.
18. (a) is incorrect because it talks of executives with poor communication skills which is not the issue here. (b) is incorrect because it only considers the problem of females being 'drowned out' and not of their opinions being ignored. It also does not mention the communication techniques being taught to remedy that. (d) is wrong because it partially captures the essence of the text.
19. (b) is incorrect because it takes too extreme a stance against secularism. (c) is incorrect because it deviates from the main idea and focuses primarily on political correctness. (d) is incorrect because Charlie Hebdo has not been mentioned in that context in the passage.
20. (a) only mentions the hypocrisy of companies but not the other reason i.e. interdepartmental conflict. (b) talks about public opinion, however the passage does not mention public opinion anywhere. (c) states that there is an inverse relationship between spending on CSR and tax lobbying whereas the passage points to a direct relationship i.e. higher the CSR spending higher the tax lobbying. (d) captures the relationship between CSR expenditure and Tax avoidance correctly and also the two reasons for the same provided in the passage.

21. According to the passage, freedom, diversity and human rights form the essence or concept of modern democracy. Certain forces, by threatening these ideals also threaten democracy. The passage also speaks of troubled times and that we are currently in a state of war against such forces, however this war is being fought in a new battleground, namely the internet and the streets of cities such as Paris.

(a) is incorrect because it cites forms of modern warfare as the chief problem. (b) best captures the essence of the passage. (c) is too specific and off the main idea. (d) talks about terrorism which can be inferred from the passage but has not been specifically mentioned. It also only mentions a threat to liberty whereas the ideals of democracy are much broader in scope.

EXERCISE 2

1. (I) and (II) are incorrect because the options suggest that the management bureau's statement is true but the paragraph does not comment on its veracity. (III) is correct because it best captures the essence of the paragraph. It states that a newly opened glass elevator in Dubai has been closed now due to certain cracks that appeared on it. It also covers the part that the area's management bureau had assured later that the cracks do not pose any danger. (IV) is incorrect as it states that the cracks are superficial, which might not be correct. Also, it suggests that the statement of the area management bureau came before the closing of the glass elevator but that cannot be inferred from the paragraph.
2. (I) best captures the essence of the paragraph. It states that in discussion between Greece and I.M.F., IMF has set out conditions for Greece if it needs financial aid from it to help it pull out of the struggling zone. Conditions are that Greece's partners in Eurozone should be convinced to write down Greece's debts and also that Greece should now be more stringent and tough with its economic reforms. These conditions, as can inferred, if put in place may help Greece to come out of the struggling economic zone. (II) is incorrect because nowhere it is mentioned that these conditions were declared publicly. Also it is

mentioned in the paragraph that Eurozone must write down Greece's debts which means wavering off Greece's loan, it cannot be inferred that Eurozone must approve of this loan by I.M.F. to Greece. (III) is incorrect as it missed out on the conditions set out by I.M.F. to Greece. Option (IV) changes the meaning of the paragraph. "Despite……" means that these conditions are already up and running in Greece and despite that it needs a financial aid which is not what the paragraph means here.

3. Option (I) best captures the essence of the paragraph. Mathilda has this habit of saving two of everything, keeping a twin of everything. She has learnt this from her grandfather's experience where he offered a spare reel of thread to a German soldier who spared his and his family's life. Because of this she feels safe doing so. Option (II) is incorrect because it states that "since" her grandfather saved his family's life, Mathilda is also saving a spare of everything, when nowhere is it mentioned in the passage that she is doing so since that incident. Option (III) is incorrect towards the end where it states that Mathilda feels safe saving a spare of everything especially during war. It cannot be inferred from the paragraph that Mathilda feels safe with this action of hers during war. War is mentioned in the context of her grandfather and her feelings of war times cannot be inferred. Option (IV) is incorrect as the structure of this summary is redundant. It captures all the important points and essence of the paragraph fine but with a poor summary structure.
4. The passage clearly states that people who make their meals at home and follow an eating routine, have better diets as compared to people who eat on the run or hastily. (III) best captures this essence. (I) is wrong because the passage does not suggest that the people who eat regular meals are healthier but that they eat healthier food than the other types in discussion. (II) is wrong because comparison is not just with the ones that eat unhealthy food but with those who eat on the run or use media while eating. (IV) is not even close to the discussion, in fact it gives a different meaning; here it is comparing healthy and uhealthy food instead of people who eat it.
5. The passage shows that the girls in Delhi are not aware of the different

taxes charged by restaurants. They believe them to be lower than they actually are. This idea is covered in (III).

(I) is incorrect because paying for themselves or not, point is if they know these taxes or not. (II) is incorrect because there is no comparison in the passage between taxes charged in Delhi and other states. (IV) is incorrect because the passage does not talk of a sense of disgust by Delhi girls, neither does it suggest that they "deliberately" ignore the taxes' figures.

6. The paragraph states that party scholars in China pretended to be in agreement with the regime and their leader's latest thoughts but it was clear that they did not believe in it. "The emperor had no clothes" hence indicates that Mr. Xi is surrounded by people who pretend to be supporters but are not really. Hence, he stands exposed to outsiders and in reality, does not have the cover of his well wishers. So (I) is the answer. (II) is incorrect because it refers to the breaking point for the country but does not indicate how Mr. Xi stands exposed. (III) is wrong because passage does not talk about Xi's reality getting exposed to all, his party members knowing his reality does not necessarily leave him exposed to everyone else. (IV) is incorrect because one cannot infer that Xi has tried to cover up the atrocities of his regime.

7. (I) best summarises the passage. (II) is incorrect as it is too narrow. (III) is incorrect because it is incomplete. (IV) is incorrect as the passage doesn't say this at all about language.

8. Illegal forest fires in the area have spread across poisonous gases in other neighbouring regions, due to which few normal societal activities have shut down. We can also infer that this fire has spread across various other islands in that area.

(IV) best captures the essence. (I) is narrow, it just talks about spreading of poisonous gases and not its consequence on human activities. (II) is narrow because it just talks about interrupted activities in Viber islands when the passage also mentions of other neighbouring islands. (III) is incorrect because it talks about interruption in all normal activities in the area whereas passage talks about only certain such activities, we cannot infer that all normal activities were interrupted.

9. The passage states that the mentioned play was good. (I) calls the idea rare which is out of scope. (II) merely mentions that the group conducted a play at Avery Fisher Hall, which is incomplete as the results are not mentioned. (III) is the correct answer as it states the play reaped great results with all the music and setting. (IV) states that the group created a new version, which is not mentioned in passage.

10. Passage talks about Ramsey who is a perfect spokesman for behavioral economics. His audience never feels that he is pointing out their shortcomings, rather his own. (II) best mentions this essence. (I) is incorrect because the passage does not suggest that behavioral economics comprises Ramsey's weaknesses, he is just using his model to excel in this branch. (III) is incomplete as it does not mention behavioral economics, also the passage does not state why Ramsey is brilliant but just that he has is the perfect fit for the job here.

(IV) is incorrect because the passage does not mention Ramsey as popular, neither does it mention that he laughs at himself.

EXERCISE- 3

1. (I) is negated because the paragraph does not talk about high on sugar drinks as an urgent public health battle.

(II) is incorrect because it mentions that people should be able to make wiser health choices and not depend on government but the paragraph states on contrary, that people should be educated by the government to be able to make wiser health choices.

(III) is more of a conclusion than a summary and is too general.

(IV) is correct because it best summarises the issue of revival of big cups (of more than 250 ml capacity) ban and how it is better to encourage people to eat better than impose such bans.

2. (I) is incorrect as the passage suggests on the contrary, that despite no lack of cure we have certain diseases like TB prevailing.

(II) is incorrect because this option suggests only half the idea.

(III) is incorrect because the passage does not talk of social evils.

(IV) is correct because the passage suggests that despite the availability of cure, a certain disease prevailing among the people means that in order to counter a disease one must look at other aspects too.

3. (I) is incomplete, it merely states that Flipkart has too much power but not that it is abusing that power.

(II) is incorrect as the passage does not suggest that Flipkart is doing anything of that sort.

(III) is also incomplete as like (I) it also refers to publicity in general and not that of books.

(IV) is correct as it captures the essence of passage, it states that Flipkart has the power to kill the buzz made by books and is definitely abusing that power.

4. (I) is incorrect, passage does not suggest that.

(II) is correct and best captures the essence of the passage.

(III) is incorrect because deprivation/improvement one person's rights does not affect other person's rights in any way. The passage does not suggest that.

(IV) is too narrow in scope.

5. The passage talks of South Korea which has seen drastic changes for sixty years after the Korean war ended and it made cordial political relations with the west.

(I) is incorrect because increase in population has not brought any such change in South Korea according to passage.

(II) is narrow in scope.

(III) is correct as it best captures the essence of the passage and that it has seen changes sixty years after the Korean war and is making peaceful relations with the west.

(IV) is incorrect because an increase in population has not brought any such change in South Korea according to passage.

6. (I) best captures the essence of the passage. It talks about how we have progressed in mobile phone devices industry, and future technology is highly unpredictable in this fast moving technology driven industry.

(II) is incorrect because it states that the changes and innovations in this mobile phone devices industry are in line with the expectations of the people. Passage doesn't suggest that.

(III) is incorrect because the passage does not suggest that the new features introduced tomorrow will be at the discretion of mobile phone industry but that we cannot predict that.

(IV) is incorrect as it talks about mobile networks whereas passage talks about mobile phone devices.

7. The passage focuses on two points: firstly, that a large number of voters of electoral college of Pakistan cast ballots to reassert the support to democracy and as a result the authoritarian President was denied majority.

(I) covers both these points and is the correct answer.

(II) is incorrect as it is incomplete. They came out and denied him majority is not mentioned here.

(III) is narrow in scope.

(IV) is narrow in scope.

8. The passage talks of the situation at the Wall Street and the professor quotes that this situation is in line with the results of the various social experiments that he has conducted. So, we can conclude that Wall Street is just an example of the general trend in which too much access to money lowers the level of empathy with the poor.

(I) is too narrow in scope as it only talks about the example and not the assertion made by the professor.

(II) best captures the assertion of the author and its example.

(III) is incorrect because it does not compare the empathy level of the rich with that of the author.

(IV) is too narrow in scope as it only talks about the example and not the assertion made by the professor.

9. (I) is incorrect as the passage does not suggest that death should/should not be mourned but it talks of ephemerality of life as beautiful and tragic.

(II) is incorrect as the passage does not suggest that Egyptians did/did not believe in afterlife.

(III) is incorrect as the passage does not suggest that Egyptians did/did not believe in after life.

(IV) best captures the essence of the passage because it talks of the view of Egyptians in the context of the ephemerality of life and death being a stage of life, which even though tragic is beautiful.

10. (I) best captures the essence of the passage. It talks about Greece defaulting on I.M.F.'s debt repayment date, its probable inability to repay further debts and the possibility of Greece losing euro as its currency because of all this.

(II) is incorrect because it is incomplete.

(III) is incorrect because the passage does not suggest that Greece took loans to maintain its currency.

(IV) is incorrect as it is an opinion; passage is stating facts and is objective. Moreover no where is it mentioned that international financial bodies should help Greece.

EXERCISE- 4

1. Option (a) is correct because it captures well what the paragraph states, that Russia has violated Turkey's airspace twice which has resulted in Nato calling an urgent meeting of the ambassadors of the member nations. The ambassadors then summoned Moscow's ambassador to issue a warning about 'undesirable incidents' in case of any such repetitions.

Option (b) is incorrect as paragraph doesn't suggest that Ankara has requested Nato to threaten Russia.

Option (c) is incomplete as it doesn't capture the past actions of Russia in terms of airspace violation.

Option (d) is incorrect because Nato issuing warnings to Russia has nothing to do with Russia's militia actions in Syria.

2. Option (a) Religion can be approached via faith and not understood.

   Option (b) talks about approaching fundamental questions and is the correct answer.

   Option (c) is narrow in scope.

   Option (d) is incorrect in delivering the gist of the passage.

3. Passage shows that UK public is not aware of the costs of treatment provided by NHS to them, thus they are ignorant of these costs. This is covered in Option (a).

   Option (b) is not mentioned in passage.

   Option (c) is incorrect as comparison of healthcare costs of UK and other countries is not done in passage.

   Option (d) is incorrect as the costs being reasonable or not is not stated in passage.

4. Passage talks about people who make meals at home and follow a routine in their food habits, having better diets as compared to those people who eat more junk food. This is captured in Option (c).

   Option (a) compares the 2 types of food which is not mentioned in passage, however benefits of home-made food and eating in routine are mentioned.

   Option (b) is not stated in passage.

   Option (d) states the assertion what one should do, it’s not stated in passage.

5. Roosevelt is not urging or criticizing the government or its ideology, he is just stating his beliefs of good governance.

   Option (a) and (b) are incorrect as it seems Roosevelt is appealing/urging to public/government to take action which is not the case.

   Option (c) is incorrect as Roosevelt is not criticising any form of governance in passage but he is only suggesting his way of governance.

Option (d) captures the gist of the passage well as simply his beliefs are states here, also that his tenure exemplifies his thinking and beliefs.

6. Option (a) is incorrect as UN is forcing countries to take any action, it is just presenting its findings and report.

Option (b) is incorrect as it is narrow in scope, it doesn't state the details of UN's report.

Option (c) is correct as it captures the whole gist of the passage that the UN report, which states that more has to be done for arresting climate change, has come right before the Paris summit.

Option (d) is incorrect as UN is not demanding anything, nor does it state that the countries "must" follow its directives.

7. Option (a) is incorrect as the crux of the passage is not that the world is represented by language or they both are interdependent.

Option (b) captures the essence of the passage well which is that language represents the world as a whole, but is still separable from it.

Option (c) is incorrect as language may be a set of codes and rules but is not being mentioned of being followed to understand it or the world.

Option (d) is incorrect as it's too narrow in scope.

8. Option (a) is correct as the passage talks about a research that was conducted and led to the conclusion that eating certain types of fruits & vegetables during early adulthood (20–40 years) "may" result in a reduced risk of breast cancer.

Option (b) is incorrect as it is narrow in scope.

Option (c) is incorrect as it doesn't include benefits of including fruits in early age in decreasing the risk of cancer.

Option (d) is incorrect as passage doesn't state the "definite" way to reduce the risk of cancer but a probable suggestion.

9. Option (a) is correct as it captures the true essence of the passage, that the tear ducts of women are smaller hence the tears roll down the cheeks,

also that as they age this becomes of same size as of men.

Option (b) is incorrect as passage is talking about tears as a fact and not them crying. Crying may be one of the causes if tears but is not the only cause.

Option (c) is incorrect as passage doesn't talk about emotions of men and women here.

Option (d) is incorrect as it is too narrow in scope. The consequences of smaller tear ducts are not stated here.

10. Option (a) is incorrect as passage doesn't talk about significance and benefits of Federal system.

Option (b) is incomplete, as passage doesn't necessarily state that public won't caste vote if asked to do so often, but that so many offices leads to so many elections thus less turnout.

Option (c) is correct as the passage state that how the frequency of elections affects the choice of voters to cast their votes. It says that in some communities, where local offices and federal and state elections are held together, voters do not pay sufficient attention to local issues. Also, sometimes voters choose not to cast their votes if they are frequently asked to do so. So if the voters do not exercise their right to vote, the election results will not necessarily reflect their choice.

Option (d) is incorrect in complete sense to the passage.

11. Option (a) is the answer as passage states that Nestle has filed for trademark for the four-finger version of KitKat in UK but the European court has declined it stating that it does not have the features distinctive enough to be trademarked. This is captured in A.

Option (b) is incorrect as it's incomplete, yes Nestle may have lost the case but that's not what the whole passage was about.

Option (c) is incorrect as it's too marrow to be stated as passage summary.

Option (d) is absolutely incorrect in the sense of the passage.

12. Option (a) is incorrect as passage doesn't state that UK government is set

to fund the research, but it is still arranging for them.

Option (b) is incorrect as the extent of damage realisation is not the gist of the passage but working on gathering funds and doing more research is.

Option (c) is incomplete as it doesn't mention other charities and that Dementia is one of the big diseases and not the "only single biggest threat".

Option (d) is the answer as passage states that Dementia is one of the greatest threats to the health and wealth of UK and in light of this fact, the government and charities are making more funds available for research.

13. Option (a) captures the gist of the passage in complete as the passage states that a newly opened glass walkway in China has been closed now due to certain cracks that appeared on it, also that area's management bureau had assured later that the cracks do not pose any danger or threat to safety.

Options (b), (c) and (d) are just incomplete in their sense to summarise the passage.

14. Options (a), (b) and (c) are too narrow in scope. They mention correct facts but don't summarize the passage well.

Option (d) is correct as passage mentions how the illegal forest fires have affected the normal activities across parts of south-east Asia, including Thailand, Malaysia and Singapore and how this has resulted in a spread of poisonous gases across the neighbouring countries of Indonesia, over the last few weeks causing a halt in certain normal activities.

15. Option (a) is clearly incorrect as passage doesn't state that Democracy is a sham.

Option (b) is incorrect as Democracy is simply a not so clearly defined concept, nowhere does the passage state that it is misunderstood as

concept can only be misunderstood if it has a definite meaning at first, Democracy doesn’t.

Option (c) is correct as it captures the gist perfectly.

Option (d) is incomplete as it’s not just philosophers but the world that has not understood the meaning of Democracy perfectly.

PART Three

Verbal Reasoning

Verbal Reasoning is an important component of the CAT examination and hence has been classified as a separate part of this book. This part contains Critical Reasoning, Syllogisms, Binary Logic, and Logical Deductions. In each section of this part you will get to:

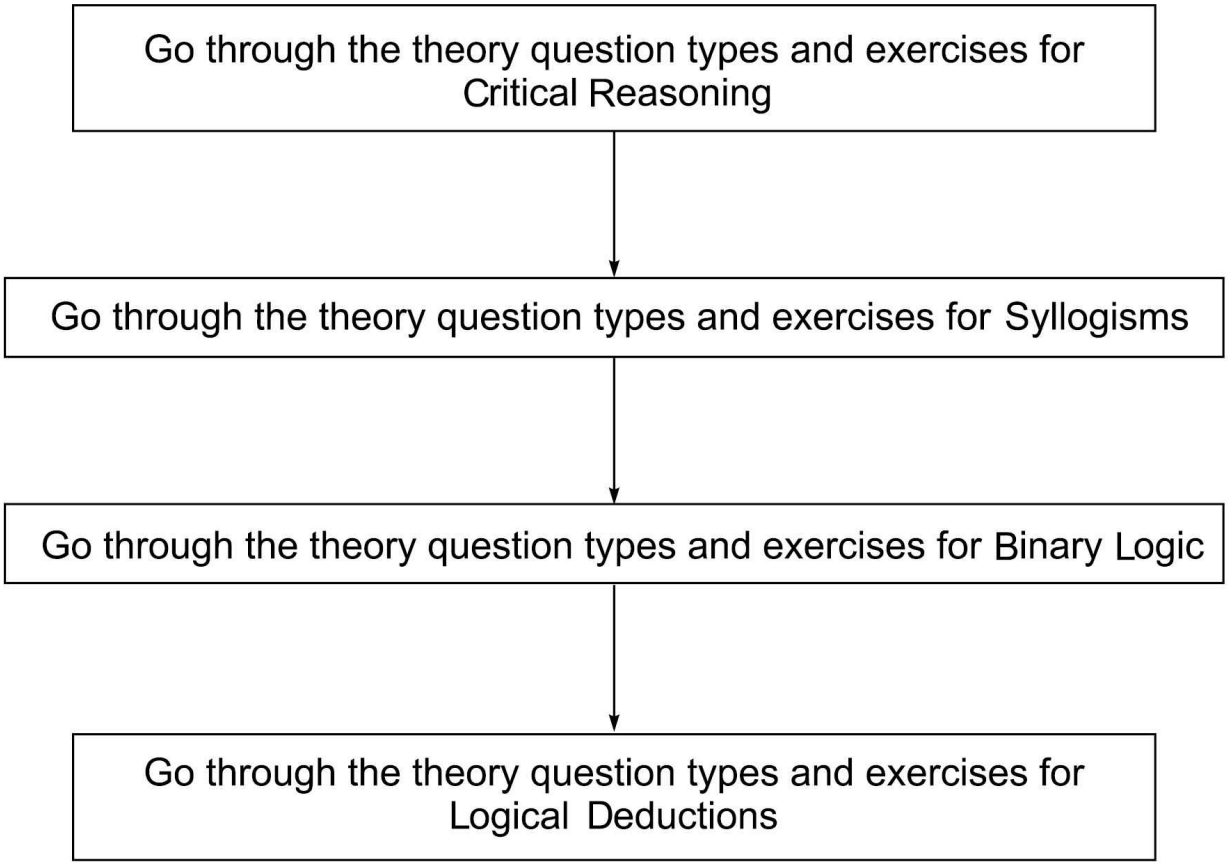
- Learn what question types you can expect to see in various aptitude exams.
- Get an opportunity to practise and hone your skills in each question type.
- Experience and review the typical types of traps that are used by question-setters to induce mistakes in each question type.

Key Components of this Part:

- Critical Reasoning with its 10 question types, including the popular CAT question types of Summary and Concluding sentence in a paragraph.
- Syllogisms and extensive practise exercises on the same covering all varieties of questions.
- Binary Logic Problems and solving tricks for this tricky question type.
- Logical Deductions.

Section 1

Critical Reasoning



SECTION

1

Critical Reasoning

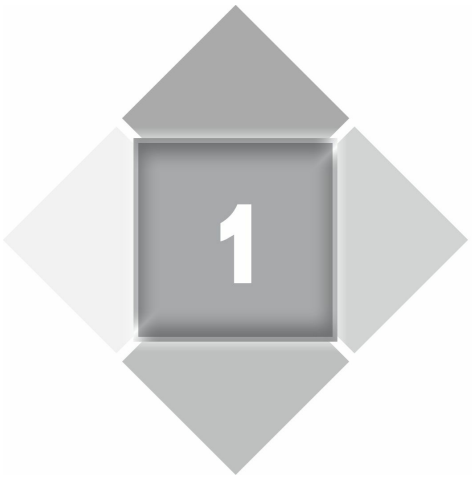
Critical Reasoning is one of the most important areas of questioning in the CAT. In this section we have given you the opportunity to learn about the various critical reasoning question types like, Strengthening Arguments; Weakening Arguments; Identifying Assumptions; Identifying Inferences; Select the Best Concluding Sentence for a Paragraph; Summarising a Paragraph; Segregating Relevant and Irrelevant Information; Evaluating Method of the Argument; Identifying Flaws/Fallacies in the Argument; Identifying Cause and Effect Relationships.

This section will help you in the following ways:

- In the chapter on Critical Reasoning/Paragraph Comprehension the different question types on critical reasoning as well as the various techniques and methods to solve such questions are discussed.
- Besides, you would also have ample opportunity to practise the same in the chapter on Previous Years' Questions from CAT.

List of Chapters

1. Critical Reasoning/ Paragraph Comprehension
2. Previous Years' Questions from CAT



Critical Reasoning/ Paragraph Comprehension

INTRODUCTION

Over the past fifteen years, Critical Reasoning (CR) questions have been a consistent presence in the CAT and other exams like XAT, GMAT, IIFT, etc. The ability of the student to solve this question type depends on his/her ability to recognise and evaluate argumentative logic. The better you are at understanding arguments, the better you will be at questions related to critical reasoning. As a reader, you are likely to agree with the point that argumentation is essentially a social skill that depends on exposure and the logical ability to reason out, rather than on the knowledge of one particular language. Hence, doing well at CR questions depends more on your ability to reason out logically, than on your's specific knowledge of English.

This being so, CAT/MBA aspirants who consider themselves weak at the English section, should target these questions as possible scoring areas. Thus, strategically CR is one of the most important areas of the CAT exam.

A nice added benefit to preparing yourself for the critical reasoning questions on the CAT is that this preparation will also help you in your

Management studies. Many of the techniques used to answer these test questions will come in handy when you are asked to do projects, case analyses and discussions in general.

WHAT IS CRITICAL REASONING?

The typical structure of CR questions is that of a short passage (mostly consisting of a single paragraph) followed by a question on the basis of the paragraph.

However, classifying them as short Reading Comprehension questions is not correct. They differ from Reading Comprehension in both the structuring of the passage and the types and variety of questions. The typical CR passage is anything between 50 words to 200 words long and necessarily contains an **argument**. As already mentioned in the chapter on Reading Skills Development, under Part I of this book, an argument will always have a **claim,** supported by **reasons/evidences**.

CHARACTERISTICS OF A CRITICAL REASONING PASSAGE

While writing argumentatively, the author's principal objective is to persuade the reader about his/her point of view. A successfully presented argument convinces the reader about the author's point of view. In order to do so, not only does the author have to present his point of view, but he also needs to support it with reasons—after all, the reader needs to know why he should agree with the author's points of view. Hence, the author has to provide enough support for his point of view in order to convince the reader. These supports may be in the form of reasons or evidences. The **supports** of an argument are also called as the **premises** of the argument.

The structure of the argument is:

Because of **these** (reasons or facts), we should conclude **this** (claim/conclusion)

Consider the following examples:

(A) Abortion should not be allowed **because** we have no right to end a human life.

The opposite argument for statement (A) would be:

(B) Abortion should be allowed **because** a woman has the right to decide what she wants to do with her body.

(C) Smoking and chewing of pan masala should be banned **because** they are harmful to the health of the consumer.

All the above arguments are in the form: “This because of that”.

Supports of an Argument

The supports of an argument can be visualised as the foundations on the basis of which arguments are made. They are similar to the foundations of a building—the stronger the foundation, the stronger the building. Similarly, the stronger the support for an argument, the stronger the argument.

Consider the following passage that appeared in a newspaper editorial. The passage below has a claim supported by reasons.

Flexitime, or flexibility of working hours, has become popular amongst corporates in recent times. *(This is the claim)*. Many corporates have found that flextime has several advantages. The most obvious advantage is less absenteeism. When employees can choose working hours that meet their needs, they are less likely to take time off. Another advantage of flextime is more efficient use of the business office. The additional hours that a company is “open for business” often converts into higher productivity and greater profits.

Besides giving employees a choice of their working hours, it allows them to exert more control over their working environment. This leads to increased job satisfaction and less employee turnover.

Similarly, there could be a passage having a claim supported by facts. (Please recollect that ‘Facts’ are statements/information that can be physically verified. They might prove to be true or false on verification.) Consider the following passage:

Country X’s relations with Country Y have varied from being stormy and incordial at times to

being icy cold and impersonal at other times. There have been periods in the histories of the two countries when their relationships have been dictated by the military maneuvers around their borders—for instance the times preceding the 1945, the 1957 and the Kampaundril wars—while at other times, the relationship has been cold and impersonal at best — due to Country X's constant refrain that Country Y has been instigating terrorism within it's borders.

Let us now look at some additional points that you need to keep in mind while reading for the conclusion and the supports in a paragraph:

1. Try to identify the conclusion sentence/s within a paragraph. Many a time the conclusion sentence will be indicated by the use of signal words. While reading a CR paragraph, look for such words. Some of them are: *therefore, thus, hence, so, in conclusion, as a result of, in short, in sum, the point is.*

The consumption of tobacco is harmful to the health of the individual. Hence, smoking should be banned.

The signal word hence at the beginning of the second sentence, indicates the oncoming conclusion.

2. If no conclusion or main claim is stated, you can construct it by finding the main question which the essay directly addresses.

Let us now work out a few examples in spotting Conclusion and Reasons.

Directions: *For each of the arguments given below, write down the conclusion and the reasons.*

1. If any government becomes tyrannical, then the people governed under that government have a right to revolt. The government of France has become tyrannical. Therefore, the people governed by the government of France have a right to revolt against it.

Conclusion:

Reasons:

2. I don't care how many acting awards Salim Khan has won. He simply has no sense of acting. He looks like a dud in whatever roles he plays. Be it a romantic, action or a dramatic role, he simply is not able to act.

Conclusion:
Reasons:

3. If you haven't tried our Pack and Chew's Pastry, you simply must. It's the best pastry in town. We make it the home made way. Besides, it's good because we use vitamin enriched materials.

Conclusion:
Reasons:

Having recognized that every Conclusion-Reason passage is composed of an argument supported by its set of reasons/ facts, we need to look at two additional components which underlie every argument (Hence which are a part and parcel of every CR passage)—viz. **Assumptions and Inferences**.

What are Assumptions?

An *assumption* is the passage's "must have." In other words, if the assumption is not true, it follows that the conclusion is not true.

Assumptions can be defined as additional unstated evidence/information, which bridges the gap between the argument, its evidence presented and the conclusion. In other words, you can also look at assumptions as additional information that the author has assumed the reader already knows while reading the argument. It is best explained through an example.

Argument: Since, India's time zone is five and a half hours ahead of GMT, we can conclude that India is to the East of the United Kingdom.

The unstated assumption here is that if the time of a country is ahead of the GMT, it lies to the east of the United Kingdom. Another, unstated assumption here is that the United Kingdom follows the GMT.

The assumption is a support to the argument, which must be true. Else the argument will fall apart. In the best case, the argument is seriously weakened if the assumption that the author assumes is false.

How do we Spot Assumptions? In order to deduce assumptions in an argument, you need to look for holes in the argument. Try to identify a

missing support that would have the effect of providing a missing support to the argument. The author's belief about an unstated assumption is that it need not be explicitly stated. He believes that his reader will automatically assume the missing assumption. Hence, he does not feel the need to write it explicitly in the passage.

In order to find the hole, ask yourself the following question:

Is the evidence/supporting logic explicitly presented in the argument sufficient so as to support the argument? Is any additional evidence/supporting logic necessary to justify the argument? If yes, an assumption has been made.

Once you have identified a hole, your next objective is to try to word the additional evidence/supporting logic that you need to assume for the argument to make sense. For this purpose, ask yourself the following question:

What additional evidence/supporting logic do I as a reader, need to assume for the argument to make sense?

The answer to the above question gives you a possible assumption. Before you accept that assumption, however, you might need to test whether your assumed assumption is valid or not. In order to do so, try to **deny or negate** the assumption.

What happens when you negate the assumption? Does it weaken your argument?

If yes, then your assumption is correct, i.e., in case the assumption is not true, then the argument makes no sense. Hence, you have a valid assumption.

If no, then the assumption you have identified is not correct, i.e., the argument continues to make sense even if the assumption is not true. In such a case, you should realise that your assumption is wrong.

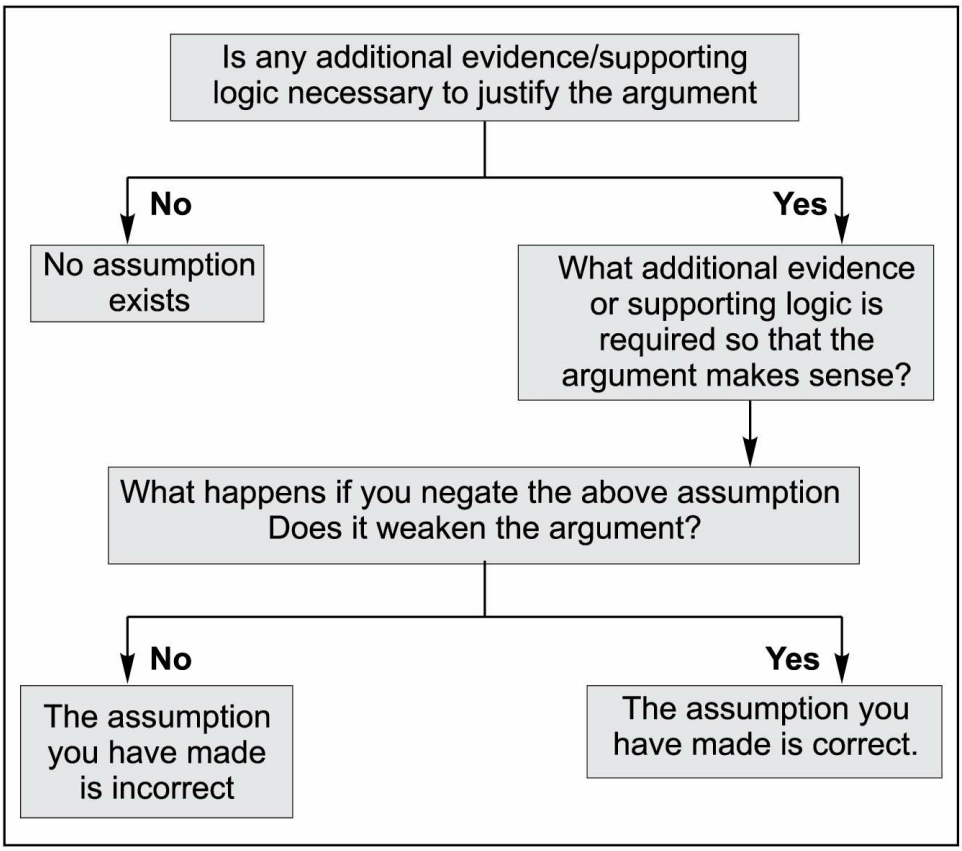


Fig. 1.1 Identifying an Assumption in an Argument

Let us now move on to the next issue—inferences.

What are Inferences?

An inference can be defined as an unstated extension of the argument. In other words, it can also be seen as an implied conclusion.The inference may be about the main point in the paragraph or it could be about a less central issue. This factor does not affect the fact that an inference is an implied conclusion.

The Cream of the Piece

Unlike assumptions which are the basis of the argument and hence, come before the argument, inferences come after the argument.

Figuratively speaking, imagine a 3 storey building as an argument. The assumptions can be seen as the foundation of the building. At the same time, an inference would be akin to the 4th storey of the building. While the building would not exist without a foundation, the shape and size of the 4th storey can be logically deduced from that of the third storey.

Further, unlike assumptions, which you have to find, an inference will show itself to you when you read the entire argument. Inferences emerge out of a combination of the statements in the paragraph. If all the statements in the passage are true, the inferences which emerge out of the combination of some or all of the statements must also be true.

The Cream of the Piece

The logic of an inference (or an implied conclusion) can be captured as follows:

If **A** (statement in a paragraph) and **B** (statement in the paragraph) **are true,** then **C** (inference or the implied conclusion) is automatically true.

Hence, in order to check whether the inference you have drawn is correct, try to deny the inference.

i.e. given that **A** and **B** are true, **C** need not be true.

If this logic can be justified, then the inference you might have drawn is incorrect. On the other hand, if this logic cannot be justified, then the inference is correct.

As a recap of this section, we would like to remind you that in order to be able to solve a CR question, you should be reading the CR paragraph with four basic objectives.

These are:

(1) What is the claim/argument made by the author of the paragraph?

(2) What are the supports the author is providing to the claim/argument?

(3) What are the assumptions the author is making while making the claim/argument?

(4) What unstated inferences/conclusions should you draw from the statements contained in the paragraph?

The principles elucidated above are principles associated with good reading of arguments. Initially, you will need to practice applying these

principles consciously. Like any other activity, the more you apply these principles, the better you will become at them. You need to continue practicing these principles consciously till you feel that they have become a part of your reflexes. After that, all these principles will apply intuitively, i.e., you will be able to spot the claim, its supports, the assumptions as well as the inferences, as a reflex to the reading of the question. When you reach that stage, you will realise that you have become good at solving CR questions.

We now move on to the typical question types asked under CR.

QUESTION TYPES IN CRITICAL REASONING

Critical reasoning questions will ask you to do any of the following:

(1) Test for the strengthening of an argument with (a) additional evidence (b) additional reasons/arguments.
(2) Test for the weakening of an argument with (a) additional evidence (b) additional reasons/arguments.
(3) Identify an assumption.
(4) Identify an inference.
(5) Select the best concluding statement for a paragraph.
(6) Summarise the argument.
(7) Segregate relevant and irrelevant information.
(8) Evaluate the method of the argument.
(9) Identify the flaws/fallacies in an argument.
(10) Identify Cause and Effect relationships.

Question Type 1: The Strengthening of an Argument

The claim of an argument is supported by reasons or evidences. In questions on strengthening of the argument, the question will ask you to select from amongst the four/five options, the one that strengthens the argument. Arguments can be strengthened in two ways: either through the introduction of some supporting evidence or the introduction of some supporting reasons.

Hence, these questions might ask you to select an option that provides either supporting evidence or supporting reasons.

Besides, if we have an option that strengthens an assumption that is the key to the argument's claim, then that option will also strengthen the argument.

In a figurative sense, if you look at the argument as a building with supports, then supporting evidences/reasons provide us with additional supports to the claim of the question. In such questions, while evaluating the options, you should try to assess which option best supports the claim of the argument. The strengthening evidence/reason might be stronger/equal to/or weaker than the explicitly stated evidences/reasons in the argument. However, in order to find out the correct answer to such questions, you do not need to compare the quality of the support an option provides with respect to the explicitly stated supports. All you need to do is compare the respective options and try to see which option best supports the claim of the argument. By evaluating the relative strengths of the support provided to the claim of the argument, you can easily identify the correct option. The following question will make this question type clear to you:

One of the most important and constructive reforms in National Politics has been the abolition of the post of State Ministers in the various departments.

Each of the following, if true, would strengthen the above argument, except

(A) There are few, if any, specific duties or responsibilities assigned to the State Minister in any department.

(B) A historian claimed that the post was "superfluous."

(C) People of Cabinet minister caliber normally refuse the post if offered a ministership in the guise of a State Minister.

(D) The office is used as a means of appeasing regional parties, by giving their MPs ministerial status and perks without giving them, any significant responsibilities.

The correct answer is B.

Question Type 2: The Weakening of an Argument

These questions are very similar to strengthening argument questions—the

only difference being that they are on the other side of the fence. Similar to the strengthening of arguments, weakening of arguments can also be done by the introduction of additional evidence and/or reasons that attack the basis of the claim of the argument.

After identifying the claim in an argument and the supports provided for the claim, you will need to evaluate each option for the degree to which it goes towards weakening the argument. The evidence/reason that most/least seriously weakens, the supports of the argument's claim would be the answer (depending upon what you have been asked to identify).

In a figurative sense, the weakening evidence/reasons are like attacks on the pillars of the building—(i.e., they attack the supports of the argument's claim). Your judgment needs to tell you how serious the attack is.

Besides, if we have an option that weakens an assumption that is key to the argument's claim, then that option will also have the effect of weakening the argument. Let us look at a few examples that will make this question type clear to you:

Before the arrival of a new trainer, the sales output in Mindworkzz Learning Systems Ltd had been rising by20 percent per year on the average over the past ten years. However, after new training innovations by the trainer (which included computerisation of training processes and reductions in the need for additional work force) annual sales output has only risen by 10 percent this year. It appears that Joe's innovations have caused the reduction in the annual growth rate.

Which of the following, if true, would most seriously weaken the conclusion above?

(A) The investment in computerisation has a provision for depreciation of the cost of the computers.

(B) Increases in selling price did not follow increases in the cost of the inputs.

(C) The innovations brought in by the new trainer were intended as long-term investments and not made for short-term profit growth.

(D) General demand for the training provided by the company has declined.

The correct answer is D.

In the past, to run for one's country in the Asiad was the ultimate achievement of any athlete. Nowadays, an athlete's motives are more and more influenced by financial gain, and consequently, we do not see our best athletes in the Asiad, which is still only for amateurs.

Which of the following will most weaken the above conclusion?

(A) The publicity and fame that can be achieved by competing in the Asiad makes the athletes who do so, more “marketable” by agents and potential sponsors. Thus, they can earn a lot of money even while retaining their amateur status.

(B) The spirit of the Asiad places emphasis on participation rather than on the winning of the race.

(C) A leading columnist recently argued on the basis of concrete evidence that our best Asiad athletes already receive enough in terms of promotions and sponsorships.

(D) It has been suggested that professional athletes should be allowed to compete in the games.

The correct answer is A.

In these times of growing economic turbulence, unless new reserves are found soon, the world’s supply of natural gases is being depleted in such a way that with demand continuing to grow at the present rates, reserves will be exhausted by the year 2200 AD.

Which of the following, if true, will most weaken the above argument?

(A) There has been a slowdown in the rate of increase in world demand for natural gases over the last decade, from 20% to 10%.

(B) It has been known for many years that there are vast stocks of natural gases under Antarctica, which have yet to be economically exploited.

(C) Electricity is being used increasingly in place of natural gases for many industrial and domestic uses.

(D) None of the above.

The correct answer is D.

In accordance with their powers, many zilla panchayats are introducing chlorination of the drinking water provided to families through the water supply system. This follows the conclusion of 10 years of research that the process ensures that children and adults receive the required intake of fluoride that will strengthen teeth. The maximum level has been set at one part per million. However, there are many who object, claiming that chlorination removes freedom of choice.

Which of the following will weaken the claim of the proponents of chlorination?

(A) Chlorination over a certain prescribed level has been shown to lead to a general weakening of teeth.

(B) There is no record of the long-term effects of drinking chlorinated water on dental and general health.

(C) In a study done at the grassroots level, it was found that some people to be affected by chlorination claim that they have not had sufficient opportunity to voice their views about the issue.

(D) Water already contains natural chlorine.

The correct answer is B.

Question Type 3: Identify an Assumption

We have already looked at assumptions in details. This question type asks you to identify the assumption in the paragraph. The following examples will make it clear to you:

In response to the criticism about the methods used by his poll predicting agency, a leading psephologist Mannoy Toy, replied: "I realise there are some shortcomings to the questionnaire method that we have applied to do the survey. However, since we have ensured that we send a copy of the questionnaire to every home in each of the constituency where we have carried out our survey, we believe the results to be quite representative….. We think the numbers received are so large that it overcomes the lack of a scientific approach that might have crept into our survey.

The writer of the above statement makes which of the following assumptions?

(A) A high proportion of the respondents who have received the questionnaire have replied to the same.

(B) A majority of the voters in the constituency live in homes.

(C) The method of data collection used by the agency is unscientific.

(D) A large, absolute number of replies automatically guarantees the accuracy of the results.

The correct answer is D.

A recent survey by a leading NGO came to the following conclusion about donor psychology:

If you are interested in getting a good donation, you need to realise that Donors are almost never disturbed by being asked for too much. In fact, the result is the opposite—they are flattered. Besides, if you ask for too much, the donor can always suggest a smaller amount. On the other hand, if you ask for too little, the donor is usually offended. A common reaction to being asked too little is "so that's all he thinks I'm worth."

The above statement assumes that

(A) Donors are usually never asked for enough.

(B) A good fund raiser will value the worth of the donor.

(C) It is worth the gamble to ask for large donations.

(D) None of these.

The correct answer is C.

New age problems require new age solutions. Further new age problems arise with new age populations and new age technologies. In order to find solutions to these problems we need to build new age institutions as well as new age political, economic and social mechanisms. Yet, institutions and political and economic mechanisms grow slowly and die slowly. Hence, new age institutions should be given every chance of trying to achieve success in their objectives.

The argument above rests on which of the following assumptions:

(A) New age institutions are needed because old institutions are inefficient.

(B) New age institutions are created in order to solve existing problems.

(C) Over a course of time, as an institution grows, it has chances of succeeding in its objectives.

(D) None of these.

The correct answer is C.

In its quest to go global, once an Indian company has established an extensive sales network in a foreign market and therefore, has achieved substantial sales, it seems that these markets should be treated in a very similar fashion to those in India. It is therefore only in those countries where only initial sales networks have been developed, where marketing methods will have to differ from the methods applied in India.

The above statement assumes that:

(A) Sales networks can be the same in both foreign countries and in India.

(B) Extensive sales networks are preferable to less developed ones.

(C) The markets of some countries will develop faster than others.

(D) None of these.

The correct answer is B.

The main monetary policy objective is to reduce substantially, the import surplus of the coming years while resuming economic growth. Realisation of this goal entails a marked structural change of the economy, which can be brought about by freezing the standard of living (per capita private consumption plus public services) and restricting investments that do not further exports.

The writer of the above policy assumes that:

(A) Economic growth will lead to structural changes in the economy.

(B) If people consume less, the economy grows.

(C) In order to reduce import surplus investment needs to be restricted.

(D) People should be persuaded to give up consumption in order to achieve the national good.

The correct answer is B.

The reason that is most commonly quoted for nationalisation of foreign companies is a change in governance. Nationalisation tends to cover a wide range of industries and is not selective to the country of ownership of the foreign company.

The above statement assumes that:

(A) Some critical industries are more likely to be nationalised than others which might not be so critical.

(B) The process of nationalisation is not limited to any particular industry or country.

(C) Nationalisation of businesses is so widespread as to cause concern at the international level.

(D) Sharing ownership with local nationals will forestall takeovers by foreign governments.

The correct answer is B.

Question Type 4: Identify an Inference/Conclusion

We have already discussed inferences and conclusions in details. Questions related to these will ask you to spot the option that is/is not an inference or a conclusion that can be drawn from the details mentioned in the paragraph. Consider the following examples, which will clarify to you how questions about inferences are structured:

A pill that can induce abortions in pregnant women has become available in Australia. The drug Antiperphrine, has proved more than 98.9% effective in tests conducted by a scientific team in Sydney. The drug is an anti hormone and disrupts pregnancy by blocking the implantation of a fertilized egg in the wall of the uterus. In Australia, the pill will be available to women who are upto 42 days late in their menstrual cycle. The company that manufactures the pill, states however, that the pill is not a “morning after” pill for use as a contraceptive.

Which of the following statements can be correctly deduced from the text above?

(A) The drug Antiperphrine uses a new type of contraceptive method.

(B) The drug Antiperphrine blocks egg production.

(C) The drug Antiperphrine has the effect of termination of pregnancy.

(D) The drug is only available in Australia.

The correct answer is C.

One of the most important measures of a country’s trading strength is the measurement of its net exports. Net exports are defined as exports less imports. It is important since the figure measures the net effect of a nation’s trade in goods and services vis-a-vis the world. In 1998, the country’s net exports were 7 percent of its GDP (Gross Domestic Product) and in 2005, they were 14 percent.

If the information above is accurate, which of the following must be true?

(A) If GDP was constant from 1998 to 2005, net exports were greater in 2005 than in 1998.

(B) Exports were greater than imports in 2005, but not in 1998.

(C) Exports doubled from 1998 to 2005.

(D) In 1998, net exports were lower than in 2005.

The correct answer is A.

About 40 percent of urban Indian husbands think it is a good idea for wives with school age children to work outside the home. Only about ten percent of rural Indian husbands approve of the same. Every second urban Indian wife, and one in four rural Indian wives with school age children has a job outside her home.

If the information above is correct, which of the following can be inferred?

(A) Rural Indian families have more children than urban Indian families.

(B) Employment opportunities for urban Indian wives are greater than for rural Indian wives.

(C) Urban Indian husbands have a less conservative attitude than rural Indian husbands.

(D) Rural Indian husbands would seem to be less satisfied about working wives who have school age children than urban Indian husbands.

The correct answer is D.

Paro overslept. Therefore, she was late for school by the time she got ready. Hence, she did not eat her breakfast. As she realised that she was late for her school bus, she ran as fast as she could from her home to the bus stop and did not see a banana skin that was lying on the ground in her path. She slipped on the banana skin and fractured her leg. Some passersby took her to the hospital and while lying in bed she was visited by her friend Dhanno, who wanted to know why she had got up so late.

Which of the following conclusions can be made from the above passage?

(A) Because Paro did not eat her breakfast, she broke her ankle.

(B) Paro’s friend visited her in the hospital because she wanted to know why she was in the hospital.

(C) Paro did not notice the banana skin because she overslept.

(D) Paro’s fractured leg meant that she did not go to school that day.

The correct answer is D.

A recent study on medicine addiction found out that there are principally three main factors that determine the risk of becoming dependant on or addicted to medicines. The first factor is the type of medicine, the second is the personality of the individual, and the third factor is controlled by the circumstances in which the medicine is taken. As a parallel example, we only need to look as far as alcohol. While it could be safely said that the majority of the adult population have taken alcohol, yet

only a small proportion of these go on to get addicted to alcohol. Besides, it is well documented that many strong medicines that have been used for medical purposes have not caused the patient to become addicted.

However, the study found that people who took medicines for the heck of it were more likely to become dependent on the same. The dependence need not be restricted to the physiological side but may become psychological, although the effects are still essentially the same. People with psychopathic, immature or otherwise unstable personalities were shown to be at the greatest risk of becoming addicted.

Which of the following conclusions can be drawn from the text?

(A) One becomes addicted to certain medicines only if one has a weak personality.

(B) Taking medicines for the fun of it increases the possibility of becoming dependent on medicines.

(C) Alcohol is a safe medicine since very few people become dependent on it.

(D) Long-term use of certain drugs for medical purposes does not cause addiction.

The correct answer is B.

An advertisement for a leading racquet manufacturer made the following claim:

The last five Wimbledon men's single champions have all changed to Head's new tennis rackets—the only racket that uses genuine nano technology in its frame. In that case, isn't now the time to add power to your tennis strokes and to trade in your old racket for a Head?

Which of the following claims is not made and cannot be inferred from the above ad?

(A) Frames strengthened by nano-technology are used only in Head's new rackets.

(B) Nano technology strengthened frames make tennis rackets stronger and allow the player to make more powerful strokes.

(C) Former Wimbledon champions know a great deal about tennis and their equipment.

(D) Head tennis rackets helped the last five Wimbledon men's' singles champions achieve their status.

The correct answer is D.

Question Type 5: Select the Best Concluding Statement of a Paragraph

In this type of question, a paragraph is given and four alternative concluding statements are given for the same. You are required to choose the option that best concludes the paragraph. These questions first made their appearance in the CAT 2005 examination and sparked huge debates amongst the student community about their answers.

The reason for the confusion was that when read normally, each of the four options for the concluding sentence, logically followed the material of the text in the paragraph. However, in these questions the key to deducing the one correct option is the ability to understand the author's opinion (Advanced Reading Skill 5 from Part I of this book). Once you have identified the author's opinion, you can evaluate the options for the concluding sentence by trying to fit in the one option that made the most 'concluding sense' in the context of the author's opinion about the topic.

By trying to fit the concluding sense of each option, we mean to say that you need to compare how each sentence concludes the argument, i.e., winds up the points made by the author and best conveys the author's opinion about the topic.

Further, the concluding sentence also needs to be a conclusion of the paragraph. It should not leave the scope of further carrying the paragraph's discussion forward. The following examples will help you understand this type of question:

Complete the following paragraph with the most suitable sentence.

In order to boost sales of toys at times other than the peak sale time, toy-manufacturers take recourse to the use of several techniques. Some of these include promoting character toys from Bollywood and Hollywood movies or TV series. All these sets are marketed as "collectibles" for the young consumers. The collections within a family of Collectibles, however, never appear to be complete (especially to the parents). As soon as all the characters are acquired, the child then requires the associated gadgets and gizmos that are bundled into the collectible set. Thus parents go shopping for the "car," the "home," the "mobile home," and even the "airplane" to ensure a happy homely environment for the toys. Ultimately, just as the elusive final piece of the series is attained, the manufacturer and promoter release the next series of "collectibles".

The prime aim of the manufacturer and promoter is to ensure that

(A) all children should be happy and no child can be happy without a complete series of toys.

(B) as soon as one set is complete or almost complete, then the next one arrives on the scene.

(C) children should be encouraged to complete their collections of toys.

(D) sales need to be artificially bolstered throughout the year.

The correct answer is D.

Let us now look at the following examples from the CAT 2005:

Federer's fifth grand slam win prompted a reporter to ask whether he was the best ever. Federer is certainly not lacking in confidence, but he wasn't about to proclaim himself the best ever. "The best player of this generation, yes" he said, "But nowhere close to ever. Just look at the records that some guys have. I'm a minnow." _____

1. His win against Agassi, a genius of the previous generation, contradicts that.
2. Sampras, the king of an earlier generation, was as humble.
3. He is more than a minnow to his contemporaries.
4. The difference between 'the best of this generation' and 'the best ever' is a matter of perception.

The correct answer is 3. You need an answer that concludes the passage. While option 1 & 2 take the paragraph into a new direction, 4 is irrelevant in the context provided—it is too general in nature.

Thus the end of knowledge and the closing of the frontier that it symbolizes is not a looming crisis at all, but merely one of many embarrassing fits of hubris in civilization's long industry. In the end, it will pass away and be forgotten. Ours is not the first generation to struggle to understand the organizational laws of the frontier, deceive itself that it has succeeded, and go to its grave having failed.

_____

1. One would be wise to be humble.
2. But we might be the first generation to actually reach the frontier.
3. But we might be the first generation to deal with the crisis.
4. However, this time the success is not illusory.

Options 2 & 4 seem to indicate that we might have reached the frontier. But by it's very definition, the frontier of knowledge can never be reached. Hence, you can eliminate these answers. Further, if you consider option 3, it talks about dealing with the crisis—which does not exist at all according to the first sentence of the paragraph. Thus, the correct answer is option 1.

Most firms consider expert individuals to be too elitist, temperamental, egocentric, and difficult to work with. Force such people to collaborate on a high stakes project and they just might come to fisticuffs. Even the very notion of managing such a group seems unimaginable. So most organizations will fall into default mode, setting up project teams of people who get along nicely. _____

1. The result however is disastrous.
2. The result is mediocrity.

3. The result is the creation of experts who then become elitists.
4. Naturally, they drive innovations.

The paragraph clearly states that teams are formed on the basis of people's ability to get along with each other (rather than on their merit with respect to the task at hand). Obviously, this leads to a compromise in the quality of the work being performed. Hence, Option 4 is eliminated. Option 1 simply does not follow from the previous sentence since the word however indicates that the author should be contradicting his previous idea with this sentence. However, if you analyse the ideas in the last sentence of the paragraph and the Option 1, you will clearly see that there is no contrast between the two ideas.

Option 3 talks about an effect that is highly improbable in the context. Option 2 is perfect since you will expect mediocrity when you create a team on the basis of parameters other than ability.

The audiences for crosswords and sudoku, understandably, overlap greatly, but there are differences, too. A crossword attracts a more literary person, while sudoku appeals to a keenly logical mind. Some crossword enthusiasts turn up their noses at sudoku because they feel it lacks depth. A good crossword requires vocabulary, knowledge, mental flexibility and sometimes even a sense of humor to complete it. It touches numerous areas of life and provides an 'Aha!' or two along the way._____

1. Sudoku, on the other hand, is just a logical exercise, each one similar to the last.
2. Sudoku, incidentally, is growing faster in popularity than crosswords even among the literate.
3. Sudoku, on the other hand, can be attempted and enjoyed even by children.
4. Sudoku, however, is not exciting in any sense of the term.

In order to solve the above question, you need to understand that you are looking for the option that best 'completes' the paragraph. The structural construct under which we reach the last sentence of the paragraph is that of a comparison between crosswords and sudokus. The author has shown a clear bias towards crosswords—and in fact is in the process of explaining his sentence 'Some crossword enthusiasts turn up their noses at sudoku because they feel it lacks depth.' So obviously, after praising crosswords, he has to talk in a dark light about sudoku. Option 1 has the perfect fit under this structure. Although Option 4 is also negative in its construction, it is unlikely to be the answer because of the fact that it is too crude and direct—something

that you cannot associate with the author's style of writing. Options 2 and 3 get eliminated because they are talking positively about sudokus—something that goes against our expectations of what the author is likely to convey.

Question Type 6: Questions that Ask You to Summarise an Argument

This is another important question type which has been regularly seen in the CAT and other top Management Entrance Exams. A **summary** is defined as the reduction of a large amount of information to its most important points. You need to remember the following points about summarising in order to be able to spot summaries effectively:

(1) While achieving a reduction of the passage into its summary, care is taken to ensure that the main idea of the passage is properly communicated—i.e., there is no compromise or dilution of the sense of the main idea communicated by the passage while framing the summary. The summary might have the main idea stated in the original words of the author or in fresh words which will essentially convey the same meaning. This factor should always be kept in mind while solving summary based questions. Hence, recognising the main idea of the passage while reading the original text for the first time is extremely crucial for identifying the correct summary.

A good process to follow in trying to recognise the summary is to go back to the questions:

- Who or what is the original text talking about? (Answer: TOPIC of the text); and
- What is the main idea about the topic that is being conveyed by the original text? (Answer: MAIN IDEA of the text)

Then, you go on to the alternative summaries available and ask the same questions again with respect to the proposed summary.

- Who or what is the summary talking about? (Answer: TOPIC of the summary) and;

≒ What is the main idea about the topic that is being conveyed by the summary? (Answer: MAIN IDEA of the summary.)

For the correct option, the two answers that emerge out of these questions should be exactly the same as the two answers that emerged out of the original text.

(2) Significant reduction from the original text to the summary is generally achieved by either condensing or removing altogether the supporting details in the passage. In many cases, it is not even necessary to mention some of the details presented in the original paragraph in order to write a good summary.

(3) Very often, authors of texts repeat the main idea several times while writing. This is done to ensure that their main idea is hammered into the minds of the reader several times and in several ways so that the gaps (if any) in understanding the main idea may be removed.

Needless to say, in the summary, the main idea will be written only once—and **that too in one sentence only.** Any repetitions of ideas present in the original text are removed from the summary.

Consider the following example:

Jaya and Devika are both successful women who are also members of a socially disadvantaged section of the society. Jaya has a firm belief in positive discrimination. By positive discrimination she believes that the negative discrimination that society has subjected her section of the society to can only be offset through reverse discrimination. She believes that if positions of economic, social and political eminence, power and honor are offered principally to historically disadvantaged sections of society, then these groups will begin to play a more significant role in society today.

Devika, on the other hand, feels that she has succeeded in her chosen field of work on her hard work and on her own merits. She thinks that the principle of positive discrimination is flawed since it will result in the lowering of standards and decreases competition between similarly qualified personnel who will expect to achieve positions because of their factors other than rather than their suitability for the particular position.

Which of the following best sums up Jaya's argument?

(A) Positive discrimination will encourage more people to apply for jobs, previously unavailable to them.

(B) Positive discrimination will give extra opportunities to socially disadvantaged sections of the society.

(C) Quality and professionalism will improve because of the greater number of positions held by

members of minority groups.

(D) Positive discrimination will remove deep rooted prejudices against the weaker sections of society from the work arena.

The correct answer is B.

The Question type 7: Questions that Ask You to Identify the Relevance of the Argument

Relevant information questions are framed with the objective of testing the student's abilities to understand the main idea of the passage. The student is expected to test various options for their relevance to the arguments presented.

A relevant piece of information can be defined as something that affects the argument—either positively by strengthening it or negatively by weakening it. The degree to which the argument is affected in either direction is not a factor while testing the relevance of the information.

In some cases, information is relevant to the argument simply because it has the effect of either elaborating or explaining or expanding the main point.

Obviously, when the argument is not affected by the information provided in any way, it becomes irrelevant in the context of the text provided.

Another way in which you will have to test the reasonableness of an argument is by linking the information to how it helps you judge an assumption in the argument. Does the information whose relevance you have to judge have any effect on how reasonable an assumption underlying the argument is? Does it make the assumption more valid and reasonable? Does it reduce the reasonableness of the assumption of the argument? If the answer to either of these is yes, then it automatically makes the information reasonable.

Consider the following example:

A service oriented company, Bharadwaj Inc., included in its annual balance sheet and P&L accounts presented to its shareholders at it's AGM, the following note on its policy of accounting:

Fixed assets are stated in the consolidated balance sheet at cost minus accumulated depreciation and amortization. Depreciation is provided on all fixed assets, except land. This is done to reflect the true value of the asset. The writing off of their cost is done by using the Straight Line Method of depreciation over the estimated economically useful lives of the respective assets.

The cost of leasehold improvements, if any, is amortized over the term of the remaining number of years of the lease in equal annual installments.

Which of the following statements is relevant to, but not consistent with, the above accounting policy?

(A) The economic useful life of land and buildings is assumed to be 40 years, and Bharadwaj Inc., therefore, employs a depreciation rate of 2.5% per annum.

(B) Bharadwaj Inc. include in their plant, equipment whose historical cost is `1.5 crore. This is mentioned at it's historical cost itself, even though this equipment is more than 10 years old and the depreciation rate on plant and machinery has been 1.5% for many years.

(C) The company spent `30 lakh on improving a building, which is leased. The period of the lease was seven years, but the lease must be renewed in two years time. The company provided for amortization at 50% of the amount for this year.

(D) None of these.

The correct answer is B.

Question Type 8: Questions that Ask You to Evaluate the Method of the Argument

Questions based on the method of the argument, ask the student to identify the technique applied by the author of the argument in order to make his argument, i.e., the logic for the support of the claim that the author is making.

Method questions are normally general about the entire argument, but can be sometimes specific about a part of the argument.

Some examples of the kinds of options the method based questions might give

(1) The author argues from a small sample to a large population.

(2) The author compares two parallel events and argues on the basis of parallels and contrasts.

(3) The author uses an analogy to present his case.

(4) The author transfers a cause and effect relationship from one field to another.

(5) The author uses an appeal to popular opinion in order to make his point.

(6) The author is making a prediction based on the evidence from events of the past.

(7) The author attacks the opponent rather than attacking his argument.

(8) The author discusses two diverse issues by comparing commonalities

between them.

(9) The author makes an extrapolation of a personal experience into a general case.

(10) The author argues from the specific to the generic.

(11) The author argues from the generic to the specific.

In order to solve questions based on Method, ask yourself how the author has reached the conclusion and in what context each part of the evidence is presented.

A famous judge stated that if murder is a worse crime than blackmail and blackmail is a worse crime than theft, then murder is a much worser crime than theft.

Which is a correct analysis of the above argument?

(A) A case operating in one situation will also be operative in another situation, if both situations are characterised in identical terms.

(B) A case that operates under certain conditions will surely be operative in other situations in which the same conditions are present in a more acute form.

(C) A case that clearly expresses the purpose it was meant to serve will also apply in other situations in which the identical purpose may be served.

(D) None of the above.

The correct answer is D.

Question Type 9: Questions that Ask You to Identify the Flaws/Fallacies in an Argument

Flaw based questions are similar to method based questions. The only difference is that unlike in the case of method questions where the validity of the argument does not matter, in flaw based questions, the validity of the argument matters. You need to identify whether there is an error in the entire argument or whether it is in a specific part of the argument.

Consider the following questions based on flaws/fallacies in an argument.

Roma: The number of accidents on state and national highways this year in the state of Karnataka, where the speed limit was lowered to fifty kmph an hour two years ago, is clear evidence that speed

restrictions rigorously enforced, make drivers more aware of the dangers of going too fast.

Aamir: Wrong. If you take a close look at the records it will show you that the number of accidents has been falling ever since the introduction of newer and stricter penalties for traffic rules violations, which happened two years before the lowering of the speed limit.

Which of the following best describes the weak point in Roma's statement upon which Aamir focuses?

(A) The decrease in highway accidents may be a temporary phenomenon.

(B) The evidence Roma cites comes only from one area.

(C) No exact statistics for freeway accidents are given by Roma.

(D) Roma fails to provide concrete evidence to prove a direct causative relationship between the cause and the effect.

The correct answer is D.

Question Type 10: Questions that Ask You to Identify Cause-Effect Relationships

Cause-effect relationships are commonly used in all types of argumentations. We have studied this in detail under Reading Comprehension as well as under the chapter on Paragraph Jumbles. Questions of this type will ask you to spot/reason out causal relationships between diverse events/phenomena. Look at the following question in order to get a clearer picture of such questions:

In India in 1990, there were, on an average 14 deaths at birth (infant mortality) per 1,00,000 population. By 2000 there were 11, and by 2001, 8. Today, there are 5 deaths at birth per 1,00,000 population, and it is anticipated that the downward trend will continue.

Each of the following, if true, would help account for this trend except:

(A) Medical care is more widespread and available.

(B) More effective birth control methods have been implemented.

(C) The number of pediatricians per 10,000 population has increased.

(D) Midwifery has declined in favor of doctors.

The correct answer is D.

GENERAL APPROACH FOR SOLVING CRITICAL

REASONING QUESTIONS

The Cream of the Piece

Step 1: Read the question stem first. This will help you to decide what you are going to be looking for in the paragraph when you read it for the first time.

Step 2: Next read the passage, identifying the claim, the supporting reasons/evidence, the assumptions inherent in the argument and the inferences that can be made from the argument.

Step 3: Pre-phrase your answer—Knowing what you are going to be looking for while reading the options is helpful in order to get the correct answer. Then, check the options to see which one best fits your opinion.

ELEMENTARY PRACTICE EXERCISE

1. The best movie showing in the country right now is *Black and Red* —it has been in the #1 position for three weeks.

- How can we weaken this argument?
- How can we strengthen this argument?

2. All mammals have red blood. Therefore, deers have red blood.

- If so, what is the “missing step,” or “hidden assumption?”

3. The Education Minister has recently suggested that all people should go to school for at least 15 years. However, this argument is clearly wrong since the minister himself is educated only upto the sixth class.

- How can we weaken this argument?
- How can we strengthen this argument?

4. It is a well accepted fact that in order to raise your scores in the CAT, you should study and practice the question types in the test a lot. However, Motilal used this strategy and he did not get the score that he wanted. Therefore, this strategy is not helpful.

- How can we weaken this argument?
- How can we strengthen this argument?

5. It is a commonly known fact that most people do not obey traffic signals when they drive on the roads. Isn’t it very often that you have noticed people disobey signals and get away scotfree? We can therefore

conclude that the system of traffic signals is entirely useless.

- How can we weaken this argument?
- How can we strengthen this argument?

6. Frozen water is less dense than liquid water. Therefore, frozen water will float in liquid water.

- If so, what is the “missing step,” or “hidden assumption?”

7. The President has recently suggested adding fluoride to all public water sources. This is obviously a bad idea since many of the former communist and fascist countries also added fluoride to all their public water sources.

- How can we weaken this argument?
- How can we strengthen this argument?

8. Four hours ago I had a bad cold and headache, so I took six Dercold tablets. I still have the cold and the headache. Therefore, Dercold is a useless medicine.

- How can we weaken this argument?
- How can we strengthen this argument?

9. In an attempt to increase sales, HTR Ltd. implemented a new customer service policy that required all sales representatives to address all prospective clients by name. Within three months of this step, sales had risen by over 25%, something that had never happened in the company’s history. The new policy was therefore a success.

- How can we weaken this argument?
- How can we strengthen this argument?

10. It is obvious to everyone who can reason that Einstein could not have formulated the theory of relativity. It is a common fact that Einstein did not receive a passing grade in math class as a child.

- What is the “missing step” or “hidden assumption” in this argument?
- How can we weaken this argument?
- How can we strengthen this argument?

Practice Exercises

1. Oligopoly is the state where there are many competitors within a single market. The Pepsi Company realizes that its operations are in competitive industries.

Which of the following conclusions may be inferred from the above?

(a) Pepsi's market is not oligopolistic.
(b) Monopoly is defined as one seller in a market.
(c) The Pepsi Company has a lot of domestic competition.
(d) The Pepsi Company is operating in an oligopolistic market.
(e) Monopoly and oligopoly are similar markets.

2. People in a South African tribe have observed that heavy rains are usually preceded by claps of thunder. They are convinced that the heavy rains are somehow caused by the claps of thunder.

Which of the following, if true, would weaken the tribals, conviction?

(a) The temperature must fall below 20 degrees Celsius for both heavy rains and claps of thunder to occur.
(b) The presence of rain bearing clouds is the reason for the heavy rains as well as the claps of thunder.
(c) The tribals of the particular tribe are unscientific people prone to superstitions.
(d) It is as yet to be proved that claps of thunder precede and hence, cause heavy rains.
(e) Claps of thunder actually cause heavy rains.

3. Professor Krithileshwar Jhamb argued that that the method of evaluation for teachers, used at IIM Bangalore where students evaluated the teachers, was not a valid measure of teaching quality. Students should fill out questionnaires at the end of the term when the courses have been completed.

Which of the following, if true, provides support for Professor Jhamb's proposal?

(a) Professor Jhamb received low ratings from a majority of his students.
(b) Under the present system, students were made to evaluate their teachers' mid term.
(c) Students at IIM Bangalore are not interested in evaluating their teachers.
(d) The institution should have more methods to evaluate teachers.
(e) A new proposal for methods of evaluation is being decided.

4. PM Manmohan Singh lobbied for the inclusion of India amongst the set of ASEAN countries. This would help develop and liberalize trade with countries such as Japan, China and other prominent members of the ASEAN group.

Each of the following, if true, could account for the above, except:

(a) The PM is up for re-election and needs to show results.
(b) The PM's United Party Alliance had promised the creation of new jobs in the economy.
(c) The inclusion of India in the ASEAN would be a major achievement on the economic and political front for Manmohan Singh.
(d) Being a shrewd economist, Manmohan Singh realised that trade agreements with prominent nations of the ASEAN would definitely lead to an increase in the trade deficit of the country.
(e) None of these.

5. "If the islanders are doomed to have local self governance—and it is the islanders who have determined this—then they should be ready to bear the negative consequences of local self governance." said a British colonist as he left the shores of the island he was governing.

Which of the following, if true, would weaken his argument?

(a) Local rulers are always more interested in the development of their country than foreign colonists.
(b) Local self governance is not child's play.
(c) The islanders are equally qualified and competent, if not more than the colonists, to run their own government.
(d) A group of islanders were against the transfer of power.
(e) The islanders were not working to form their own government.

6. Amrinder Singh is no big catch for the Tongress Party in Uttam Pradesh. Even though he is the brother of the Chief Minister of the opposing Bhrasthwadi Party, he himself has no political clout and was not even important organizationally for his own party.

Which of the following statements is inconsistent with the above?

(a) Amrinder Singh is the brother of the present Chief Minister of Uttam Pradesh.
(b) The Bhrastwadi Party and the Tongress Party are political rivals.
(c) Amrinder Singh is being touted as the next leader of the Bhrasthwadi Party.
(d) Amrinder Singh has not been interested in politics.
(e) Amrinder Singh is not treated as very important by his own party men.

7. Stock market analyst Dhirubhai Mehta: “We believe that company’s stock will appreciate at 35% a year for the next 10–12 years. The company just became the leader in its industry and we expect its sales to continue to grow at 8% a year over this period.”

Investor: “But how can the stock’s price be expected to grow more quickly than the company’s underlying sales?”

Which of the following facts would best support the stock analyst?

(a) The company’s expenses will be declining over the next 5 to 10 years.
(b) The company just won a patent on a new product.
(c) Company A’s stock is currently overvalued by a significant amount.
(d) The company’s industry peer group is expected to experience stock appreciation rates of 30% over the same time horizon.
(e) The company is expecting some losses in the coming season.

8. A car magazine report: ‘The average mileage in the small car market was found to be 18 kilometres per litre. The average mileage was calculated by taking cars of all manufacturers in the segment, filling them with 10 litres of fuel and driving them along the Mumbai–Pune expressway. However, for the Karuti, the mileage was 22 kilometres per litre. Clearly, if you want to buy a new car, you should buy the

Karuti.'

Which of the following assumptions does the magazine make?

(a) The reader is interested in buying a car.

(b) Mileage is the sole consideration for the readers of the magazine who intend to buy a car.

(c) No other car in the segment had a mileage better than the Karuti's mileage.

(d) None of these.

(e) The readers might also look for other factors as comfort, etc.

9. For the above question, which of the following additional information makes the argument stronger?

I. Petrol prices have touched the sky, and hence the reader should be primarily interested in saving on fuel costs while purchasing a new car.

II. Besides mileage, Karuti scored the best on 9 out of 10 performance indicators used by the survey.

III. The article is titled—"Your first Car"

(a) I and II

(b) II and III

(c) II only

(d) All of these

(e) None of these

10. Per-capita income in India last year was `17,600. Real median income for female headed families was `38,000. Therefore, women wage-earners are paid more than the national average.

Which of the following would, if true, weaken the above conclusion?

(a) Only a small proportion of the total wage earners are women family heads.

(b) In 99 percent of the cases, families headed by a female included other wage-earners.

(c) Average income is significantly different from median income.

(d) All of these.

(e) None of these.

11. The head of the NCAER was quoted as saying that the Consumer Price Index (CL) will go down next month because of a recent drop in the price of petrol and steel.

Which of the following cannot be inferred from the statement?

(a) The cost of petrol and steel has gone down sharply.

(b) Consumption of petrol and steel has gone up.

(c) Petrol and steel are major items in the CPI.

(d) The changes in the cost of petrol is reflected quickly in the CPI.

12. "There has been a high incidence of traffic accident related deaths last year." Hence, the chairman of the CBDT suggested that excise taxes on cars and automobiles should not be reduced as planned by the government.

Which of the above statements weakens the argument above?

(a) Although there was a high incidence of traffic accident related deaths last year, it was not significantly higher than the previous years.

(b) Compulsory insurance covered most physical damage to automobiles and property.

(c) A Government of India report has shown that the demand for automobiles was highly inelastic.

(d) It was found in a study that an inadequate road network accounted for 30% of the accidents last year.

(e) Higher prices would definitely deter lawyers.

13. The Incandescent brand fruit juice claims to be the most original fruit juice available on the market today. To prove this claim, the company marketing Incandescent called 10 people and asked them about their thoughts on fruit juices available on the market today. Nine of them stated that they unequivocally drink Incandescent brand fruit juices on a regular basis because it is closest to the taste of real fruits.

Which of the following would most weaken this argument?

(a) The Incandescent brand fruit juice is highly addictive.
(b) The 10 people called were related closely to top executives of the company.
(c) Most people prefer cola drinks to fruit juices. Here, Incandescent is a poor third to Coke and Pepsi.
(d) The 10 people were selected at random.
(e) All of these.

14. For the above question, which of the options actually strengthen the argument?

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

15. Chewing tobacco has many benefits. However, the primary benefits occur in the area of mental health. The habit originates in a search for contentment. The life expectancy of our people has increased greatly in recent years; it is possible that the relaxation and contentment and enjoyment produced by tobacco chewing has lengthened many lives. Hence, Chewing Tobacco is beneficial.

Which of the following, if true, would weaken the above conclusion?

(a) The government earns millions of dollars from the sales of chewing tobaccos.
(b) The evidence cited in the statement covers only one example of the effects of tobacco chewing.
(c) There is as yet no statistical evidence to prove a link between chewing and longevity.
(d) None of these.
(e) Chewing tobacco satiates the longing in aperson.

16. Which of the following if true would best support the above argument?

(a) Chewing tobacco has proved to be less harmful than smoking.

(b) In a survey of 100 people, it was found that people who chewed tobacco had longer lives than people who drank Pepsi.
(c) A study conducted by the National Institute of Health Research found a link between chewing tobacco and longevity.
(d) Chewing tobacco leads to happier individuals. Happiness is proven to be a cause for longevity.
(e) None of these.

17. Many of the junk foods on the market today, doughnuts, burgers and pizza, have less nutrients than natural foods, which were dominant a decade or two ago. Many nutritionists claim that pizza and doughnuts give less nourishment than natural foods. A spokesman of a leading junk food Company—Pizza House —stated recently that an examination of grade-school students shows less nutritional deficiency than in their parents' time. Hence, junk foods are not as bad as made out to be.

Which of the following, if true, would tend to strengthen the view of the spokesman?

(a) Grade school children reported eating no breakfast at all.
(b) Fewer junk foods were available to the parents.
(c) Adults claim to eat junk foods as well as natural foods.
(d) Both (b) and (c).
(e) Only (a) and (c).

18. My neighbour, Mr. Kohli's dogs bark and howl every time he lets them outside. My class teacher told me that dogs tend to bark and howl when they see other dogs eating biscuits sitting in their owner's laps. I personally believe they bark and howl because they enjoy disrupting my meditations.

Which of the following can be inferred from the preceding passage?

(a) Mr. Kohli lets out his dogs very often.
(b) The dogs are always howling and barking to disturb neighbours.
(c) The dogs enjoy being outside.
(d) Mr. Kohli's dogs bark and howl whenever they are outside.

(e) None of these.

19. The argument for liberalization which answers the worries of the left parties about the possible trade deficits created by the opening up of the Indian economy goes thus: 'In today's economic scenario, where there are many trading countries, the trade between two specific countries need not be balanced. The differing demands of goods and services and the differing productive capabilities of the same among different countries will cause a country like India to have trade deficits with some countries and surpluses with other countries. On the whole, the trade deficits and surpluses will balance out in order to give a trade balance'.

Which of the following conclusions best summarises the argument presented in the passage above?

(a) Left parties need not worry about trade deficits in India since its trade will always be in balance even though it runs a deficit with a single country.

(b) India's trade deficits and surpluses with other countries always balance out.

(c) The left parties in India should not be concerned about India's trade deficits with specific countries because they will balance out in the long run.

(d) None of these.

(e) Only (a) and (b).

20. Most citizens are very conscientious about observing a law when they can see the reason behind it. For instance, there has been very little need to actively enforce the recently-implemented law that increased the penalty for godmen duping people of their money by playing with their emotions. This is because citizens are very conscientious about duping someone in the name of religion, as it leaves their religious gurus with a bad name.

Which of the following statements would the author of this passage be most

likely to believe?

(a) The increased penalty alone is a significant motivation for most citizens to obey the law.

(b) There are still too many inconsiderate citizens in the society.

(c) Godmen should not be allowed to play with the emotions of the people.

(d) Society should make an effort to teach citizens the reasons for its laws.

(e) People would be more likely to listen to genuine religious gurus than self proclaimed godmen.

21. Throughout the first decade of the 21st century, net increases in Indian direct investments in the Far East (funds outflows) exceeded net new Far East direct investment in India.

Each of the following, if true, could help to account for this trend except:

(a) Land values in the Far East were increasing at a faster rate than in India.

(b) Labor mobility was higher in India than in the Far East.

(c) The cost of labor (wages) was consistently lower in the Far East than in India.

(d) Corporate liquidity was lower in India than in the Far East.

(e) Labour and land values were increasing at a faster rate in the Far East.

22. Inflation can only be fundamentally caused by two factors—Supply side factors and demand side factors. These factors are either reductions in the supply of goods and services or increases in demand due to either the increased availability of money or the reallocation of demand. Unless other compensating changes also occur, inflation is bound to result if either of this occurs. In economies prior to the introduction of banks (a pre banking economy) the quantity of money available, and hence, the level of demand, was equivalent to the quantity of gold available. If the statements above are true, then it is also true that in a pre banking economy

(a) any inflation would be the result of reductions in the supply of goods and services.

(b) if other factors in the economy are unchanged, increasing the quantity of

gold available would lead to inflation.

(c) if there is a reduction in the quantity of gold available, then, other things being equal, inflation would result.

(d) Whatever changes in demand occur, there would be compensating changes in the supply of goods and services.

(e) All of the above.

23. Which of the following best completes the argument below?

One effect of the FM radio was a collapse in the market for audio cassettes. Formerly, people had to buy audio cassettes in order to listen to their favorite music, but the advent of FM radio changed all that by 'giving people music on tap'. Similarly, the introduction of crops genetically engineered to be resistant to pests will

(a) increase the size of crop harvests.

(b) increase the cost of seeds.

(c) reduce demand for chemical pesticides.

(d) reduce the value of farmland.

(e) None of the above.

24. Most large retail stores of all goods and brands hold discount sales in the month of November. The original idea of price reduction campaigns in November became popular when it was realized that the sales of products would generally slow down following the Diwali rush, were it not for some incentive. The lack of demand could be solved by the simple solution of reducing prices.

There is now an increasing tendency among major chains of stores across the country to have their "November sales" begin before Diwali. The idea behind this trend is to endeavor to sell the maximum amount of stock at a profit, even if that may not be at the maximum profit.

Which of the following conclusions cannot be drawn from the above?

(a) The incidence of "early" November sales results in lower holdings of stocks with the corollary of lower stock holding costs.

(b) Demand is a function of price; as you lower price, demand increases.

(c) Major stores seem to think it makes sense to have the November sales campaigns pre-Diwali.

(d) The major department stores do not worry as much about profit maximisation as they do about sales maximisation.

(e) A price cut offers an incentive to buy for the customs.

25. Of the world's largest AIDS cases countries in 2010, three had the same share of world AIDS patients as they had in 2000. These three countries may serve as examples of countries that succeeded in holding steady their share of the AIDS disease.

Which of the following, if true, would most seriously undermine the idea that these countries serve as examples as described above?

(a) Of the three countries, two had a much larger share of world AIDS incidence in 2000 than in 2010.

(b) Countries should strive to reduce their share of the total AIDS patients in the world, rather than try to hold it constant.

(c) The three countries have different rates of population growth.

(d) None of these.

26. In a famous experiment at the IISC campus, when a cat smelled milk, it salivated. In the experiment, a bell was rung whenever food was placed near the cat. After a number of trials, only the bell was rung, whereupon the cat would salivate even though no food was present. Such behaviour has been observed in other animals such as dogs, monkeys, etc. and is a vital input for training domesticated animals.

Which of the following conclusions may be drawn from the above experiment?

(a) Cats and other animals can be easily tricked.

(b) The ringing of a bell was associated with food in the mind of the Cat.

(c) A conclusion cannot be reached on the basis of one experiment.

(d) Two stimuli are stronger than one.

27. At a rally in the Moinul Haque Stadium, candidate Laloo exclaimed:

"Nearly everyone at the rally is behind me. It looks like I am going to be elected."

Which of the following statements, if true, best supports the above conclusion?

(a) Laloo's opponent also appeared at the rally.
(b) The rally was attended by almost all the residents of Laloo's constituency.
(c) Laloo was never defeated in an election.
(d) Laloo was supported by the MLA)
(e) Laloo was an undesirable candidate.

28. Ram is a terrible driver. He has had at least five traffic violations in the past year.

Which of the following can be said about the above claim?

(a) This is an example of an argument that is directed against the person making an argument rather than the argument itself.
(b) The argument is fallacious because it contains an illegitimate parallelism.
(c) The above argument obtains its strength from a similarity of two compared situations.
(d) The argument is built upon an assumption that is not stated but is concealed.

29. Since the late 1970s, there has been a dramatic decline in the incidence of traditional childhood diseases such as chicken pox, in India. This decline has been accompanied by an increased incidence of scleroid malaria, a hitherto rare viral infection among children. Few adults, however, have been affected by the disease. Which of the following, if true, would best help to explain the increased incidence of scleroid malaria among children?

(a) Hereditary factors determine in part, the degree to which a person is susceptible to the virus that causes scleroid malaria.
(b) The decrease in traditional childhood diseases and the accompanying increase in scleroid malaria have not been found in any other country.

(c) Children who contract chicken pox develop an immunity to the virus that causes scleroid malaria.

(d) None of these.

(e) Children who get a ruebella infection don't get chicken pox.

Questions 30 and 31 are based on the following:

An annually conducted nationwide survey by a leading health research organization, shows a continuing marked decline in the use of illegal drugs like hashish and charas by high school seniors over the last five years.

30. In using the results of the survey described above, in order to make conclusions about illegal drug use in the teenage population as a whole, which of the following, if true, casts most doubt on the relevance of the survey results?

(a) Because of cuts in funding, no survey of illegal drug use by high school seniors will be conducted next year.

(b) Another survey found an increase in the rate of smoking amongst the high school seniors.

(c) Illegal drug use by teenagers is highest in those areas of the country where teenagers are least likely to stay in high school for their senior year.

(d) The proportion of high school seniors who say that they strongly disapprove of illegal drug use has declined over the last three years.

(e) Both (a) and (c).

31. Which of the following, if true, would provide most support for concluding from the survey results described above that the use of illegal drugs by people below the age of 20 is declining?

(a) Another survey found an increase in the rate of smoking amongst the high school seniors.

(b) In the past, high school seniors were consistently the population group most likely to use illegal drugs and most likely to use them heavily.

(c) The percentage of high school seniors who use illegal drugs is

consistently very similar to the percentage of all people below the age of 20 who use illegal drugs.

(d) Both (b) and (c).

(e) All of (a), (b) and (c).

32. The local education authorities in India have recently issued a "prescribed" list of books that are approved for reading in schools by children aged between 5 and 11.

A furor has arisen among many parents because an authoress by the name of Pooja Mehta, very popular with children, has been omitted from the said list. When asked to comment on the omission, the head of the committee that was responsible for preparing the list of books said that the books of Mrs Pooja Mehta have been omitted because "we thought they are of an inferior quality and do not sufficiently stimulate the children's intellectual ability and not because they contain characters which are stereotypes or may show racial prejudice."

Which one of the following statements can be inferred from the above paragraph?

(a) There was an opinion that Mrs Mehta's books were omitted because they contained characters that were stereotypes or showed racial prejudice.

(b) The parents' view is that Mrs Pooja Mehta's books might have been left off the list because some of her characters were racist.

(c) Mrs Pooja Mehta was popular with children and parents because she included stereotype characters in her books.

(d) None of these.

(e) Mrs. Pooja Mehta's speciality was the ability to write about racial prejudice.

33. All televisions emit sounds. And all radios emit sounds. Therefore, I conclude that all televisions are radios.

The argument above is invalid because

(a) the writer bases his argument on another argument that contains circular reasoning.

(b) the writer has illogically classified two disparate groups together when there is no relationship between them, except that they both have the same attribute.

(c) the writer has made a mistaken analogy between two dissimilar objects.

(d) the writer has failed to express his reasoning fully.

(e) The writer has failed to express a relation between the two objects.

34. In elections in a democratic set up, the proper role of the press is to cover only those factors in the campaign which bear on the eventual outcome. Since the outcome is invariably a victory for the candidate of one of two major parties, the press should not cover the campaigns of candidates of minor parties. The argument above relies on which of the following assumption?

(a) It is unlikely that there will be more than three candidates in any given race.

(b) Candidates of minor parties will never win elections.

(c) The number of votes cast for a candidate of a minor party is not likely to affect the outcome of the contest between the candidates of the two major parties.

(d) Both B and C.

(e) None of the above.

35. The daily journey from his home to his office takes Shyam on an average fifty five minutes by car. Shyam learns about a different route from a neighbour. This route is longer in distance, but will only take thirty five minutes on the average, because it contains stretches of roads where it is possible to drive at higher speeds. Shyam's only consideration apart from the time factor, is the cost. He calculates that his car will consume 10% less gasoline if he takes the suggested new route. Shyam decides to take the new route for the next two weeks as an experiment.

If the above were the only considerations, which one of the following may have an effect on the decision Shyam has made?

(a) Major road work is begun on the shorter distance route, which holds up traffic for an extra ten minutes. The project will take six months, but after it, the improvements will allow the journey to be made in half an hour less than at present.

(b) Re-routing of heavy vehicular traffic from the shorter route to a new route, is expected to reduce the amount of traffic to one third of the current levels

(c) Shyam finds a third route which is slightly longer than his old route, but shorter than the suggested route.

(d) Both A and B.

(e) Shyam suffers from an eye problem which makes it difficult for him to drive longer distances.

36. The cost of housing in many urban parts of India has become so excessive that many young couples, with above-average salaries, can only afford small apartments. EMI and rent commitments are so huge that they cannot consider the possibility of starting a family since a new baby would probably mean either the mother or father giving up a well-paid position— something they can ill afford. The lack of or great cost of child-care facilities further precludes the return of both parents to work.

Which of the following adjustments could practically be made to the situation described above which would allow young couples to improve their housing prospects?

(a) Encourage couples to remain childless.

(b) Encourage couples to have one child only.

(c) Encourage young couples to move to cheaper areas for living.

(d) None of these is likely to have an impact on the current situation.

(e) Both (a) and (c).

37. By the early 1990s, the services sector contributed approximately 20 percent of India's GDP. Still, no coherent system of rules, principles, and procedures exist to govern the service sector.

Which of the following best summarises the argument?

(a) Regulatory systems lag behind reality.
(b) A regulatory system ought to reflect the importance of the service sector.
(c) India's GDP was five times its service sector.
(d) None of these.
(e) The service sector contributes insignificantly to the GDP.

38. In 1980, Uttam Pradesh earned `17 million in tourist revenue. By 1990, tourist revenue doubled and in 2000, it reached the sum of `132 million.

Each of the following, if true, may explain the trend in tourist revenue except:

(a) The number of tourists has increased from 1940 to 1980.
(b) Average expenditure per tourist has increased.
(c) Average stay per tourist has increased.
(d) The number of total hotel rooms has increased.
(e) Only (a) and (b).

39. Following the massive earthquake in Gujarat, building rules in Gujarat required all apartment buildings constructed after 2002 to have earthquake resistant designs.

From which of the following can the statement above be inferred?

(a) Apartment buildings built after 2002 had to be earthquake resistant.
(b) All apartment buildings built in Gujarat after 2002 have to have earthquake resistant designs.
(c) Some apartment buildings constructed before 2002 had earthquake resistant designs.
(d) Both A and B.
(e) Building rules require the buildings to have fixed number of floors.

40. In 1980, the average per capita telephone consumption in India was one telephone per hundred people. By 2005, the figure became one telephone per 8 people.

Each of the following, if true, could explain this trend except:

(a) The cost of owning telephones has gone down to one fifth of its earlier

values.

(b) There has been a privatisation of the telecom sector in the 1990s.

(c) Getting a telephone connection has been simplified, and waiting lines have been eliminated.

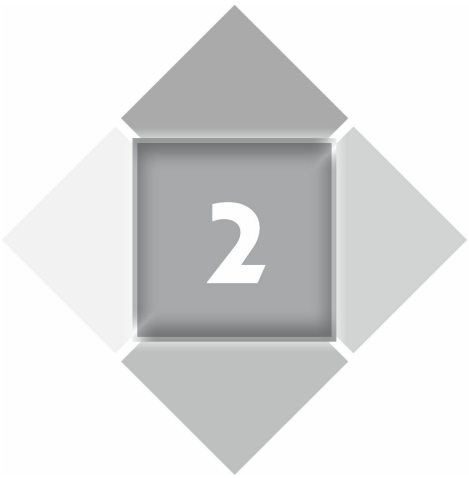
(d) There has been an increase in affluence and disposable income amongst the country's vast middle class.

(e) Only (a) and (b).

Answer Key

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

22. (b)
23. (c)
24. (a)
25. (b)
26. (b)
27. (b)
28. (d)
29. (c)
30. (c)
31. (c)
32. (a)
33. (b)
34. (d)
35. (a)
36. (c)
37. (b)
38. (d)
39. (b)
40. (b)



Previous Years' Questions from CAT

CAT 2003

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

1. You seemed at first to take no notice of your school-fellows, or rather to set yourself against them because they were strangers to you. They knew as little of you as you did of them; this would have been the reason for their keeping aloof from you as well, which you would have felt as a hardship. Learn never to conceive a prejudice against others because you know nothing of them. It is bad reasoning, and makes enemies of half the world. Do not think ill of them till they behave ill to you; and then strive to avoid the faults which you see in them. This will disarm their hostility sooner than pique or resentment or complaint.

(a) The discomfort you felt with your school fellows was because both sides knew little of each other. You should not complain unless you find others prejudiced against you and have attempted to carefully analyse the faults you have observed

in them.

(b) The discomfort you felt with your school fellows was because both sides knew little of each other. Avoid prejudice and negative thoughts till you encounter bad behaviour from others, and then win them over by shunning the faults you have observed.

(c) You encountered hardship amongst your school fellows because you did not know them well. You should learn to not make enemies because of your prejudices irrespective of their behaviour towards you.

(d) You encountered hardship amongst your school fellows because you did not know them well. You should learn to not make enemies because of your prejudices unless they behave badly with you.

2. The human race is spread all over the world, from the polar regions to the tropics. The people of whom it is made up eat different kinds of food, partly according to the climate in which they live, and partly according to the kind of food which their country produces. In hot climates, meat and fat are not much needed; but in the Arctic regions they seem to be very necessary for keeping up the heat of the body. Thus, in India, people live chiefly on different kinds of grains, eggs, milk, or sometimes fish and meat. In Europe, people eat more meat and less grain. In the Arctic regions, where no grains and fruits are produced, the Eskimo and other races live almost entirely on meat and fish.

(a) Food eaten by people in different regions of the world depends on the climate and produce of the region, and varies from meat and fish in the Arctic to predominantly grains in the tropics.

(b) Hot climates require people to eat grains while cold regions require people to eat meat and fish.

(c) In hot countries, people eat mainly grains while in the Arctic, they eat

meat and fish because they cannot grow grains.

(d) While people in Arctic regions like meat and fish and those in hot regions like India prefer mainly grains, they have to change what they eat depending on the local climate and the local produce.

CAT 2004

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

3. Although almost all climate scientists agree that the Earth is gradually warming, they have long been of two minds about the process of rapid climate shifts within larger periods of change. Some have speculated that the process works like a giant oven or freezer, warming or cooling the whole planet at the same time. Others think that shifts occur on opposing schedules in the Northern and Southern Hemispheres, like exaggerated seasons. Recent research in Germany examining climate patterns in the Southern Hemisphere at the end of the last Ice Age strengthens the idea that warming and cooling occurs at alternate times in the two hemispheres. A more definitive answer to this debate will allow scientists to better predict when and how quickly the next climate shift will happen.

(a) Scientists have been unsure whether rapid shifts in the Earth's climate happen all at once or on opposing schedules in different hemispheres; research will help find a definitive answer and better predict climate shifts in future.

(b) Scientists have been unsure whether rapid shifts in the Earth's climate happen all at once or on opposing schedules in different hemispheres; finding a definitive answer will help them better predict climate shifts in future.

(c) Research in Germany will help scientists find a definitive answer about warming and cooling of the Earth and predict climate shifts in the future in a better manner.

(d) More research rather than debates on warming or cooling of the Earth and exaggerated seasons in its hemispheres, will help scientists in Germany predict climate changes better in future.

4. Local communities have often come in conflict with agents trying to exploit resources, at a faster pace, for an expanding commercial-industrial economy. More often than not, such agents of resource-intensification are given preferential treatment by the state, through the grant of generous long leases over mineral or fish stocks, for example, or the provision of raw material at an enormously subsidized price. With the injustice so compounded, local communities at the receiving end of this process, have no recourse except direct action, resisting both the state and outside exploiters through a variety of protest techniques. These struggles might perhaps be seen as a manifestation of a new kind of class conflict.

(a) A new kind of class conflict arises from preferential treatment given to agents of resource-intensification by the state, which the local community sees as unfair.

(b) The grant of long leases to agents of resource-intensification for an expanding commercial- “industrial economy leads to direct protests from the local community, which sees it as unfair.

(c) Preferential treatment given by the state to agents of resource-intensification for an expanding commercial-industrial economy exacerbates injustice to local communities and leads to direct protests from them, resulting in a new type of class conflict.

(d) Local communities have no option but to protest against agents of resource-intensification and create a new type of class conflict when they are given raw material at subsidised prices for an expanding commercial-industrial economy.

5. Modern bourgeois society, said Nietzsche, was decadent and enfeebled—a victim of the excessive “development of the rational faculties at the expense of will and instinct.” Against the liberal-rationalist stress on the intellect, Nietzsche urged recognition of the dark mysterious world

of instinctual desires—the true forces of life. Smother the will with excessive intellectualizing and you destroy the spontaneity that sparks cultural creativity and ignites a zest for living. The critical and theoretical outlook destroyed the creative instincts. For man's manifold potential to be realized, he must forego relying on the intellect and nurture again the instinctual roots of human existence.

(a) Nietzsche urges the decadent and enfeebled modern society to forego intellect and give importance to creative instincts.

(b) Nietzsche urges the decadent and enfeebled modern society to smother the will with excessive intellectualising and ignite a zest for living.

(c) Nietzsche criticizes the intellectuals for enfeebling the modern bourgeois society by not nurturing man's creative instincts.

(d) Nietzsche blames excessive intellectualisation for the decline of modern society and suggests nurturing creative instincts instead.

CAT 2003

Directions for Questions 6 to 9: *Four alternative summaries are given below each text. Choose the option that best captures the essence of the text.*

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

I. Some decisions are obvious under certain circumstances. You may, for example, readily accept a relative's offer of free holiday accommodation. Or step in for your boss when she is away.

II. Some decisions are no-brainers. You need not think when making them. Examples are condo offers from in-laws and job offers from

bosses when your bank account is low or boss is away.

III. Easy decisions are called “no-brainers” because they do not require any cerebral activity. Examples such as accepting free holiday accommodation abound in our lives.

IV. Accepting an offer from in-laws when you are short on funds and want a holiday is a no-brainer. Another no-brainer is taking the boss’s job when she is away.

(a) I

(b) II

(c) III

(d) IV

7. Physically, inertia is a feeling that you just can’t move; mentally, it is a sluggish mind. Even if you try to be sensitive, if your mind is sluggish, you just don’t feel anything intensely. You may even see a tragedy enacted in front of your eyes and not be able to respond meaningfully. You may see one person exploiting another, one group persecuting another, and not be able to get angry. Your energy is frozen. You are not deliberately refusing to act; you just don’t have the capacity.

I. Inertia makes your body and mind sluggish. They become insensitive to tragedies, exploitation, and persecution because it freezes your energy and decapacitates it.

II. When you have inertia, you don’t act although you see one person exploiting another or one group persecuting another. You don’t get angry because you are incapable.

III. Inertia is of two types—physical and mental. Physical inertia restricts bodily movements. Mental inertia prevents mental response to events enacted in front of your eyes.

IV. Physical inertia stops your body from moving; mental inertia freezes your energy and stops your mind from responding meaningfully to events, even tragedies, in front of you.

(a) I

(b) II

(c) III

(d) IV

8. Try before you buy. We use this memorable saying to urge you to experience the consequences of an alternative before you choose it, whenever this is feasible. If you are considering buying a van after having always owned sedans, rent one for a week or borrow a friend's. By experiencing the consequences first hand, they become more meaningful. In addition, you are likely to identify consequences you had not even thought of before. May be you will discover that it is difficult to park the van in your small parking space at work, but that, on the other hand, your elderly father has a much easier time getting in and out of it.

I. If you are planning to buy a van after being used to sedans, borrow a van or rent it and try it before deciding to buy it. Then you may realise that parking a van is difficult while it is easier for your elderly father to get in and out of it.

II. Before choosing an alternative, experience its consequences if feasible. If, for example, you want to change from sedans to a van, try one before buying it. You will discover aspects you may never have thought of.

III. Always try before you buy anything. You are bound to discover many consequences. One of the consequences of going in for a van is that it is more difficult to park than sedans at the office car park.

IV. We urge you to try products such as vans before buying them. Then you can experience consequences you have not thought of such as parking problems. But your father may find vans more comfortable than cars.

(a) I

(b) II

(c) III

(d) IV

9. It is important for shipping companies to be clear about the objectives for maintenance and materials management—as to whether the primary focus is on service level improvement or cost minimization. Often, when certain systems are set in place, the cost minimization objective and associated procedures become more important than the flexibility required for service level improvement. The problem really arises since cost minimization tends to focus on out of pocket costs which are visible, while the opportunity costs, often greater in value, are lost sight of.

I. Shipping companies have to either minimize costs or maximize service quality. If they focus on cost minimization, they will reduce quality. They should focus on service level improvement, or else opportunity costs will be lost sight of.

II. Shipping companies should determine the primary focus of their maintenance and materials management. Focus on cost minimization may reduce visible costs, but ignore greater invisible costs and impair service quality.

III. Any cost minimization program in shipping is bound to lower the quality of service. Therefore, shipping companies must be clear about the primary focus of their maintenance and materials management before embarking on cost minimization.

IV. Shipping companies should focus on quality level improvement rather than cost cutting. Cost cutting will lead to untold opportunity costs. Companies should have systems in place to make the service level flexible.

(a) I

(b) II

(c) III

(d) IV

CAT 1999

Directions for Questions 10 to 17: *Read each of the eight short passages given below and answer the questions that follows it.*

10. Three airlines—IA, JA and SA—operate on the Delhi-Mumbai route. To increase the number of seats sold, SA reduced its fares and this was emulated by IA and JA immediately. The general belief was that the volume of air travel between Delhi and Mumbai would increase as a result.

Which of the following, if true, would add credence to the general belief?

(a) Increase in profitability of the three airlines.
(b) Extension of the discount scheme to the other routes.
(c) A study that shows that air travelers in India are price-conscious.
(d) A study that shows that as much as 80% of air travels in India are company-sponsored.

11. According to Mc Neil, a Brahmin priest was expected to be able to recite at least one of the Vedas. The practice was essential for several centuries when the Vedas had not yet been written down. It must have had a selective effect since priests would have been recruited from those able or willing to memorize long passages. It must have helped in the dissemination of the work, since a memorized passage can be duplicated many times.

Which one of the following can be inferred from the above passage?

(a) Reciting the Vedas was a 'Brahmin's obligation.'
(b) The Vedic priest was like a recorded audio cassette.
(c) Mc Neill studied the behavior of the Brahmin priests.
(d) Vedic hymns had not been scripted.

12. Developed countries have made adequate provisions for social security of senior citizens. State insurers (as well as private ones) offer Medicare and pension benefits to people who can no longer earn. In India, with the collapse of the joint family system, the traditional shelter of the elderly has disappeared. And a state faced with a financial crunch is not in a position to provide social security. So it is advisable that the working population give serious thought to building

a financial base for itself.

Which one of the following, if it were to happen, weakens the conclusion drawn in the above passage the most?

(a) The investable income of the working population as a proportion of its total income will grow in the future.

(b) The insurance sector is underdeveloped and trends indicate that it will be extensively privatised in the future.

(c) India is on a path of development that will take it to a developed country's status with all its positive and negative implications.

(d) If the working population builds a stronger financial base, there will be revival of the joint family system.

13. Various studies have shown that our forested and hilly regions and, in general, areas where biodiversity—as reflected in the variety of flora—is high, are the places where poverty appears to be high. And these same areas are also the ones where educational performances seem to be poor. Therefore, it may be surmised that, even disregarding poverty status, richness in biodiversity goes hand in hand with educational backwardness.

Which of the following statements, if true, can be said to best provide supporting evidence for the surmise mentioned in the passage?

(a) In regions where there is little variety in flora, educational performance is seen to be as good as in regions with high variety in flora, when poverty levels are high.

(b) Regions which show high biodiversity, also exhibit poor educational performance, at low level of poverty.

(c) Regions which show high biodiversity reveal high levels of poverty and poor educational performance.

(d) In regions where there is low biodiversity, at all levels of poverty, educational performance is seen to be good.

14. Cigarettes constitute a mere 20% of tobacco consumption in India, and fewer than 15% of the 200 million tobacco users consume cigarettes.

Yet these 15% contribute nearly 90% of the tax revenues to the exchequer from the tobacco sector. The punitive cigarette taxation regime has kept the tax base narrow, and reducing taxes will expand this base.

Which one of the following best bolsters the conclusion that reducing duties will expand the tax base?

(a) The cigarette manufactures' association has decided to indulge in aggressive promotion.

(b) There is a likelihood that tobacco consumers will shift to cigarette smoking if cigarette prices were to reduce.

(c) The cigarette manufacturers are lobbying for a reduction on duties.

(d) An increase in duties on non-cigarette tobacco may lead to a shift in favour of cigarette smoking.

15. Thomas Malthus, the British clergyman turned economist, predicted that the planet would not be able to support the human population for long. His explanation was that human population grows at a geometric rate, while the food supply grows only at an arithmetic rate.

Which one of the following, if true, would not undermine the thesis offered by Malthus?

(a) Population growth can be slowed down by the voluntary choices of individuals and not just by natural disasters.

(b) The capacity of the planet to feed a growing human population can be enhanced through biotechnological means.

(c) Human systems, and natural systems like food supply, follow natural laws of growth, which have remained constant, and will remain unchanged.

(d) Human beings can colonise other planetary systems on a regular and ongoing basis to accommodate a growing population.

16. The company's coffee crop for 1998–99 totalled 8079 tonnes, an all-time record. The increase over the previous year's production of 5830

tonnes was 38.58%. The previous highest crop was 6089 tonnes in 1970–71. The company had fixed a target of 8000 tonnes to be realized by the year 2000–01, and this has been achieved two years earlier; thanks to the emphasis laid on the key areas of irrigation, replacement of unproductive coffee bushes, intensive refilling and improved agricultural practices. It is now our endeavour to reach the target of 10,000 tonnes in 2001– 02.

Which one of the following would contribute most to making the target of 10,000 tonnes in 2001–02 unrealistic?

(a) The potential of the productivity enhancing measures implemented up to now has been exhausted.

(b) The total company land under coffee has remained constant since 1969 when an estate in the Nilgiri Hills was acquired.

(c) The sensitivity of the crop to climatic factors makes predictions about production uncertain.

(d) The target-setting procedures in the company have been proved to be sound by the achievement of the 8000 tonne target.

17. Animals in general, are shrewd in proportion as they cultivate society. Elephants and beavers show the greatest signs of this sagacity when they are together in large numbers, but when man invades their communities, they lose all their spirit of industry. Among insects, the labours of the bee and the ant have attracted the attention and admiration of naturalists, but all their sagacity seems to be lost upon separation, and a single bee or ant seems destitute of every degree of industry. It becomes the most stupid insect imaginable and it languishes and soon dies.

Which of the following can be inferred from the above passage?

(a) Humankind is responsible for the destruction of the natural habitat of animals and insects.

(b) Animals, in general, are unable to function effectively outside their normal social environment.

(c) Naturalists have great admiration for bees and ants, despite their lack of

industry upon separation.

(d) Elephants and beavers are smarter than bees and ants in the presence of human beings.

CAT ARCHIVES

Directions for Questions 18 and 19: *For each of the two questions, indicate which of the statements given with that particular question is consistent with the description of the unreasonable man in the passage below.*

Unreasonableness is a tendency to do socially permissible things at the wrong time. The unreasonable man is the sort of person who comes to confide in you when you are busy. He serenades his beloved when she is ill. He asks a man who has just lost money by paying a bill for a friend to pay a bill for him. He invites a friend to go for a ride just after the friend has finished a long car trip. He is eager to offer services which are not wanted but which cannot be politely refused. If he is present at an arbitration, he stirs up dissension between the two parties, who are really anxious to agree. Such is the unreasonable man.

18. He tends to

(a) entertain women.

(b) be a successful arbitrator when dissenting parties are anxious to agree.

(c) be helpful when solicited.

(d) tell a long story to people who have heard it many times before.

19. The unreasonable man tends to

(a) bring a higher bidder to a salesman who has just closed a deal.

(b) disclose confidential information to others.

(c) sing the praises of the bride when he goes to a wedding.

(d) sleep late and rise early

Directions for Questions 20 to 24: *Read each of the short passages given below and answer the questions that follow it.*

20. The Kolahal party had to fight the Golmal party bitterly to win the

mayoral electrons. One of the main features of its campaign was that it would make public all the papers related to a scandal during the regime of the Golmal party. After the victory, however, the new mayor got busy introducing many schemes, both liked and not liked by the public. The Golmal party made only mild protests but refrained from tabling a serious no-confidence motion in the council which it could have won by obtaining the support of the independent members.

Which of the following statements, if true, implies that the Kolahal party is blackmailing the Golmal party?

(a) The papers mentioned in the election campaign are prepared and ready.
(b) Some members of the public disliked the reforms made by the new mayor.
(c) People complained about collusion between the two parties.
(d) Independent members were not keen on supporting the Golmal party.

21. Cellular phone services are being provided by two companies in each telecom circle. These companies were awarded the contracts based on the licence fees they agreed to pay the government and were selected on a competitive basis. Cellular phone service providers have found that their profits are much less than they expected—in fact, in most cases they are losing money.

Which of the following can be inferred from the above passage?

(a) All the cellular phone service providers have been operating inefficiently.
(b) The government was wrong in allowing private provision of cellular services.
(c) Cellular service providers have been unable to match performance to plan.
(d) Paging services have eaten into the revenue of the cellular service.

22. Organizations are often defined as groups of people who come together to pursue a common goal. But more often than not, goals diverge as much as they converge, making the rationality of the overall organization no more than an elusive ideal. Beneath the collective

irrationality, however, organizations are often operating in a way that is eminently rational from the standpoint of the individuals, groups and coalitions directly involved.

Which of the following can be inferred from the above passage?

(a) If all employees of an organization pursue their individual goals, one can never have an organization that behaves rationally.

(b) Although conceptually, an organization may appear to be irrational—behaviors of individuals, groups and coalitions in the organization may be rational.

(c) As individuals, groups or coalitions in an organization pursue their own interests, the conceptual issues of rational behavior get blurred.

(d) Since people are essentially irrational, the ideal of building a rational organization is elusive.

23. BSE officials point out that ever since on-line trading took off, surveillance isn't difficult any more. Sophisticated software has been installed for continuous monitoring of stock prices. If that is so, how could the unnatural spurt in prices of operator-driven stock go unnoticed? There does not seem to be regular checks or supervision.

Which of the following can be inferred from the above passage?

(a) The software used at BSE is not as sophisticated as it is claimed to be.

(b) The operators can drive stock prices crazy irrespective of the kind of software installed.

(c) Nobody can ever predict how stock prices move in the market.

(d) Having the infrastructure in place is one thing, but proper utilization is another.

24. At a movie theatre in Bangalore, last year, the proprietor decided to sell about one-third of his total balcony capacity on the internet. The response was tremendous. On every new release, the entire on-line capacity was sold out. Today, there are at least 2 million educated and well-heeled consumers in India who are ordering everything from cinema tickets to paan and tennis racquets to shirts from the comfort of

their offices or homes.

Which of the following can be inferred from the above passage?

(a) There is a growing breed of computer-savvy consumers in Bangalore.
(b) It is more comfortable to purchase movie tickets through the internet.
(c) A retailing revolution is underway in India, with the advent of the internet.
(d) The proprietor of the theatre can profitably decide to sell all the balcony tickets through the internet.

Directions for Questions 25 and 26: *Each passage below is followed by a question and four alternative answers. Select the best alternative.*

25. In the Panchatantra, a woodpecker offered the following words of consolation to a hensparrow whose eggs had been crashed by an elephant with spring fever:

For the lost and dead and past
The wise have no laments:
Between the wise and fools
Is just this difference.

This stanza highlights an important lesson that:

(a) wisdom is a direct function of retaining the lessons contained in the past.
(b) there is no end to the reward of discriminating judgement.
(c) one must be sensitive to the past only in so far as it offers wisdom, not as an object of brooding or regret.
(d) Joy results from resolute yet circumspect use of the active powers; only the foolish would do otherwise.

26. The Sanskrit text of the Laws of Manu were first translated into English in 1794 and translations into other European languages swiftly followed. For Nietzsche, the humane wisdom of Manu far surpassed that of the New Testament; for the British Raj, it seemed to be the perfect tool with which to rule the Hindu. No understanding of modern India is possible without it and in the richness of its ideas, its

aphoristic profundity and its relevance to universal human dilemmas, Manu stands beside the great epics, the Ramayana and the Mahabarata. The author of this passage

(a) believes that the Laws of Manu are greater than the epics.

(b) exaggerates the importance of Manu in Hinduism by declaring it to be the last word on the subject.

(c) states that Manu's work is comparable to the great epics.

(d) Believes that the British could not have ruled India without reading the Laws of Manu; so great was its importance.

Answer Key

CAT 2003

1. (b)
2. (a)

CAT 2004

3. (b)
4. (c)
5. (a)

CAT 2003

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

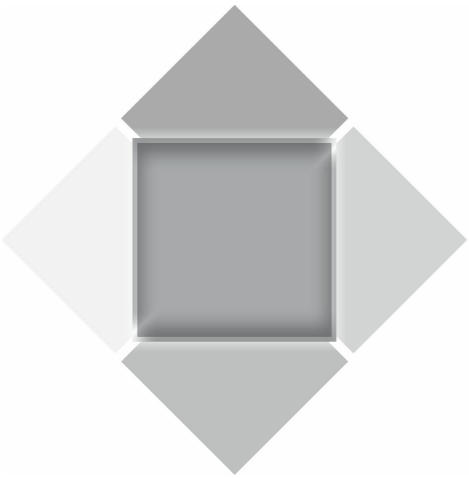
CAT 1999

11. (b)
12. (c)

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

CAT Archives

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



Flavour of Exams

CRITICAL REASONING AND VERBAL REASONING

Critical Reasoning

XAT 2012

1. The 2001 census showed a sharp fall in the litreacy rate compared to 1991, but an increase in the litreacy rate by 2006 suggests that between 1991 and 2006 India progressed in terms of litreacy rate.

Which of the following statements, if true, best refutes the above argument? (1 mark)

(a) One of the causes of more litreacy is the increased population growth rate.

(b) Although there was no census in 2006 the information about the litreacy rate is reliable.

(c) Many of those who were illitreate in 2001 become litreate by 2006.

(d) The rate of fall in litreacy rate between 1991 and 2001 was more than the rate of rise in litreacy rate between 2001 and 2006.

(e) The rise in litreacy rate between 2001 and 2006 was due to

persistent campaign on television and FM radio.

2. Ravindra Dubey was guilty of embezzlement. It means that Ravindra Dubey (1 mark)

(a) did not pay his bills.

(b) misappropriated assets he was entrusted with.

(c) engaged in circulating black money in the economy.

(d) cheated on his spouse.

(e) misreported educational qualification.

3. Alfredo, Diego and Lionel are discussing Argentinean football.

Alfredo: Argentina was a football powerhouse. Diego: Argentina is a football powerhouse.

Lionel: Argentina will be a football powerhouse.

Which of the following cannot be inferred from the above conversation? (1 mark)

(a) Lionel is optimistic about the future.

(b) Alfredo, Diego and Lionel may disagree on certain things.

(c) Diego views the present positively.

(d) Alfredo completely disagrees with Diego.

(e) Alfredo has positive feelings about the past.

4. Ethologists, people who study animal behavior, have traditionally divided an organism's actions into two categories: learned behavior (based on experience) and instinctive behavior (based on genotype). Some current scholars reject this distinction, claiming that all behavior is a predictable interaction of experience and genotype.

Which of the following, if true, most strengthens the arguments made in the sentence above? (1 mark)

(a) All organisms with identical genotypes and identical experience sometimes respond differently in different situations.

(b) All organisms with different genotypes and identical experience always respond identically in identical situations

(c) All organisms with similar genotypes and similar experience always respond differently in identical situations.

(d) All organisms with identical genotypes and identical experience always respond identically in identical situations.

(e) All organisms with identical genotypes and different experience always respond identically in identical situations.

5. The benefits of psychotherapy result not only from the advice the therapist gives but also from the supportive relationship offered to the patient. Even though this relationship may cost large amounts of money over many years, most patients interpret the therapist's concern for them as genuine and identify this caring relationship as the primary factor in improving their mental health. However, recent studies have found that only eight percent of therapist/patient relationships continue after the patient terminates formal paid visits.

Which of the following is in accordance with the ideas contained in the passage? Choose the best option.
(1 mark)

(a) Therapists are equally concerned with moneymaking and their patients' well-being.

(b) Reading published articles of reputed psychotherapists will hardly be beneficial.

(c) Therapists can always treat mental illness without the use of prescription drugs.

(d) Therapists who terminate relationships are likely to improve mental health of their patients.

(e) Eight percent of patients will continue to improve after termination of therapy.

6. Most of the Asian countries have trade-deficit with China. Bangladesh's trade deficit with China this year has increased by 35%. Despite large

increases in exports to China, Indonesia's trade deficit with China continues to increase. So does that of South Korea, home of Samsung Electronics, one of the world's largest manufacturers of electronic gadgets.

Which of the following, if true, would be *most inconsistent* with the above passage? (1 mark)

(a) China is the largest manufacturer of parts of electronic gadgets and Samsung Electronics imports parts for their gadgets from China.

(b) Exports to Bangladesh are insignificant in proportion of China's total exports.

(c) Exports to Indonesia from China decreased.

(d) Indonesia's chief exports are natural resources.

(e) China has trade deficit with Iran.

7. All who studied commerce enjoy sports. No tax consultant enjoys sports. All those who enjoy sports love classical music.

If the above sentences are true, which of the following also must be true? (1 mark)

(a) No one who enjoys classical music is a tax consultant by profession.

(b) Every tax consultant enjoys classical music.

(c) No tax consultant enjoys classical music.

(d) No tax consultant studied commerce.

(e) No one who studied commerce enjoy classical music.

8. When income tax rates are reduced, there is an increase in taxable income, and an increase in taxable income results in increased total income tax revenues for the government.

Which of the following is *analogues* to the argument above in terms of its logical features?

(1.5 marks)

(a) If the city municipal corporation increases taxes on property by 1% it will raise tax revenues, which can be used for garbage disposal

management.

(b) The Leader of the Opposition at the Parliament argued that a restriction on the import of Chinese manufacturing products will increase the sales of Indian manufacturing products.

(c) An advertisement using more than 25 words of text will not be read, and when an advertisement is not read, the product is not sold. Therefore, the fewer words an advertisement has, the more effective it will be in promoting its product.

(d) The balance of payment of a country will improve if the country reduces its imports and increases exports.

(e) Citizens earning more than 15 lakh rupees per annum pay at an increased tax rate of 40% citizens earning less than 1 lakh rupees per annum can be exempted from paying income taxes without decreasing the revenues of the Income Tax Department.

XAT 2015

1. In the traditions of many religions throughout the world (including Judaeo-Christian beliefs), there has long been a sustained belief that the Universe as we know it today did not exist forever in the past, and that there was a spontaneous act which gave birth to all that has been, all that is, and all that will be. In other words, the Universe itself has not been eternal as our senses might indicate at first glance, …

Which of the following options can meaningfully complete the above sentence?

(a) but has a limited lifespan after its creation.

(b) but our senses give us the right knowledge.

(c) however, on second glance, our religious beliefs are right.

(d) however, it is a ball of intense energy.

(e) however, it could not have been created.

2. It is a curious historical fact that modern quantum mechanics began with two quite different mathematical formulations: the differential

equation of Schroedinger, and the matrix algebra of Heisenberg. The two, apparently dissimilar, approaches were proved to be mathematically equivalent.

Which of the following sentences would most meaningfully follow the above paragraph?

(a) The two approaches did not start with the same mathematical formulations.

(b) These two points of view were destined to complement one another and were ultimately synthesized in Dirac's transformation theory.

(c) A third mathematical formulation given by Feynman combines the matrix algebra of Heisenberg and Integral calculus of Leibniz.

(d) Quantum mechanics evolved in the twentieth century and came very close to particle physics, especially after the CERN experiments in Switzerland.

(e) Earlier, the two formulations were mathematically similar.

3. Ranu is an ordinary sportsperson. In the last two university sprint events, her performances in the heats were pathetic.

Which of the followings, if true, weakens the above argument the most?

(a) She had participated in the college swimming competition and finished last.

(b) She is a national shot-put champion.

(c) The last two times, Ranu had to compete with national level runners. Had she been in other heats, she would have reached quarterfinals.

(d) Ranu was the only player who represented her college in the sprint events.

(e) In the college sprint events, Ranu always won.

4. In the following pages, I shall demonstrate that there is a psychological technique which makes it possible to interpret dreams, and that on the application of this technique, every dream will reveal itself as a psychological structure, full of significance, and one which may be assigned a specific place in the psychic activities of the waking state.

Further, I shall endeavour to elucidate the process which underlie the strangeness and obscurity of dreams, and to deduce from these processes the nature of the psychic forces whose conflict or cooperation is responsible for our dreams. This done, my investigation will terminate, as it will have reached the point where the problem of the dream merges into more comprehensive problems, and to solve these we must have recourse to material of a different kind.

Which of the followings would be closest to the ideas expressed in the first two sentences of the above passage?

(a) Overt causes can have only overt effects.
(b) Overt causes have only covert effects.
(c) Covert effects have only covert causes.
(d) You can't judge a book by its cover.
(e) Overt effects can have covert causes.

XAT 2016

1. The season will pass. The Prime Minister may not win Lok Sabha elections, or she may; she may not continue as Prime Minister, or she may. The country will survive whatever the texture of politics in this decade or the next.

Which of the following, IF TRUE, will BEST reinforce the author's view?

(a) The survival of any Prime Minister is dependent on the country's economic growth.
(b) The country has a vibrant young working population.
(c) The survival of the country depends on a dynamic, growth-oriented Prime Minister, not on the texture of politics.
(d) The previous season had also witnessed similar political uncertainty.
(e) The survival of the Prime Minister is dependent on the political texture of the country.

2. Read the following conservation:

OINOS: I can comprehend you thus far—that certain operations of what we term Nature, or the natural laws, will, under certain conditions, give rise to that which has all the appearance of creation. Shortly before the final overthrow of the earth, there were, I well remember, many very successful experiments in what some philosophers were weak enough to denominate the creation of animalculae.

AGATHOS: The cases of which you speak were, in fact, instances of the secondary creation—and of the only species of creation which has ever been, since the first word spoke into existence the first law.

Which of the following options CANNOT be DEFINITELY inferred based on the above conversation?

(a) Agathos was explaining something related to creation to Oinos.
(b) At the time of conversation there was nothing called Earth.
(c) The creation of animalculae is a natural law.
(d) Natural laws are creations of philosophers.
(e) Law is a spoken word.

3. … there is a degree of convergence of trust which can be summarized as follows. Trust is a particular level of the subjective probability with which an agent assesses that another agent or group of agents will perform a particular action. When we say we trust someone or that someone is trustworthy, we implicitly mean that the probability that he will perform an action is beneficial to us …

Which of the following statements BEST COMPLETES the passage above?

(a) is high enough for us to find out if he will cheat us.
(b) is high enough for us to consider engaging in some form of cooperation with him.
(c) is low enough for him not to engage in negative behaviour against us.
(d) is high enough for us not to build defence against his possible aggression.

(e) is low enough for us to attack him.

Verbal Reasoning

XAT 2013

1. Choose the most appropriate option after reading the following statements.

1. Whether due to haste or design, the new laws are marked by vagueness, leaving officials all down the organization's bureaucratic chain great latitude in enforcing them.
2. The opacity of the language leaves the law open to manipulation on political grounds.

(a) Statement 2 can be induced from statement 1.
(b) Statement 1 can be induced from statement 2.
(c) Statement 2 can be deduced from statement 1.
(d) Statement 1 can be deduced from statement 2.
(e) Statements 1 and 2 are independent.

2. Choose the most appropriate option after reading the following statements:

1. If there is any endeavour whose fruits should be freely available, that endeavour is surely publicly financed science.
2. There is a widespread feeling that the journal publishers who have mediated the scientific exchange for the past century or more are becoming an impediment to free distribution of knowledge.
3. Internet revolution is happening, making knowledge transfer cheaper. Technology permits it; researchers and politicians want it, more public money can be spent on it.

(a) Statement 2 definitely illustrates statement 1.
(b) Statement 3 is a facilitating condition for statement 1.
(c) Statement 3 states a condition under which statement 1 would be invalid.
(d) Statement 2 can be deduced from statement 3 but independent of

Statement 1.

(e) Statement 1, 2 and 3 are necessarily independent.

3. Choose the most appropriate option after reading the following statements.

   1. Business schools are ideally positioned to point out when an action that provides a benefit for an individual comes at a cost to society, but in reality they rarely bother.
   2. It is part of the malaise that has befallen the political debate on capitalism, which has been taken over by special interests and people who have no faith in a real market-based system.
   3. When governments favours the private sector it is all too often by being "pro-business" rather than "pro-market", meaning that favourable conditions are provided to particular institutions rather than to institutions broadly.

(a) Statements 1 and 2 are necessarily dependent.

(b) Statements 2 and 3 are necessarily dependent.

(c) Statements 2 and 3 may be dependent.

(d) Statements 1, 2 and 3 cannot be independent.

(e) All the three statements are necessarily independent.

XAT 2014

Directions for question nos. 1–2: *Read the definitions below and select the best match between the numbered sentences and the definitions.*

Premise: A proposition from which another statement is inferred or follows a conclusion.

Assumption: Something, which is accepted as true.

Fact: Something, which can be checked.

Reason: A cause, explanation or justification for an action or event.

Conclusion: An end, finish or summarization of process or argument.

Proposition: A statement that expresses judgment or opinion.

Question: A sentence worded or expressed so as to elicit opinion.

Inductive Inference: An end, finish or summarization reached for "tile whole", based on "a particular" real incidence.

Deductive Inference: An end, finish or summarization reached based on the combining and recombining two or more than two assumptions.

1. When you look at the people who make fundamental, revolutionary breakthroughs in any field, you keep noticing over and over again a high preponderance of them have some sort of disability when they were younger, whether it was a physical disability or mental disability, which leads to lower expectations from others, whom they always wanted to prove wrong (1). And what does it do (2)? What does that do to you, when you try to prove someone wrong (3)? You increase your engagement in something because you want to fight against those expectations (4). So it seems like it actually can be a gill having what we label as a disability, or disorder, and cause people to overcompensate and engage in things in other ways (5). A research study shows that higher number of people with dyslexia become social entrepreneurs because they over-compensate their disability through nonverbal communication, initiative and grit (6). And this overcompensation leads to greatness (7).

   The best match would be:

   (a) I-Assumption, 2-Question, 3-Reason, 4-Fact
   (b) 1-Assumption, 2-Question, 4-Reason, 7-Conclusion
   (c) 1-Fact, 2-Question, 4-Reason, 6-Reason
   (d) 1-Fact, 3-Question, 4-Reason, 7-Inductive Inference
   (e) 3-Question, 4-Reason, 5-Fact, 6-Proposition

2. The fatal consequences of having a routine mid-day meal for at least twenty two children in Bihar's Saran district expose the chronic neglect of school education in a large part of India (1). That governments cannot find a small piece of land for a school and are unable to store food materials without the risk of contamination is a telling commentary on their commitment to universal primary

education (2). The Bihar horror clearly points to the absence of strong normative procedures for the provision of infrastructure even for a new school (3).

The best match would be:

(a) 1-Fact, 2-Reason, 3-Deductive Inference
(b) 1-Reason, 2-Reason, 3-Inductive Inference
(c) I -Inductive Inference, 2-Fact, 3-Inductive Inference
(d) 1-Inductive Inference, 2- Inductive Inference, 3-Inductive Inference
(e) 1-Reason, 2-Reason, 3-Reason

XAT 2015

1. Read the following statements carefully:

Statement 1: If you want to understand the causes that existed in the past, look at the results as they are manifested in the present.

Statement 2: Murali did not work as hard as his friends but had secured 1st rank in the examination.

Which of the following options is correct with respect to the above two statements?

(a) If Statement 2 is right, Statement 1 is invalid.
(b) Statement 1 and Statement 2 are contradictory to each other.
(c) Statement 2 supplements Statement 1.
(d) Statement 2 is a rare occurrence and hence irrelevant.
(e) Statement 1 will hold true even if Statement 2 is invalid.

XAT 2016

1. In recent past, Indian football team has lost most of the matches in international football tournaments. The most successful coaches in Indian club football tournaments are from Latin American countries. In most of the Latin American countries, football is more popular sport than cricket.

From the passage above, choose the correct option:

(a) It can be DEFINITELY concluded that “In India, cricket is more popular than football”.

(b) It can be DEFINITELY concluded that “Most Latin American countries are successful at football”.

(c) It can be DEFINITELY concluded that “In recent past, coaches of Indian football teams are not from Latin America”.

(d) It can be DEFINITELY concluded that “European football coaches are less successful than their Latin American counterparts for Indian national team”.

(e) It cannot be DEFINITELY concluded thet “The more popular a sport the better the chance of producing a successful coach in that sport”.

2. Consider the two related statements below:

Statement I: Offices and positions for the marginalized sections should be open to those with greater savings among them.

Statement II: Offices and positions must be open to everyone based on the principal of *fair opportunity.*

Which of the following is true?

(a) Statement I assumes that the marginalized sections are incapable of saving.

(b) Statement II assumes that all citizens are equally exposed to all opportunities.

(c) Statement II contradicts meritocracy.

(d) Statement II assumes that all citizens are equally intelligent.

(e) Statement I assumes that the marginalized sections always depend on subsidies.

IIFT 2014

1. How many words of four or more letters can be made with the

following, with the condition that at least one “E” appears in each word?

E, T, Y, T, E, L, A

(a) exactly 4
(b) at least 5
(c) at most 3
(d) None of the above

2. How many words of four or more letters can be made with the following, with the condition that “A” appears in each word?

A, H, N, E, T, E, H

(a) at most 6
(b) exactly 5
(c) at least 8
(d) exactly 7

Answer Key

CRITICAL REASONING

XAT 2012

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

XAT 2015

1. (a)
2. (b)
3. (b)
4. (e)

XAT 2016

1. (d)
2. (d)
3. (b)

VERBAL REASONING

XAT 2013

1. (a)
2. (b)
3. (d)

XAT 2014

1. (b)
2. (d)

XAT 2015

1. (e)

XAT 2016

1. (e)
2. (b)

IIFT 2014

1. (b)
2. (c)

Explanatory Notes

CRITICAL REASONING

XAT 2012

1. The argument primarily discusses rise and fall in literacy around three years which are 1991, 2001 and 2006. It talks about rise in literacy rate in the period spanning from 1991 to 2006 with a fall in rate as per census 2001. Option (d) refutes the above argument as it talks about a larger drop in literacy rate overall, it states that the drop in the literacy rate is larger for period spanning 1991 to 2001 compared to rise in literacy rate form 2001 to 2006.
2. Embezzlement is illegal transfer of money or property for personal use by someone to whom it was entrusted. Hence as per meaning of the word ‘embezzlement’, Option (b) is the correct answer.
3. Option (d) qualifies as correct choice as Alfredo and Diego mention different era of Argentine football but do not contradict or disagree with each other.
4. Option (d) qualifies as correct choice as it strengthens the argument as it explains the impact of identical genotype and identical experience contributing to identical response in identical situations.
5. Option (a) is the correct choice. It is accordance with the idea of passage as it aptly highlights therapists concern stated in the line 6 of the paragraph which is ’patients interpret the therapists concern for them as genuine’.
6. Option (c) qualifies as correct choice as it contradicts the line 4 ‘Despite large increase in exports to China, Indonesia’s trade deficit with China continues to increase’.
7. Option (d) qualifies as correct choice as per the statements given in the passage because all the people who have studied commerce enjoy sports but no tax consultant enjoy sports, thus no tax consultant studied

commerce.

8. Option (c) qualifies as correct choice as it draws the correct analogy of positive impact of reduction in number of words on the impact of advertisement.

XAT 2015

1. (a); The passage questions the notion of eternity associated with universe and Option (a) is only option substantiating that notion hence Option (a) is the right answer.
2. (b); The paragraph talks about two different formulations, which were responsible for the genesis of a common theory. The only sensible option is (b) because it talks about how they both complemented each other and were used together by somebody else who might have used the combined theory to generate a new one.
3. (b); Option (b) weakens the above argument as it clearly reflects Ranu's prowess as sportsperson.
4. (e); The paragraph talks about a technique to interpret and reveal the psychological structure of dreams. Dreams are definitely covert entities and the revelation is an overt exercise. Option (e) fits in this explanation very well as dreams, the covert causes, according to the passage can lead to overt interpretations.

XAT 2016

1. (d); The line 'This season will pass' in a way communicates that something is repeating itself in cycles like season. Option (d) states this hence it is the correct choice.
2. (d); A can be interpreted from the passage since Oinos admits to Agathos that Agathos was talking about "creation". (b) can also be interpreted as per the third line ' Shortly before the final overthrow of the earth' by Oinos. (c) can be definitely interpreted from Oinos' statement 'I

well remember, many very successful experiments in what some philosophers were weak enough to denominate the creation of animalculae'. (e) from the last line of the passage can be interpreted. Only (d) cannot be definitely interpreted, since the passage does not suggest that natural laws are the creations of philosophers.

3. The passage emphasizes on the word 'Trust', hence Options (a), (c), (d) and (e) are disqualified as these options have negative connotation. Hence, Option (b) is the correct choice.

VERBAL REASONING

XAT 2013

1. (a); New laws are marked by vagueness thus providing greater latitude to organization's bureaucratic chain in enforcing the law; vagueness induces opacity leaving law open to manipulation on political grounds. Hence statement 2 stating issues related to opacity caused by language can be induced from statement 1 which brings to the fore the issues faced in enforcing a newly enacted law, thus Option (a) qualifies as correct choice.
2. (b); Internet is making knowledge transfer cheaper as per statement 3 thus playing a role of facilitator in dissemination scientific knowledge which is the endeavour to be fulfilled as per statement 1 thus we can conclude that Option (b) is the correct choice as it states that statement 3 is facilitating condition for statement 1.
3. Statement 1 talks about the role of business schools in ideal condition as well as in reality and their ignorance. Statements 2 and 3 basically talk about the role of special interest people and government in capitalistic structure respectively and emphasizes primarily on the negative side hence option (d) emerges as a logical choice.

XAT 2014

1. (b); 1 should be classified as an assumption as the usage of words like ‘over and over again’ and ‘a high preponderance’ help us understand that author is accepting it as truth that the disabled people he noticed always wanted to prove others ‘who had low expectations from them’ wrong. This leaves Option (a) and (b) only. Sentence 3 is a question, not reason, therefore Option (a) is eliminated. 4 must be accepted as a reason as describes the steps taken by disabled people to fight against the prevailing notion. 7 can be called a conclusion as it depicts the final outcome. Hence we can conclude that Option (b) is the correct choice.
2. (d); Options (a), (b) and (e) are disqualified as it can not ascertained that it is a fact as ‘a large part’ mentioned in the second line of the given passage makes it a generalization, it is not a reason as well as it is only describing the state of affairs. Option (d) is disqualified as well statement 2 is not fact can be concluded from tone of the line ‘are unable to store food materials without fear of contamination’ as it is not stated with 100% certainty it is a mere generalization. Option (d) is the right choice as all the given statements are generalised summarizations based on real incidents thus they are inductive inference.

XAT 2015

1. (e); As per Statement 1 the manifestations of present are caused activities of past. Murali secured first rank despite not working as hard as his friends, this could be because of hard work in past. Therefore we can conclude that Option (e) is the correct choice.

XAT 2016

1. (e); Option (a) is disqualified as it can not be inferred from the information given that cricket is more popular than football in India, Option (b) is disqualified as well as we do not see any mention of

relationship between popularity and success in the given passage. Option (c) is incorrect as Indian football team and Indian football club teams are different.

(d) is also incorrect as the passage does not contain any such detail about Indian National team.

Hence, Option (e) is the correct answer.

2. (b); Option (b) is the right choice as we see a mention of equal opportunity in Statement 2

IIFT 2014

1. Possible words are- Late, Teal (dark green color), Teat (Milk ducts of a mammal), Tale, Teel (A Sesame plant). Option (b). is the answer.

2 Possible words are- Hate, Neat, Heat, Than, Heathen, Ethane, Heath, Ante, Option (c). is the answer.

PART Four

CAT Papers (Real and Sample)

1. This section contains the original CAT English papers from 2006–2008 and also their detailed solutions. It helps you check your level of score you are at in the CAT and also get a feel of the paper.
2. A replica mock test paper is also included in this part on the pattern of the 2009 online CAT. This paper will help you get an idea about the pattern, scoring and overall feel of the paper.
3. CAT 2017 original papers with solutions have been added to this section.

Section 1
CAT Papers
Section 2
Model Test Paper

SOLVE CAT 2006 in 50 minutes–Review every question and the logic behind every answer option. Check your percentile range. If required get back to the drawing board and practise some tests before you move to the CAT 2007 paper.

SOLVE CAT 2007 in 50 minutes–Review every question and the logic behind every answer option. Check your percentile range. If required get back to the drawing board and practise some tests before you move to the CAT 2008 paper.

SOLVE CAT 2008 in 60 minutes–Review every questio n and the logic behind every answer option. Check your percentile range.

SOLVE each sample CAT 2009 paper in 45 minutes. Review every question and logic behind each option.

SOLVE the original CAT 2017 paper in 60 minutes.

SECTION

1

CAT Papers

This section contains the original CAT English papers from 2006 to 2008, reproduced as a full section. All the chapters in this part will help you to test your level of preparation by

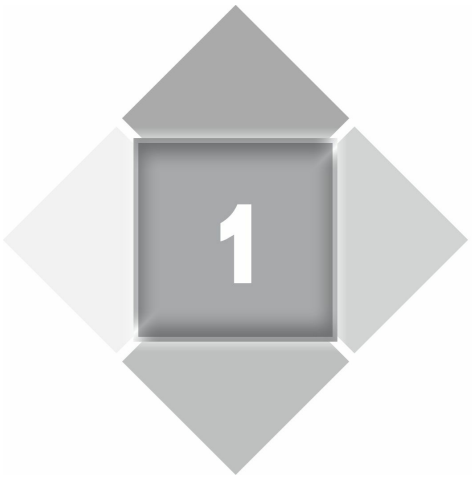
- Giving you an opportunity to check what level of score you are at in the CAT.
- Helping you to assess your score as each of the questions carries +4 marks for a correct answer and –1 mark for a wrong answer.

Key Components of this Section:

- In CAT 2006 and CAT 2007, a score of around 20 marks (with 4 marks per question) would have given you a score of 85–90 percentile; 25–28 marks accounted for 95 percentile and to get 99 percentile, you needed 35+ marks. Both these papers were out of a total of 100 marks.
- In CAT 2008, the paper had a total of 40 questions with 160 marks. A score of 35+ would give you 85–90 percentile, while 45–50 would give you 95 percentile; 99 percentile was a 55+.
- The latest original CAT 2017 papers with solutions have been added. The exam was in 2-shifts and both the papers have been added at the beginning of the section.

List of Chapters

1. CAT Paper 2017 Shift 1
2. CAT Paper 2017 Shift 2
3. CAT Paper 2006
4. CAT Paper 2007
5. CAT Paper 2008



CAT Paper 2017 (Shift 1)

Directions for the question: Read the passage and answer the questions based on it.

Understanding where you are in the world is a basic survival skill, which is why we, like most species come hard-wired with specialized brain areas to create congnitive maps of our surroundings. Where humans are unique, though, with the possible exception of honeybees, is that we try to communicate this understanding the world with others. We have along history of doing this by drawing maps – the earliest version yet discovered were scrawled on cave walls 14,000 years ago. Human cultures have been drawing them on stone tablets, papyrus, paper and now computer screens ever since.

Given such a long history of human map-making, it perhaps surprising that is only within the last few hundred years that north has been consistently considered to be at the top. In fact, for much of human history, north almost never appeared at the top, according to Jerry Brotton, a map historian… “North was rarely put at the top for the simple fact that north is where darkness comes from,” he says. “West is also very unlikely to be put at the top because west is where the sun disappears.”

Confusingly, early Chinese maps seem to buck this trend. But,

Brotton, says, even though they did have compasses at the time, that isn't the reason that they placed north at the top. Early Chinese compasses were actually oriented to point south, which was considered to be more desirable than deepest darkest north. But in Chinese maps, the emperor, who lived in the north of the country was always put at the top of the map, with everyone else, his loyal subjects, looking up towards him. "In Chinese culture the Emperor looks south because it's where the winds come from, it's a good direction. North is not very good but you are in a position of the subjection to the emperor, so you look up to him," says Brotton.

Given that each culture has a very different idea of who, or what, they should look upto it's perhaps not surprising that there is very little consistency in which way early maps pointed. In ancient Egyptian times the top of the world was east, the position of sunrise. Early Islamic maps favoured south at the top because most of the early Muslim cultures were north of Mecca, so they imagined looking up (south) towards it. Christian maps from the same era (called Mappa Mundi) put east at the top, towards the Garden of Eden and with Jerusalem in the centre.

So when did everyone get together and decide that north was the top? It's tempting to put it down to European explorers like Christopher Columbus and Ferdinand Megellan who were navigating by the North Star. But Brotton argues that these early explorers didn't think of the world like that at all. "When Columbus describes the world it is in accordance with east being at the top," he says "Columbus says he is going towards paradise, so his mentality is from a medieval mappa mundi." We've got to remember, adds Brotton, that at the time, "no one knows what they are doing and where they are going."

1. Which one of the following best describes what the passage is trying to do?

(a) It questions on explanation about how maps are designed.

(b) It corrects a misconception about the way maps are designed.

(c) It critiques a methodology used to create maps.

(d) It explores some myths about maps.

2. Early maps did NOT put north at the top for all the following reasons EXCEPT

(a) North was the source of darkness.

(b) South was favoured by some emperors.

(c) East and south were more important for religious reasons for some civilisations.

(d) East was considered by some civilisations to be a more positive direction.

3. According to the passage, early Chinese maps placed north at the top because:

(a) the Chinese invented the compass and were aware of magnetic north.

(b) they wanted to show respect to the emperor.

(c) the Chinese emperor appreciated the winds from the south.

(d) north was considered the most desirable direction.

4. It can be inferred from the passage that European explorers like Columbus and Megellan:

(a) set the precedent for north-up maps.

(b) navigated by the compass.

(c) used an eastward orientation for religious reasons.

(d) navigated with the help of early maps.

5. Which one of the following about the northern orientation of modern maps is asserted in the passage?

(a) The biggest contributory factor was the understanding of magnetic north.

(b) The biggest contributory factor was the role of European explorers.

(c) The biggest contributory factor was the influence of Christian maps.

(d) The biggest contributory factor is not stated in the passage.

6. The role of natural phenomena in influencing map-making

conventions is seen most clearly in

(a) early Egyptian maps
(b) early Islamic maps
(c) early Chinese maps
(d) early Christian maps

I used a smartphone GPS to find my way through the cobblestoned maze of Geneva's Old Town, in search of a handmade machine that changed the world more than any other invention. Near a 13th-century cathedral in this Swiss city on the shores of a lovely lake, I found what I was looking for: a Gutenberg printing press. "This was the Internet of its day — at least as influential as the iPhone," said Gabriel de Montmollin, the director of the Museum of the Reformation, toying with the replica of Johann Gutenberg's great invention. [Before the invention of the printing press] it used to take four monks...up to a year to produce a single book. With the advance in movable type in 15th-century Europe, one press could crank out 3,000 pages a day. Before long, average people could travel to places that used to be unknown to them – with maps! Medical information passed more freely and quickly, diminishing the sway of quacks...The printing press offered the prospect that tyrants would never be able to kill a book or suppress an idea. Gutenberg's brainchild broke the monopoly that clerics had on scripture. And later, stirred by pamphlets from a version of that same press, the American colonies rose up against a king and gave birth to a nation.

So, a question in the summer of this 10th anniversary of the iPhone: has the device that is perhaps the most revolutionary of all time given us a single magnificent idea? Nearly every advancement of the written word through new technology has also advanced humankind. Sure, you can say the iPhone changed everything. By putting the world's recorded knowledge in the palm of a hand, it revolutionized work, dining, travel and socializing. It made us more narcissistic—here's more of me doing cool stuff!—and it unleashed an army of awful trolls. We no longer have the patience to sit through a baseball game without that reach to the pocket. And one more casualty of Apple

selling more than a billion phones in a decade's time: daydreaming has become a lost art.

For all of that, I'm still waiting to see if the iPhone can do what the printing press did for religion and democracy...the Geneva museum makes a strong case that the printing press opened more minds than anything else...it's hard to imagine the French or American revolutions without those enlightened voices in print...

Not long after Steve Jobs introduced his iPhone, he said the bound book was probably headed for history's attic. Not so fast. After a period of rapid growth in e-books, something closer to the medium for Chaucer's volumes has made a great comeback.

The hope of the iPhone, and the Internet in general, was that it would free people in closed societies. But the failure of the Arab Spring, and the continued suppression of ideas in North Korea, China and Iran, has not borne that out... The iPhone is still young. It has certainly been "one of the most important, world-changing and successful products in history," as Apple CEO. Tim Cook said. But I'm not sure if the world changed for the better with the iPhone—as it did with the printing press—or merely, changed.

7. The printing press has been likened to the Internet for which one of the following reasons?

(a) It enabled rapid access to new information and the sharing of new ideas.

(b) It represented new and revolutionary technology compared to the past.

(c) It encouraged reading among people by giving them access to thousands of books.

(d) It gave people access to pamphlets and literature in several languages.

8. According to the passage, the invention of the printing press did all of the following EXCEPT

(a) Promoted the spread of enlightened political views across countries.

(b) Gave people direct access to authentic medical information and religious texts.

(c) shortened the time taken to produce books and pamphlets.

(d) enabled people to perform various tasks simultaneously.

9. Steve Jobs predicted which one'of the following with the introduction of the iPhone?

(a) People would switch from reading on the Internet to reading on their iPhones.

(b) People would lose interest in historical and traditional classics.

(c) Reading printed books would become a thing of the past.

(d) The production of e-books would eventually fall.

10. "I'm still waiting to see if the iPhone can do what the printing press did for religion and democracy." The author uses which one of the following to indicate his uncertainty?

(a) The rise of religious groups in many parts of the world.

(b) The expansion in trolling and narcissism among users of the Internet.

(c) The continued suppression of free speech in closed societies.

(d) The decline in reading habits among those who use the device.

11. The author attributes the French and American revolutions to the invention of the printing press because:

(a) maps enabled large numbers of Europeans to travel and settle in the American continent.

(b) the rapid spread of information exposed people to new ideas on freedom and democracy.

(c) it encouraged religious freedom among the people by destroying the monopoly of religious leaders on the scriptures.

(d) it made available revolutionary strategies and opinions to the people.

12. The main conclusion of the passage is that the new technology has:

(a) some advantages, but these are outweighed by its disadvantages.

(b) so far not proved as successful as the printing press in opening people's minds.

(c) been disappointing because it has changed society too rapidly.

(d) been more wasteful than the printing press because people spend more time daydreaming or surfing.

This year alone, more than 8,600 stores could close, according to industry estimates, many of them the brand-name anchor outlets that real estate developers once stumbled over themselves to court. Already there have been 5,300 retail closings this year... Sears Holdings—which owns Kmart—said in March that there's "substantial doubt" it can stay in business altogether, and will close 300 stores this year. So far this year, nine national retail chains have filed for bankruptcy.

Local jobs are a major casualty of what analysts are calling, with only a hint of hyperbole, the retail apocalypse. Since 2002, department stores have lost 448,000 jobs, a 25% decline, while the number of store closures this year is on pace to surpass the worst depths of the Great Recession. The growth of online retailers, meanwhile, has failed to offset those losses, with the e-commerce sector adding just 178,000 jobs over the past 15 years. Some of those jobs can be found in the massive distribution centers Amazon has opened across the country, often not too far from malls the company helped shutter.

But those are workplaces, not gathering places. The mall is both. And in the 61 years since the first enclosed one opened in suburban Minneapolis, the shopping mall has been where a huge swath of middle-class America went for far more than shopping. It was the home of first jobs and blind dates, the place for family photos and ear piercings, where goths and grandmothers could somehow walk through the same doors and find something they all liked. Sure, the food was lousy for you and the oceans of parking lots encouraged car-heavy development, something now scorned by contemporary planners. But for better or worse, the mall has been America's public square for the last 60 years.

So what happens when it disappears?

Think of your mall. Or think of the one you went to as a kid. Think of the perfume clouds in the department stores. The fountains splashing below the skylights. The cinnamon wafting from the food court. As far back as ancient

Greece, societies have congregated around a central marketplace. In medieval Europe, they were outside cathedrals. For half of the 20th century and almost 20 years into the new one, much of America has found their agora on the terrazzo between Orange Julius and Sbarro, Waldenbooks and the Gap, Sunglass Hut and Hot Topic.

That mall was an ecosystem unto itself, a combination of community and commercialism peddling everything you needed and everything you didn't: Magic Eye posters, wind catchers. Air Jordans....

A growing number of Americans, however, don't see the need to go to any Macy's at all. Our digital lives are frictionless and ruthlessly efficient, with retail and romance available at a click. Malls were designed for leisure, abundance, ambling. You parked and planned to spend some time. Today, much of that time has been given over to busier lives and second jobs and apps that let you swipe right instead of haunt the food court. ' Malls, says Harvard business professor Leonard Schlesinger, "were built for patterns of social interaction that increasingly don't exist."

13. The central idea of this passage is that:

(a) the closure of mails has affected the economic and social life of middle-class America.

(b) the advantages of malls outweigh their disadvantages.

(c) malls used to perform a social function that has been lost.

(d) malls are closing down because people have found alternate ways to shop.

14. Why does the author say in paragraph 2, 'the massive distribution centers Amazon has opened across the country, often not too far from malls the company helped shutter'?

(a) To highlight the irony of the situation.

(b) To indicate that mails and distribution centres are located in the same area.

(c) To show that Amazon is helping certain brands go online.

(d) To indicate that the shopping habits of the American middle class have

changed.

15. In paragraph 1, the phrase “real estate developers once stumbled over themselves to court” suggests that they:

(a) took brand-name anchor outlets to court.

(b) collaborated with one another to get brand-name anchor outlets.

(c) were eager to get brand-name anchor outlets to set up shop in their mall.

(d) malls are closing down because people have found alternate ways to shop.

16. The author calls the mall an ecosystem unto itself because:

(a) people of all ages and from all walks of life went there.

(b) people could shop as well as eat in one place.

(c) it was a commercial space as well as a gathering place.

(d) it sold things that were needed as well as those that were not.

17. Why does the author say that the mall has been America’s public square?

(a) Malls did not bar anybody from entering the space.

(b) Mails were a great place to shop for a huge section of the middle class.

(c) Malls were a hangout place where families grew close to each other.

(d) Malls were a great place for everyone to gather and interact.

18. The author describes ‘Perfume clouds in the department stores’ in order to:

(a) evoke memories by painting a picture of malls.

(b) describe the smells and sights of malls.

(c) emphasise that all brands were available under one roof.

(d) show that malls smelt good because of the various stores and food court.

Scientists have long recognised the incredible diversity within a species. But they thought it reflected evolutionary changes that unfolded imperceptibly, over millions of years. That divergence between populations

within a species was enforced, according to Ernst Mayr, the great evolutionary biologist of the 1940s, when a population was separated from the rest of the species by a mountain range or a desert, preventing breeding across the divide over geologic scales of time. Without the separation, gene flow was relentless. But as the separation persisted, the isolated population grew apart and speciation occurred.

In the mid-1960s, the biologist Paul Ehrlich – author of The Population Bomb (1968) – and his Stanford University colleague Peter Raven challenged Mayr's ideas about speciation. They had studied checkerspot butterflies living in the Jasper Ridge Biological Preserve in California, and it soon became clear that they were not examining a single population. Through years of capturing, marking and then recapturing the butterflies, they were able to prove that within the population, spread over just 50 acres of suitable checkerspot habitat, there were three groups that rarely interacted despite their very close proximity.

Among other ideas, Ehrlich and Raven argued in a now classic paper from 1969 that gene flow was not as predictable and ubiquitous as Mayr and his cohort maintained, and thus evolutionary divergence between neighbouring groups in a population was probably common. They also asserted that isolation and gene flow were less important to evolutionary divergence than natural selection (when factors such as mate choice, weather, disease or predation cause better-adapted individuals to survive and pass on their successful genetic traits). For example, Ehrlich and Raven suggested that, without the force of natural selection, an isolated population would remain unchanged and that, in other scenarios, natural selection could be strong enough to overpower gene flow...

19. Which of the following best sums up Ehrlich and Raven's argument in their classic 1969 paper?

(a) Ernst Mayr was wrong in identifying physical separation as the cause of species diversity.

(b) Checkerspot butterflies in the 50-acre Jasper Ridge Preserve formed

three groups that rarely interacted with each other.

(c) While a factor, isolation was not as important to speciation as natural selection.

(d) Gene flow is less common and more erratic than Mayr and his colleagues claimed.

20. All of the following statements are true according to the passage EXCEPT

(a) Gene flow contributes to evolutionary divergence.

(b) The Population Bomb questioned dominant ideas about species diversity.

(c) Evolutionary changes unfold imperceptibly over time.

(d) Checkerspot butterflies are known to exhibit speciation while living in close proximity.

21. The author discusses Mayr, Ehrlich and Raven to demonstrate that:

(a) evolution is a sensitive and controversial topic.

(b) Ehrlich and Raven's ideas about evolutionary divergence are widely accepted by scientists.

(c) the causes of speciation are debated by scientists.

(d) checkerspot butterflies offer the best example of Ehrlich and Raven's ideas about speciation.

Do sports mega events like the summer Olympic Games benefit the host city economically? It depends, but the prospects are less than rosy. The trick is converting...several billion dollars in operating costs during the 17-day fiesta of the Games into a basis for long-term economic returns. These days, the summer Olympic Games themselves generate total revenue of $4 billion to $5 billion, but the lion's share of this goes to the International Olympics Committee, the National Olympics Committees and the International Sports Federations. Any economic benefit would have to flow from the value of the Games as an advertisement for the city, the new transportation and communications infrastructure that was created for the Games, or the ongoing use of the new facilities.

Evidence suggests that the advertising effect is far from certain. The infrastructure benefit depends on the initial condition of the city and the effectiveness of the planning. The facilities benefit is dubious at best for buildings such as velodromes or natatoriums and problematic for 100,000-seat Olympic stadiums. The latter require a conversion plan for future use, the former are usually doomed to near vacancy. Hosting the summer Games generally requires 30-plus sports venues and dozens of training centers. Today, the Bird's Nest in Beijing sits virtually empty, while the Olympic Stadium in Sydney costs some $30 million a year to operate.

Part of the problem is that Olympics planning takes place in a frenzied and time-pressured atmosphere of intense competition with the other prospective host cities—not optimal conditions for contemplating the future shape of an urban landscape. Another part of the problem is that urban land is generally scarce and growing scarcer. The new facilities often stand for decades or longer. Even if they have future use, are they the best use of precious urban real estate?

Further, cities must consider the human cost. Residential areas often are razed and citizens relocated (without adequate preparation or compensation). Life is made more hectic and congested. There are, after all, other productive uses that can be made of vanishing fiscal resources.

22. The central point in the first paragraph is that the economic benefits of the Olympic Games:

(a) are shared equally among the three organising committees.

(b) accrue mostly through revenue from advertisements and ticket sales.

(c) accrue to host cities, if at all, only in the long term.

(d) are usually eroded by expenditure incurred by the host city.

23. Sports facilities built for the Olympics are not fully utilised after the Games are over because:

(a) their scale and the costs of operating them are large.

(b) their location away from the city centre usually limits easy access.

(c) the authorities do not adapt them to local conditions.

(d) they become outdated having being built with little planning and under

time pressure.

24. The author feels that the Games place a burden on the host city for all of the following reasons EXCEPT that:

(a) they divert scarce urban land from more productive uses.

(b) they involve the demolition of residential structures to accommodate sports facilities and infrastructure.

(c) the finances used to fund the Games could be better used for other purposes.

(d) the influx of visitors during the Games places a huge strain on the urban infrastructure.

Directions for the question: Identify the most appropriate summary for the paragraph. Question No. 25:

25. To me, a "classic" means precisely the opposite of what my predecessors understood: a work is classical by reason of its resistance to contemporaneity and supposed universality, by reason of its capacity to indicate human particularity and difference in that past epoch. The classic is not what tells me about shared humanity—or, more truthfully put, what lets me recognize myself as already present in the past, what nourishes in me the illusion that everything has been like me and has existed only to prepare the way for me. Instead, the classic is what gives access to radically different forms of human consciousness for any given generation of readers, and thereby expands for them the range of possibilities of what it means to be a human being.

(a) A classic is able to focus on the contemporary human condition and a unified experience of human consciousness.

(b) A classical work seeks to resist particularity and temporal difference even as it focuses on a common humanity.

(c) A classic is a work exploring the new, going beyond the universal, the contemporary, and the notion of a unified human consciousness.

(d) A classic is a work that provides access to a universal experience of the

human race as opposed to radically different forms of human consciousness.

Directions for the question: Identify the most appropriate summary for the paragraph. Question No.: 26

26. A translator of literary works needs a secure hold upon the two languages involved, supported by a good measure of familiarity with the two cultures. For an Indian translating works in an Indian language into English, finding satisfactory equivalents in a generalized western culture of practices and symbols in the original would be less difficult than gaining fluent control of contemporary English. When a westerner works on texts in Indian languages the interpretation of cultural elements will be the major challenge, rather than control over the grammar and essential vocabulary of the language concerned. It is much easier to remedy lapses in language in a text translated into English, than flaws of content. Since it is easier for an Indian to learn the English language than it is for a Briton or American to comprehend Indian culture, translations of Indian texts is better left to Indians.

(a) While translating, the Indian and the westerner face the same challenges but they have different skill profiles and the former has the advantage.

(b) As preserving cultural meanings is the essence of literary translation Indians' knowledge of the local culture outweighs the initial disadvantage of lower fluency in English.

(c) Indian translators should translate Indian texts into English as their work is less likely to pose cultural problems which are harder to address than the quality of language.

(d) Westerners might be good at gaining reasonable fluency in new languages, but as understanding the culture reflected in literature is crucial, Indians remain better placed.

Directions for the question: Identify the most appropriate summary for the paragraph. Question No. 27:

27. For each of the past three years, temperatures have hit peaks not seen since the birth of meteorology, and probably not for more than 110,000 years. The amount of carbon dioxide in the air is at its highest level in 4 million years. This does not cause storms like Harvey – there have always been storms and hurricanes along the Gulf of Mexico – but it makes them wetter and more powerful. As the seas warm, they evaporate more easily and provide energy to storm fronts. As the air above them warms, it holds more water vapour. For every half a degree Celsius in warming, there is about a 3% increase in atmospheric moisture content. Scientists call this the Clausius-Clapeyron equation. This means the skies fill more quickly and have more to dump. The storm surge was greater because sea levels have risen 20 cm as a result of more than 100 years of human -related global warming which has melted glaciers and thermally expanded the volume of sea water.

(a) The storm Harvey is one of the regular, annual ones from the Gulf of Mexico; global warming and Harvey are unrelated phenomena.

(b) Global warming does not breed storms but makes them more destructive; the Clausius-Clapeyron equation, though it predicts potential increase in atmospheric moisture content, cannot predict the scale of damage storms might wreck.

(c) Global warming melts glaciers, resulting in sea water volume expansion; this enables more water vapour to fill the air above faster. Thus, modern storms contain more destructive energy.

(d) It is naive to think that rising sea levels and the force of tropical storms are unrelated; Harvey was destructive as global warming has armed it with more moisture content, but this may not be true of all storms.

Directions for the question: The five sentences (labelled 1, 2, 3, 4, and 5) given in this question, when properly sequenced, form a coherent paragraph.

Decide on the proper order for the sentence and key in this sequence of five numbers as your answer. Question No. 28:

28.

1. The process of handing down implies not a passive transfer, but some contestation in defining what exactly is to be handed down.
2. Wherever Western scholars have worked on the Indian past, the selection is even more apparent and the inventing of a tradition much more recognizable.
3. Every generation selects what it requires from the past and makes its innovations, some more than others.
4. It is now a truism to say that traditions are not handed down unchanged, but are invented.
5. Just as life has death as its opposite, so is tradition by default the opposite of innovation.

Directions for the question: The five sentences (labelled 1, 2, 3, 4, and 5) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentence and key in this sequence of five numbers as your answer. Question No. 29:

29.

1. Scientists have for the first time managed to edit genes in a human embryo to repair a genetic mutation, fuelling hopes that such procedures may one day be available outside laboratory conditions.
2. The cardiac disease causes sudden death in otherwise healthy young athletes and affects about one in 500 people overall.
3. Correcting the mutation in the gene would not only ensure that the child is healthy but also prevents transmission of the mutation to future generations.
4. It is caused by a mutation in a particular gene and a child will suffer from the condition even if it inherits only one copy of the mutated gene.

5. In results announced in Nature this week, scientists fixed a mutation that thickens the heart muscle, a condition called hypertrophic cardiomyopathy.

Directions for the question: The five sentences (labelled 1, 2, 3, 4, and 5) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentence and key in this sequence of five numbers as your answer. Question No. 30:

30.

1. The study suggests that the disease did not spread with such intensity, but that it may have driven human migrations across Europe and Asia.
2. The oldest sample came from an individual who lived in southeast Russia about 5,000 years ago.
3. The ages of the skeletons correspond to a time of mass exodus from today's Russia and Ukraine into western Europe and central Asia, suggesting that a pandemic could have driven these migrations.
4. In the analysis of fragments of DNA from 101 Bronze Age skeletons for sequences from Yersinia pestis, the bacterium that causes the disease, seven tested positive.
5. DNA from Bronze Age human skeletons indicate that the black plague could have emerged as early as 3,000 BCE, long before the epidemic that swept through Europe in the mid-1300s.

Directions for the question: The five sentences (labelled 1,2,3,4, and 5) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentence and key in this sequence of five numbers as your answer.

31.

1. This visual turn in social media has merely accentuated this announcing instinct of ours, enabling us with easy-to-create, easy-to-share, easy-to-store and easy-to-consume platforms, gadgets and apps.

2. There is absolutely nothing new about us framing the vision of who we are or what we want, visually or otherwise, in our Facebook page, for example.
3. Turning the pages of most family albums, which belong to a period well before the digital dissemination of self-created and self-curated moments and images, would reconfirm the basic instinct of documenting our presence in a particular space, on a significant occasion, with others who matter.
4. We are empowered to book our faces and act as celebrities within the confinement of our respective friend lists, and communicate our activities, companionship and locations with minimal clicks and touches.
5. What is unprecedented is not the desire to put out news feeds related to the self, but the ease with which this broadcast operation can now be executed, often provoking (un)anticipated responses from beyond one's immediate location.

Directions for the question: Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out. Choose its number as your answer and key it in.

32.

1. People who study children's language spend a lot of time watching how babies react to the speech they hear around them.
2. They make films of adults and babies interacting, and examine them very carefully to see whether the babies show any signs of understanding what the adults say.
3. They believe that babies begin to react to language from the very moment they are born.
4. Sometimes the signs are very subtle – slight movements of the baby's eyes or the head or the hands.

5. You’d never notice them if you were just sitting with the child, but by watching a recording over and over, you can spot them.

Directions for the question: Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out. Choose its number as your answer and key it in.

33.

1. Neuroscientists have just begun studying exercise’s impact within brain cells — on the genes themselves.
2. Even there, in the roots of our biology, they’ve found signs of the body’s influence on the mind.
3. It turns out that moving our muscles produces proteins that travel through the bloodstream and into the brain, where they play pivotal roles in the mechanisms of our highest thought processes.
4. In today’s technology-driven, plasma-screened-in world, it’s easy to forget that we are born movers—animals, in fact—because we’ve engineered movement right out of our lives.
5. It’s only in the past few years that neuroscientists have begun to describe these factors and how they work, and each new discovery adds awe-inspiring depth to the picture.

Directions for the question: Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out. Choose its number as your answer and key it in.

34.

1. The water that made up ancient lakes and perhaps an ocean was lost.
2. Particles from the Sun collided with molecules in the atmosphere, knocking them into space or giving them an electric charge that caused them to be swept away by the solar wind.

3. Most of the planet's remaining water is now frozen or buried, but clues over the past decade suggested that some liquid water, a presumed necessity for life, might survive in underground aquifers.
4. Data from NASA's MAVEN orbiter show that solar storms stripped away most of Mars's once-thick atmosphere.
5. A recent study reveals how Mars lost much of its early water, while another indicates that some liquid water remains.

Answer Key

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

22. (c)
23. (a)
24. (d)
25. (c)
26. (c)
27. (c)
28. 54132
29. 15243
30. 54123
31. 32145
32. Statement 3
33. Statement 4
34. Statement 1

Explanations

1. Option (b) is the answer. Paragraph 1 tries to put in to context the cognitive skills of humans and its relationship with drawing of the maps. Paragraph 2 explains the history of map making and attributes associated with each direction. Paragraphs 3 & 4 subsequently discuss different cultures and how did they draw their maps. The last line of paragraph 5 tries to sum up the context and clears the misconception about north being top. Thus, option (b) is the correct choice.

2. Option (b) is the answer. 1st Paragraph, line 4 ‘north is where darkness...’ suggest that north was considered as source of darkness; therefore Option (a) is ruled Out. 3rd paragraph lines 4 and 5 - ‘Muslim cultures..(south) towards it.’, ‘Christian maps from the ..’ respectively suggest that Muslim cultures put south at top because they wanted to look towards their religious centre Mecca and east was put at top in Christian maps because Garden of Eden is in eastern direction as per Christian belief; therefore Options (c) and (d) are ruled out.

3. Option (b) is the answer. It is mentioned in 3rd paragraph, line 6– 'In Chinese culture the Emperor looks south...', the given line suggests that the Chinese subjects could look up to king by placing him in north only, which is a symbol of respect for the authority commanded by the Emperor thus we conclude that Option (b) is the correct choice.

4. Option (c) is the answer. 3rd paragraph, line 4– 'Christian maps from the same era...' and 4th paragraph, line 4– 'Columbus says.... mappa mundi' suggest that European explorers had eastward orientation because they considered it the direction of paradise, therefore Option (c) is the correct choice.

5. Option (d) is the answer; The last line of the passage 'no one knows what ..' of the last paragraph aptly sums up the contribution of different cultures in developing the rationale governing the art of map making, Across different paragraphs as well we observe that either religious orientation, position of emperor or natural phenomena influenced position of a particular direction in the map. We see no mention of specific contribution by a particular culture, Thus we can conclude that Option (d) is correct answer.

6. Option (a) is answer. 3rd paragraph line 2–'In ancient Egyptian...., the position of sunrise' highlights the impact of natural phenomena and its influence on map making.

7. Option (a) is the answer. 2nd paragraph line 1–'[Before the invention.....] it used to take....., one press could crank out 3000 pages' of the given passage highlights the impact of printing press and how it enabled rapid dissemination of information because it increased production of books multi-fold.

8. Option (d) is the answer. 2nd paragraph line 4– 'The printing press offered the prospect that tyrants would never be able to kill a book or suppress an idea' suggests that the spread of information was easier now thus difficult for a tyrant to control, therefore it was not as easy for a tyrant to curb an enlightened political views and its spread of,

Option (a) is ruled out because it is true as per the passage. 2nd paragraph Line 3 –'Medical information....,diminishing the sway of quacks' and 2nd paragraph Line 6 –'monopoly that...scripture' 'suggests easier and rapid flow information led to enhancement in knowledge about religion and medical science which was true and authentic, Option (b) is true, hence it is ruled out. The first sentence and the last sentence of second paragraph shows that books and pamphlets could now be printed much faster. Hence Option (c) is true as well therefore Option (d) qualifies as correct choice.

9. (c) is the answer. 5th paragraph line 1 'Not long after Steve Jobs introduced his iPhone,....bound book...attic', attic means relating to, or characteristic of ancient Attica, Athens, or the Athenians hence relating to history thus we can conclude that Steve jobs wanted to suggest that books will become historical object thus we can conclude Option (c) is the correct choice.

10. Option (c) is the answer. The given sentence is part of the sixth paragraph, it has been elaborated very well in the last paragraph. 6th paragraph line 1 -'The hope of the iPhone, and the Internet in general, was that it would free people in closed societies. But the failure of the Arab Spring, and the continued suppression of ideas in North Korea, China and Iran, has not borne this out' highlights struggles in few closed societies namely Arab world, North Korea, China and Iran and suppression of ideas in them. Hence Option (c) qualifies as the correct choice.

11. (b); The last line 'it's hard to imagine the French or American revolutions without those enlightened voices in print..' of the 4th paragraph and first line '[Before..]... in the 15th century ' of the second paragraph help us conclude that Option (b) is the correct choice.

12. Option (b) is the answer. Paragraph 6 Line 1-'The hope of the iPhone, and the Internet in general, was that it would free people in closed societies.' and Paragraph 6 line 4- 'But I am not sure if the world

changed for the better with the iPhone – as it did with the printing press- or merely changed' suggest that the new technology, exemplified by iPhone and the Internet, have not been as successful as the printing press in opening the closed minds of people. Hence Option (b) is the right choice.

13. Option (c) is the answer. The central idea of the passage is summed up in the last sentence of the passage, 'Malls … were built for patterns of social interaction that increasingly don't exist'. The passage signifies malls as "gathering places", "societies have congregated around a central marketplace", "mall was an ecosystem" and "a combination of community and commercialism" and so on and so forth. Moreover, malls are not missed by America today, given the all-encompassing scope of digital lives. Hence, the advantages and disadvantages of malls, as given in Option (b) is irrelevant. People's shopping trends are not the focus of this particular passage, so Option (d) is ruled out. Option (a) is not at all true, given that 'A growing number of Americans … don't see the need to go to any Macy's at all.' Option (c) is the answer.

14. Option (a) is the answer. Central idea of the passage is to discuss social relevance as well its significance in employment generation and how there has been erosion in this role. Option (a) qualifies as the best choice from as per the last part of the given line 'often not too far from the malls it helped shatter' which highlights the role of Amazon in creation and destruction of job opportunities which too an extent highlights the irony present.

15. Option (b) is the answer. The word 'court' means to seek. The sentence, thus, suggests that real estate developers liked to have brand-name anchor outlets once upon a time in the past .The word 'once' clearly highlights the historical aspect which means that the real estate developers are now-a-days are no longer pursuing brand-name anchor outlets. Hence, Option (b) is the right answer.

16. Option (c) is the answer. As per central idea of the passage, malls are an ecosystem consisting of both the community and commercial aspect. Option (a) overlooks the commercial aspect. Option (b) is disqualified as it is narrow in outlook, usage of word 'eat' highlights singular aspect of community behaviour. Option (d) is disqualified as it highlights the commercial aspect only. Option (c) qualifies as the correct choice as it covers both the aspects.

17. Option (d) is the answer. Option (a) is disqualified as we find no mention of restriction in the entire passage. Option (b) is disqualified as it highlights commercial activity only. Option (c) is disqualified because malls were a place for community activities usage of word family narrows its scope. Option (d) is the logical choice as the word 'everyone' in the choice broadens its scope and aptly sums up the idea presented in the author's statement.

18. Option (a) is the answer. Perfume cloud has been metaphorically used here. Options (b), (c) and (d) are disqualified as they fail in capturing the essence and metaphorical significance Option (a) aptly captures the essence hence it is the right choice.

19. Option (c) is the answer. 2nd paragraph line 6– 'Spread over...proximity' and 3rd paragraph and line 3– 'they also....natural selection' suggest that natural selection is the most important factor while there other factors as well other than this and isolation is one among them thus we can conclude that Option (c) is the correct choice.

20. Option (b) is the answer. 3rd paragraph line 3– 'gene flow were less important' suggests some role of gene flow in evolutionary divergence, Option (a) is true thus ruled out. 1st paragraph line 2– 'evolutionary changes....' highlights imperceptible nature of evolutionary changes, thus Option (c) is ruled out. Option (d) is disqualified as per 2nd paragraph line 5– 'spread over.....close proximity' of the second paragraph as it is true as per the given lines.

21. Option (c) is the answer. It is not mentioned any where in the passage

that evolution is a sensitive or controversial topic, therefore Option (a) is disqualified. Whether Ehrlich and Raven's thesis superseded Mayr's can not be determined from the given passage, there Option (b) is disqualified. Option (d) is disqualified as it can not be ascertained from the given passage that checkerspot butterflies are the best example. We observe several instances of such debate across paragraphs of the given passage hence Option (c) is the right choice.

22. (c); Phrases like 'less than rosy', 'The trick is ..' and 'long-term economic returns' in the first paragraph highlight the dual aspect and long-term nature of economic benefits for host city of summer Olympics. Option (c) only covers both the aspect, it starts with word accrue which means to accumulate over time and contains 'if at all' which addresses the dual aspect, hence Option (c) qualifies as the correct choice.

23. (a); Option (b) is ruled out as it is not mentioned anywhere that the sports facilities in question are located away from the city centre. We do not see any mention of lack of adaptability on part of officials in the passage, therefore Option (c) is also ruled out. The passage also does not mention that the sports facilities get outdated due to poor planning, so Option (d) is ruled out. The passage mentions the sports facilities in Beijing and Sydney in the context of the large scale of an Olympic stadium and the huge operating costs to maintain it. Hence, Option (a) is the correct choice.

24. (d); Option (a) is ruled out as per line 3 'urban land is scarce' of the third paragraph of the given passage. Option (b) is disqualified as per the given line 'Residential...' in the last paragraph. Option (c) is ruled out as per last line 'other ...fiscal resources' of the last paragraph. Option (d) qualifies as the logical choice as we see no mention of strain arising because of influx of visitors.

25. Option (c) is the answer. Options (a), (b) and (d) are ruled out as the passage defines classic as something covering human particularity not

universality or universal experience. Option (c) only captures the essence of passage by mentioning an attempt to transcend universal and unified human consciousness.

26. (c); The passage suggests that an Indian translating ones works in an Indian language to English language is more likely to find cultural equivalents in the western world, while a Westerner would find it very challenging to translate their cultural element in Indian language. If an Indian translates Indian texts into English the lapses in the language can be easily addressed. Option (d) is ruled out as because it suggests otherwise. Options (b) and (a) are disqualified as per the line 'Since it is easier for.....Indians' of the given passage.

27. (c); The given passage states that global warming causes sea levels to rise and fills the skies more quickly, thus making the hurricanes more powerful as they are wetter than before. Option (a) contradicts the point stated in the passage by stating that global warming and rampaging storms are unrelated. Option (b) is ruled out as well as it contradicts the point stated in the last line of passage - 'The storm surge…'. Option (d) is disqualified as it is a self contradictory sentence. Option (c) is the right choice as it captures the essence of the paragraph.

28. Correct sequence is 5-4-1-3-2. Statement 5 will start the sequence because it introduces the topic. Statement 4 shall follow statement 5 as it explains handing down and precede statement 1 because it explains the transition aspect of handing down. Statement 3 shall precede statement 2 as it introduces selection process and statement 2 exemplifies it. Hence, the logical sequence is 5-4-1-3-2.

29. Correct sequence is 1-5-2-4-3. Statement 1 introduces the paragraph as it describes the achievement made by the scientists in editing genes in a human embryo to repair a genetic mutation. Statement 5 follows 1 explaining how the mutation, which results in hypertrophic cardio myopathy, was corrected. Statement 2 follows 5 describing the

consequences of cardio myopathy. Statement 4 follows Statement 2 as it explains the cause. Statement 3 rightly occupies the last position as it provides an conclusion. Thus, 1-5-2-4-3 is a logical sequence.

30. Correct sequence is 5-4-1-2-3. Statement 5 is the opening sentence as it introduces the topic. Statement 4 follows 5 as it provides further explanation regarding the topic. Statement 4 is followed by Statement 1 as it provides further explanation about impact of the disease and its role in causing migration .Statement 2 follows 1 as it provides evidence of migration hence 5-4-1-2-3 is the logical sequence.

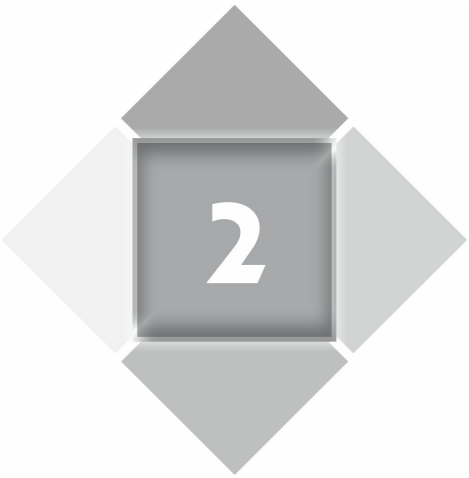
31. Correct sequence is 3-2-1-4-5. Statement 3 begins the paragraph as it introduces the topic. Statement 2 follows 3 as it further explains the topic by drawing analogy. Statement 1 is an example thus it follows statement 2. Statement 4 carries forward the paragraph stating that framing the vision on social media empowers us to act as celebrities within the confinement of our respective friend lists. Statement 5 concludes the paragraph talking about the ease with which the broadcast operation can be executed and how this often provokes (un)anticipated responses from beyond one's location. Therefore, statements 3, 2, 1, 4, 5 form an appropriate sequence.

32. Odd one out is statement 3. Statement 1 can not be eliminated as we can find multiple cross references for this statement because which it shall start the sequence. Statement 2 carries the Topic introduced in statement 1 forward. Statement 4 can not be eliminated as it finds the reference in statement 5 about the signs and our inability to notice them. Statement does not find reference in any statement thus we can conclude that Statement 3 is odd one out.

33. Odd one out is statement 4. Statement 1 begins the paragraph stating that neuroscientists have begun to study the impact of exercise within brain cells. Statement 2 follows 1 reporting the findings. Statement 3 follows 2 elaborating on the signs of the body's influence on the mind. Statement 5 states that each new discovery made by the neuroscientists

adds awe-inspiring depth to the picture, forms an ideal conclusion to the paragraph. Statement 4, which is a very generalized and conveys a different idea and does not form a part of the sequence 1, 2, 3, 5. Hence, Statement 4 is the odd one out.

34. Odd one out is statement 1. Statement 1 is odd one out as rest of the statements besides discussing the cause of loss of water from Mars provide a plausible reason with explanation, statement 1 is a generic statement devoid of scientific reasoning.



CAT Paper 2017 (Shift 2)

Directions for the question: Read the passage and answer the question based on it.

Creativity is at once our most precious resource and our most inexhaustible one. As anyone who has ever spent any time with children knows, every single human being is born creative; every human being is innately endowed with the ability to combine and recombine data, perceptions, materials and ideas, and devise new ways of thinking and doing. What fosters creativity? More than anything else: the presence of other creative people. The big myth is that creativity is the province of great individual geniuses. In fact creativity is a social process. Our biggest creative breakthroughs come when people learn from, compete with, and collaborate with other people.

Cities are the true fonts of creativity... With their diverse populations, dense social networks, and public spaces where people can meet spontaneously and serendipitously, they spark and catalyze new ideas. With their infrastructure for finance, organization and trade, they allow those ideas to be swiftly actualized.

As for what staunches creativity, that's easy, if ironic. It's the very institutions that we build to manage, exploit and perpetuate the fruits of creativity — our big bureaucracies, and sad to say, too many of our

schools. Creativity is disruptive; schools and organizations are regimented, standardized and stultifying.

The education expert Sir Ken Robinson points to a 1968 study reporting on a group of 1,600 children who were tested over time for their ability to think in out-of-the-box ways. When the children were between 3 and 5 years old, 98 percent achieved positive scores. When they were 8 to 10, only 32 percent passed the same test, and only 10 percent at 13 to 15. When 280,000 25-year-olds took the test, just 2 percent passed. By the time we are adults, our creativity has been wrung out of us.

I once asked the great urbanist Jane Jacobs what makes some places more creative than others. She said, essentially, that the question was an easy one. All cities, she said, were filled with creative people; that's our default state as people. But some cities had more than their shares of leaders, people and institutions that blocked out that creativity. She called them "squelchers."

Creativity (or the lack of it) follows the same general contours of the great socio-economic divide – our rising inequality – that plagues us. According to my own estimates, roughly a third of us across the United States, and perhaps as much as half of us in our most creative cities – are able to do work which engages our creative faculties to some extent, whether as artists, musicians, writers, techies, innovators, entrepreneurs, doctors, lawyers, journalists or educators – those of us who work with our minds. That leaves a group that I term "the other 66 percent," who toil in low-wage rote and rotten jobs—if they have jobs at all—in which their creativity is subjugated, ignored or wasted.

Creativity itself is not in danger. Its flourishing is all around us – in science and technology, arts and culture, in our rapidly revitalizing cities. But we still have a long way to go if we want to build a truly creative society that supports and rewards the creativity of each and every one of us.

1. In the author's view, cities promote human creativity for all the

following reasons EXCEPT that they

(a) contain spaces that enable people to meet and share new ideas.

(b) expose people to different and novel ideas, because they are home to varied groups of people.

(c) provide the financial and institutional networks that enable ideas to become reality.

(d) provide access to cultural activities that promote new and creative ways of thinking.

2. The author uses 'ironic' in the third paragraph to point out that

(a) people need social contact rather than isolation to nurture their creativity.

(b) institutions created to promote creativity eventually stifle it.

(c) the larger the creative population in a city, the more likely it is to be stifled.

(d) large bureaucracies and institutions are the inevitable outcome of successful cities.

3. The central idea of this passage is that

(a) social interaction is necessary to nurture creativity.

(b) creativity and ideas are gradually declining in all societies.

(c) the creativity divide is widening in societies in line with socio-economic trends.

(d) more people should work in jobs that engage their creative faculties.

4. Jane Jacobs believed that cities that are more creative

(a) have to struggle to retain their creativity.

(b) have to 'squelch' unproductive people and promote creative ones.

(c) have leaders and institutions that do not block creativity.

(d) typically do not start off as creative hubs.

5. The 1968 study is used here to show that

(a) as they get older, children usually learn to be more creative.

(b) schooling today does not encourage creative thinking in children.

(c) the more children learn, the less creative they become.
(d) technology today prevents children from being creative.

6. The author's conclusions about the most 'creative cities' in the US (paragraph 6) are based on his assumption that

(a) people who work with their hands are not doing creative work.
(b) more than half the population works in non-creative jobs.
(c) only artists, musicians, writers, and so on should be valued in a society.
(d) most cities ignore or waste the creativity of low-wage workers.

Directions for the question: Read the passage and answer the questions based on it. During the frigid season...it's often necessary to nestle under a blanket to try to stay warm. The temperature difference between the blanket and the air outside is so palpable that we often have trouble leaving our warm refuge. Many plants and animals similarly hunker down, relying on snow cover for safety from winter's harsh conditions. The small area between the snowpack and the ground, called the subnivium...might be the most important ecosystem that you have never heard of.

The subnivium is so well-insulated and stable that its temperature holds steady at around 32 degree Fahrenheit (0 degree Celsius). Although that might still sound cold, a constant temperature of 32 degree Fahrenheit can often be 30 to 40 degrees warmer than the air temperature during the peak of winter. Because of this large temperature difference, a wide variety of species...depend on the subnivium for winter protection.

For many organisms living in temperate and Arctic regions, the difference between being under the snow or outside it is a matter of life and death. Consequently, disruptions to the subnivium brought about by climate change will affect everything from population dynamics to nutrient cycling through the ecosystem.

The formation and stability of the subnivium requires more than a few flurries. Winter ecologists have suggested that eight inches of snow is necessary to develop a stable layer of insulation. Depth is not the only factor,

however. More accurately, the stability of the subnivium depends on the interaction between snow depth and snow density. Imagine being under a stack of blankets that are all flattened and pressed together. When compressed, the blankets essentially form one compacted layer. In contrast, when they are lightly placed on top of one another, their insulative capacity increases because the air pockets between them trap heat. Greater depths of low-density snow are therefore better at insulating the ground.

Both depth and density of snow are sensitive to temperature. Scientists are now beginning to explore how climate change will affect the subnivium, as well as the species that depend on it. At first glance, warmer winters seem beneficial for species that have difficulty surviving subzero temperatures; however, as with most ecological phenomena, the consequences are not so straightforward. Research has shown that the snow season (the period when snow is more likely than rain) has become shorter since 1970. When rain falls on snow, it increases the density of the snow and reduces its insulative capacity. Therefore, even though winters are expected to become warmer overall from future climate change, the subnivium will tend to become colder and more variable with less protection from the above-ground temperatures.

The effects of a colder subnivium are complex...For example, shrubs such as crowberry and alpine a2alea that grow along the forest floor tend to block the wind and so retain higher depths of snow around them. This captured snow helps to keep soils insulated and in turn increases plant decomposition and nutrient release. In field experiments, researchers removed a portion of the snow cover to investigate the importance of the subnivium’s insulation. They found that soil frost in the snow-free area resulted in damage to plant roots and sometimes even the death of the plant.

7. The purpose of this passage is to

(a) introduce readers to a relatively unknown ecosystem: the subnivium.

(b) explain how the subnivium works to provide shelter and food to several species.

(c) outline the effects of climate change on the subnivium.

(d) draw an analogy between the effect of blankets on humans and of snow cover on species living in the subnivium.

8. All of the following statements are true EXCEPT

(a) Snow depth and snow density both influence the stability of the subnivium.

(b) Climate change has some positive effects on the subnivium.

(c) The subnivium maintains a steady temperature that can be 30 to 40 degrees warmer than the winter air temperature.

(d) Researchers have established the adverse effects of dwindling snow cover on the subnivium.

9. Based on this extract, the author would support which one of the following actions?

(a) The use of snow machines in .winter to ensure snow cover of at least eight inches.

(b) Government action to curb climate change.

(c) Adding nutrients to the soil in winter.

(d) Planting more shrubs in areas of short snow season.

10. In paragraph 6, the author provides the examples of crowberry and alpine azalea to demonstrate that

(a) despite frigid temperatures, several species survive in temperate and Arctic regions.

(b) due to frigid temperatures in the temperate and Arctic regions, plant species that survive tend to be shrubs rather than trees.

(c) The crowberry and alpine azalea are abundant in temperate and Arctic regions.

(d) The stability of the subnivium depends on several interrelated factors, including shrubs on the forest floor.

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

(a) In an ecosystem, altering any one element has a ripple effect on all others.

(b) Climate change affects temperate and Artie regions more than equatorial or arid ones.

(c) A compact layer of wool is warmer than a similarly compact layer of goose down.

(d) The loss of the subnivium, while tragic, will affect only temperate and Artie regions.

12. In paragraph 1, the author uses blankets as a device to

(a) evoke the bitter cold of winter in the minds of readers.

(b) explain how blankets work to keep us warm.

(c) draw an analogy between blankets and the snowpack.

(d) alert readers to the fatal effects of excessive exposure to the cold.

Directions for the questions: Read the passage and answer the questions based on it.

The end of the age of the internal combustion engine is in sight. There are small signs everywhere: the shift to hybrid vehicles is already under way among manufacturers. Volvo has announced it will make no purely petrol-engined cars after 2019...and Tesla has just started selling its first electric car aimed squarely at the middle classes: the Tesla 3 sells for $35,000 in the US, and 400,000 people have put down a small, refundable deposit towards one. Several thousand have already taken delivery, and the company hopes to sell half a million more next year. This is a remarkable figure for a machine with a fairly short range and a very limited number of specialised charging stations.

Some of it reflects the remarkable abilities of Elon Musk, the company's founder, as a salesman, engineer, and a man able to get the most out his factory workers and the governments he deals with...Mr Musk is selling a dream that the world wants to believe in.

This last may be the most important factor in the story. The private car

is...a device of immense practical help and economic significance, but at the same time a theatre for myths of unattainable self-fulfilment. The one thing you will never see in a car advertisement is traffic, even though that is the element in which drivers spend their lives. Every single driver in a traffic jam is trying to escape from it, yet it is the inevitable consequence of mass car ownership.

The sleek and swift electric car is at one level merely the most contemporary fantasy of autonomy and power. But it might also disrupt our exterior landscapes nearly as much as the fossil fuel-engined car did in the last century. Electrical cars would of course pollute far less than fossil fuel-driven ones; instead of oil reserves, the rarest materials for batteries would make undeserving despots and their dynasties fantastically rich. Petrol stations would disappear. The air in cities would once more be breathable and their streets as quiet as those of Venice. This isn't an unmixed good. Cars that were as silent as bicycles would still be as dangerous as they are now to anyone they hit without audible warning.

The dream goes further than that. The electric cars of the future will be so thoroughly equipped with sensors and reaction mechanisms that they will never hit anyone. Just as brakes don't let you skid today, the steering wheel of tomorrow will swerve you away from danger before you have even noticed it...

This is where the fantasy of autonomy comes full circle. The logical outcome of cars which need no driver is that they will become cars which need no owner either. Instead, they will work as taxis do, summoned at will but only for the journeys we actually need. This the future towards which Uber...is working. The ultimate development of the private car will be to reinvent public transport. Traffic jams will be abolished only when the private car becomes a public utility. What then will happen to our fantasies of independence? We'll all have to take to electrically powered bicycles.

13. Which of the following statements best reflects the author's argument?

(a) Hybrid and electric vehicles signal the end of the age of internal

combustion engines.

(b) Elon Musk is a remarkably gifted salesman.

(c) The private car represents an unattainable myth of independence.

(d) The future Uber car will be environmentally friendlier than even the Tesla.

14. The author points out all of the following about electric cars EXCEPT

(a) their reliance on rare materials for batteries will support despotic rule.

(b) they will reduce air and noise pollution.

(c) they will not decrease the number of traffic jams.

(d) they will ultimately undermine rather than further driver autonomy

15. According to the author, the main reason for Tesla's remarkable sales is that

(a) in the long run, the Tesla is more cost effective than fossil fuel-driven cars.

(b) the US government has announced a tax subsidy for Tesla buyers.

(c) the company is rapidly upscaling the number of specialised charging stations for customer convenience.

(d) people believe in the autonomy represented by private cars.

16. The author comes to the conclusion that

(a) car drivers will no longer own cars but will have to use public transport.

(b) cars will be controlled by technology that is more efficient than car drivers.

(c) car drivers dream of autonomy but the future may be public transport.

(d) electrically powered bicycles are the only way to achieve autonomy in transportation.

17. In paragraphs 5 and 6, the author provides the example of Uber to argue that

(a) in the future, electric cars will be equipped with mechanisms that prevent collisions.

(b) in the future, traffic jams will not exist.

(c) in the future, the private car will be transformed into a form of public transport.

(d) in the future, Uber rides will outstrip Tesla sales.

18. In paragraph 6, the author mentions electrically powered bicycles to argue that

(a) if Elon Musk were a true visionary, he would invest funds in developing electric bicycles.

. (b) our fantasies of autonomy might unexpectedly require us to consider electric bicycles.

(c) in terms of environmental friendliness and safety, electric bicycles rather than electric cars are the future.

(d) electric buses are the best form of public transport.

Directions for the question: Read the passage and answer the question based on it. Typewriters are the epitome of a technology that has been comprehensively rendered obsolete by the digital age. The ink comes off the ribbon, they weigh a ton, and second thoughts are a disaster. But they are also personal, portable and, above all, private. Type a document and lock it away and more or less the only way anyone else can get it is if you give it to them. That is why the Russians have decided to go back to typewriters in some government offices, and why in the US, some departments have never abandoned them. Yet it is not just their resistance to algorithms and secret surveillance that keeps typewriter production lines – well one, at least – in business (the last British one closed a year ago). Nor is it only the nostalgic appeal of the metal body and the stout well-defined keys that make them popular on eBay. (a) typewriter demands something particular: attentiveness. By the time the paper is loaded, the ribbon tightened, the carriage returned, the spacing and the margins set, there's a big premium on hitting the right key. That means sorting out ideas, pulling together a kind of order and organising details before actually striking off. There can be no thinking on

screen with a typewriter. Nor are there any easy distractions. No online shopping. No urgent emails. No Twitter. No need even for electricity – perfect for writing in a remote hideaway. The thinking process is accompanied by the encouraging clack of keys, and the ratchet of the carriage return. Ping!

19. Which one of the following best describes what the passage is trying to do?

(a) It describes why people continue to use typewriters even in the digital age.

(b) It argues that typewriters will continue to be used even though they are an obsolete technology.

(c) It highlights the personal benefits of using typewriters.uture.

(d) It shows that computers offer fewer options than typewriters

20. According to the passage, some governments still use typewriters because:

(a) they do not want to abandon old technologies that may be useful in the future.

(b) they want to ensure that typewriter production lines remain in business.

(c) they like the nostalgic appeal of typewriter.

(d) they can control who reads the document.

21. The writer praises typewriters for all the following reasons EXCEPT

(a) Unlike computers, they can only be used for typing.

(b) You cannot revise what you have typed on a typewriter.

(c) Typewriters are noisier than computers.

(d) Typewriters are messier to use than computers.

Directions for the questions: Read the passage and answer the questions based on it. Despite their fierce reputation. Vikings may not have always been the plunderers and pillagers popular culture imagines them to be. In fact, they got their start trading in northern European markets, researchers suggest.

Combs carved from animal antlers, as well as comb manufacturing waste and raw antler material has turned up at three archaeological sites in Denmark, including a medieval marketplace in the city of Ribe. A team of researchers from Denmark and the U.K. hoped to identify the species of animal to which the antlers once belonged by analyzing collagen proteins in the samples and comparing them across the animal kingdom, Laura Geggel reports for LiveScience. Somewhat surprisingly, molecular analysis of the artifacts revealed that some combs and other material had been carved from reindeer antlers.... Given that reindeer (Rangifer tarandus) don't live in Denmark, the researchers posit that it arrived on Viking ships from Norway. Antler craftsmanship, in the form of decorative combs, was part of Viking culture. Such combs served as symbols of good health, Geggel writes. The fact that the animals shed their antlers also made them easy to collect from the large herds that inhabited Norway.

Since the artifacts were found in marketplace areas at each site it's more likely that the Norsemen came to trade rather than pillage. Most of the artifacts also date to the 780s, but some are as old as 725. That predates the beginning of Viking raids on Great Britain by about 70 years. (Traditionally, the so-called "Viking Age" began with these raids in 793 and ended with the Norman conquest of Great Britain in 1066.) Archaeologists had suspected that the Vikings had experience with long maritime voyages [that] might have preceded their raiding days. Beyond Norway, these combs would have been a popular industry in Scandinavia as well. It's possible that the antler combs represent a larger trade network, where the Norsemen supplied raw material to craftsmen in Denmark and elsewhere.

22. The primary purpose of the passage is:

(a) to explain the presence of reindeer antler combs in Denmark.

(b) to contradict the widely-accepted beginning date for the Viking Age in Britain, and propose an alternate one.

(c) to challenge the popular perception of Vikings as raiders by using evidence that suggests their early trade relations with Europe.

(d) to argue that besides being violent pillagers, Vikings were also skilled craftsmen and efficient traders.

23. The evidence – "Most of the artifacts also date to the 780s, but some are as old as 725" – has been used in the passage to argue that:

(a) the beginning date of the Viking Age should be changed from 793 to 725.

(b) the Viking raids started as early as 725.

(c) some of the antler artifacts found in Denmark and Great Britain could have come from candinavia.

(d) the Vikings' trade relations with Europe pre-dates the Viking raids.

24. All of the following hold true for Vikings EXCEPT

(a) Vikings brought reindeer from Norway to Denmark for trade purposes.

(b) Before becoming the raiders of northern Europe, Vikings had trade relations with European nations.

(c) Antler combs, regarded by the Vikings as a symbol of good health, were part of the Viking culture.

(d) Vikings, once upon a. time, had trade relations with Denmark and Scandinavia.

Directions for the question: Identify the most appropriate summary for the paragraph.

25. North American walnut sphinx moth caterpillars (Amorpha juglandis) look like easy meals for birds, but they have a trick up their sleeves—they produce whistles that sound like bird alarm calls, scaring potential predators away. At first, scientists suspected birds were simply startled by the loud noise. But a new study suggests a more sophisticated mechanism: the caterpillar's whistle appears to mimic a bird alarm call, sending avian predators scrambling for cover. When pecked by a bird, the caterpillars whistle by compressing their bodies like an accordion and forcing air out through specialized holes in their sides. The whistles are impressively loud – they have been measured at over

80 dB from 5 cm away from the caterpillar – considering they are made by a two-inch long insect.

(a) North American walnut sphinx moth caterpillars will whistle periodically to ward off predator birds – they have a specialized vocal tract that helps them whistle.

(b) North American walnut sphinx moth caterpillars can whistle very1 loudly; the loudness of their whistles is shocking as they are very small insects.

(c) North American walnut sphinx moth caterpillars, in a case of acoustic deception, produce whistles that mimic bird alarm calls to defend themselves.

(d) North American walnut sphinx moth caterpillars, in a case of deception and camouflage, produce whistles that mimic bird alarm calls to defend themselves.

Directions for the question: Identify the most appropriate summary for the paragraph.

26. Both Socrates and Bacon were very good at asking useful questions. In fact, Socrates is largely credited with corning up with a way of asking questions, ‘the Socratic method which itself is at the core of the ‘scientific method’, popularised by Bacon. The Socratic method disproves arguments by finding exceptions to them, and can therefore lead your opponent to a point where they admit something that contradicts their original position. In common with Socrates, Bacon stressed it was as important to disprove a theory as it was to prove one – and real-world observation and experimentation were key to achieving both aims. Bacon also saw science as a collaborative affair, with scientists working together, challenging each other.

(a) Both Socrates and Bacon advocated clever questioning of the opponents to disprove their arguments and theories.

(b) Both Socrates and Bacon advocated challenging arguments and theories by observation and experimentation.

(c) Both Socrates and Bacon advocated confirming arguments and theories by finding exceptions.

(d) Both Socrates and Bacon advocated examining arguments and theories from both sides to prove them.

Directions for the question: Identify the most appropriate summary for the paragraph.

27. A fundamental property of language is that it is slippery and messy and more liquid than solid, a gelatinous mass that changes shape to fit. As Wittgenstein would remind us, "usage has no sharp boundary." Oftentimes, the only way to determine the meaning of a word is to examine how it is used. This insight is often described as the "meaning is use" doctrine. There are differences between the "meaning is use" doctrine and a dictionary–first theory of meaning. "The dictionary's careful fixing of words to definitions, like butterflies pinned under glass, can suggest that this is how language works. The definitions can seem to ensure and fix the meaning of words, just as the gold standard can back a country's currency." What Wittgenstein found in the circulation of ordinary language, however, was a free-floating currency of meaning. The value of each word arises out of the exchange. The lexicographer abstracts a meaning from that exchange, which is then set within the conventions of the dictionary definition.

(a) Dictionary definitions are like 'gold standards' – artificial, theoretical and dogmatic. Actual meaning of words is their free exchange value.

(b) Language is already slippery; given this, accounting for 'meaning in use' will only exasperate the problem. That is why lexicographers 'fix' meanings.

(c) Meaning is dynamic; definitions are static. The 'meaning in use' theory helps us understand that definitions of words are culled from their meaning in exchange and use and not vice versa.

(d) The meaning of words in dictionaries is clear, fixed and less dangerous and ambiguous than the meaning that arises when words are exchanged between people.

Directions for the question: The five sentences (labelled 1,2,3,4, and 5) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentence and key in this sequence of five numbers as your answer.

28.

1. The implications of retelling of Indian stories, hence, takes on new meaning in a modern India.
2. The stories we tell reflect the world around us.
3. We cannot help but retell the stories that we value – after all, they are never quite right for us – in our time.
4. And even if we manage to get them quite right, they are only right for us – other people living around us will have different reasons for telling similar stories.
5. As soon as we capture a story, the world we were trying to capture has changed.

Directions for the question: The five sentences (labelled 1, 2, 3, 4, and 5) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentence and key in this sequence of five numbers as your answer.

29.

1 Before plants can take life from atmosphere, nitrogen must undergo transformations similar to ones that food undergoes in our digestive machinery.
2. In its aerial form nitrogen is insoluble, unusable and is in need of transformation.
3. Lightning starts the series of chemical reactions that need to happen to

nitrogen, ultimately helping it nourish our earth.

4. Nitrogen – an essential food for plants – is an abundant resource, with about 22 million tons of it floating over each square mile of earth.
5. One of the most dramatic examples in nature of ill wind that blows goodness is lightning.

Direction for the question: The six sentences (labelled 1, 2, 3, 4, 5 and 6) given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentence and key in this sequence of six numbers as your answer.

30.

1. This has huge implications for the health care system as it operates today, where depleted resources and time lead to patients rotating in and out of doctor's offices, oftentimes receiving minimal care or concern (what is commonly referred to as "bed side manner") from doctors.
2. The placebo effect is when an individual's medical condition or pain shows signs of improvement based on a fake intervention that has been presented to them as a real one and used to be regularly dismissed by researchers as a psychological effect.
3. The placebo effect is not solely based on believing in treatment, however, as the clinical setting in which treatments are administered is also paramount.
4. That the mind has the power to trigger biochemical changes because the individual believes that a given drug or intervention will be effective could empower chronic patients through the notion of our bodies' capacity for self-healing.
5. Placebo effects are now studied not just as foils for "real" interventions but as a potential portal into the self-healing powers of the body

Directions for the question: The five sentences (labelled 1,2,3,4, and 5)

given in this question, when properly sequenced, form a coherent paragraph. Decide on the proper order for the sentence and key in this sequence of five numbers as your answer.

31.

1. Johnson treated English very practically, as a living language, with many different shades of meaning and adopted his definitions on the principle of English common law – according to precedent.
2. Masking a profound inner torment, Johnson found solace in compiling the words of a language that was, in its coarse complexity and comprehensive genius, the precise analogue of his character.
3. Samuel Johnson was a pioneer who raised common sense to heights of genius, and a man of robust popular instincts whose watchwords were clarity, precision and simplicity.
4. The 18th century English reader, in the new world of global trade and global warfare, needed a dictionary with authoritative acts of definition of words of a language that was becoming seeded throughout the first British empire by a vigorous and practical champion.
5. The Johnson who challenged Bishop Berkeley's solipsist theory of the nonexistence of matter by kicking a large stone ("I refute it thus") is the same Johnson for whom language must have a daily practical use.

Directions for the question: Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out. Choose its number as your answer and key it in.

32 .

1. Although we are born with the gift of language, research shows that we are surprisingly unskilled when it comes to communicating with others.

2. We must carefully orchestrate our speech if we want to achieve our goals and bring our dreams to fruition.
3. We often choose our words without thought, oblivious of the emotional effects they can have on others.
4. We talk more than we need to, ignoring the effect we are having on those listening to us.
5. We listen poorly, without realizing it, and we often fail to pay attention to the subtle meanings conveyed by facial expressions, body gestures, and the tone and cadence of our voice.

Directions for the question: Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out. Choose its number as your answer and key it in.

33.

1. Over the past fortnight, one of its finest champions managed to pull off a similar impression.
2. Wimbledon's greatest illusion is the sense of timelessness it evokes.
3. At 35 years and 342 days, Roger Federer became the oldest man to win the singles title in the Open Era – a full 14 years after he first claimed the title as a scruffy, pony-tailed upstart.
4. Once he had survived the opening week, the second week witnessed the range of a rested Federer's genius.
5. Given that his method isn't reliant on explosive athleticism or muscular ball-striking, both vulnerable to decay, there is cause to believe that Federer will continue to enchant for a while longer.

Directions for the question: Five sentences related to a topic are given below. Four of them can be put together to form a meaningful and coherent short paragraph. Identify the odd one out. Choose its number as your answer and key it in.

34.

1. Those geometric symbols and aerodynamic swooshes are more than just skin deep.
2. The Commonwealth Bank logo – a yellow diamond, with a black chunk sliced out in one corner – is so recognisable that the bank doesn't even use its full name in its advertising.
3. It's not just logos with hidden shapes; sometimes brands will have meanings or stories within them that are deliberately vague or lost in time, urging you to delve deeper to solve the riddle.
4. Graphic designers embed cryptic references because it adds a story to the brand; they want people to spend more time with a brand and have that idea that they are an insider if they can understand the hidden message.
5. But the Comm Bank logo has more to it than meets the eye, as squirrelled away in that diamond is the Southern Cross constellation.

Answer Key

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

16. (c)
17. (c)
18. (b)
19. (a)
20. (d)
21. (d)
22. (c)
23. (d)
24. (a)
25. (c)
26. (d)
27. (c)
28. 25341
29. 53421
30. 25431
31. 43512
32. Statement 2
33. Statement 4
34. Statement 1

Explanations

1. (d); 2nd paragraph ‘Cities are ....swiftly actualized’– states that cities have diverse population, dense social networks and public spaces where people can meet to create new ideas and infrastructure in place facilitates the actions required to implement the ideas. Options (a), (b) and (c) are ruled as they are true as per the second paragraph, but do not find any mention of culture in this paragraph, hence, Option (d) is correct choice.

2. (b); 3rd paragraph line 3 ‘schools and organizations....stultifying’, we

can infer from the given line that the institutions which have been established to foster creativity, block it out because of the structure in place and methods that they follow to make the kid creative and author finds this ironic, therefore Option (b) is the correct choice.

3. (a); The passage revolves around innate ability of humans to be creative and how it can be fostered to a great extent in society. Line 5 'In fact creativity is a social process' emphasizes upon importance of social interaction in fostering creativity thus we can conclude that Option (a) is the correct choice.

4. (c); In 5th paragraph Jane Jacobs says that all cities were filled with creative people. Some cities had more share of leaders, people and institutions that blocked out creativity, we can infer from this statement that if leaders and institutions do not block creativity then those cities best utilize creativity of the people. Thus we can logically infer that Option (c) is the correct choice.

5. (b); Referring to 4th and paragraph, the paragraphs discuss the findings of 1968 study report and key highlights were loss in ability to think out of box as one grows up and achieves higher education loses out on one's creativity, thus we can infer that schools today are not promoting creativity. Hence, (b) is the answer.

6. (a); 6th paragraph line 5– 'those of us who work with our minds. That leaves a group....ignored or wasted' which contains words like toil, rote, rotten jobs, subjugated and wasted suggests that those who are doing physical work instead of mental work their creative ability has been wasted in not so creative physical work. Thus we can conclude that Option (a) is the right answer.

7. (c); Option (a) is ruled out because the passage covers more than introduction to ecosystem and Subnivium. Option (b) is ruled out as it only sumps up the points presented in paragraphs 2 and 3 of the given passage. Option 4 is ruled because it sumps up the points presented in paragraph 1 and 2. Option (c) is the logical choice as it concisely

sumps up the idea presented in the given passage.

8. (b); Option (a) is ruled out based on our inference drawn from line 1 'Both depth and density are sensitive to temperature' of paragraph 5 and Line 4 'The small....,called the Subnivium' of paragraph where Subnivium is defined and in Paragraph 5 reasons influencing its stability is mentioned. Thus it is true as per the given passage. Option (c) is true as well as per the lines 1 and 2 'The Subnivium..' and 'Although....during the peak of winter ' of paragraph 2 of the given passage hence it is ruled out. The statement given in Option (d) can be inferred from last paragraph of the given passage, thus it is true as per passage hence it is eliminated. We find no mention of positive impact of climate change in the passage thus we can logically conclude that Option (b) is the correct answer.

9. (b); Climate change is a gradual process and can be addressed by steps which are concrete and addresses the issue in long term. Options (a), (c) and (d) are short-term, stop gap solutions hence they are disqualified. Option (b) is the right answer as it the most logical and apt choice.

10. (d); Usage of the word complex in the first line of paragraph 6 tries to highlight presence of multiple factor and the role their interrelation play in ensuring the stability of Subnivinium .Options A, (b) and (c) do not highlight the complex nature of the phenomena, Option (d) aptly captures the stated idea in Paragraph 6.

11. (a); Equatorial and Arid regions do not find any mention in the passage, hence Option (b) can be ruled out. We also have no information to conclude whether the loss of the Subnivium shall only affect temperate and Arctic regions, therefore Option (d) is eliminated. Idea presented in Option (c) is very narrow in scope and does not draw correct analogy, thus it is ruled out. Option (a) can be logically inferred by referring to line 2 'disruptions.. ..to nutrient cycling through the ecosystem' of the third paragraph, hence Option (a) is the right answer.

12. (c); Example of blankets has been used to highlight its role in protecting us against cold and in keeping us warm by insulating us from the weather. Role played by snowpack in keeping the plants and animals warm as it insulates them from external weather therefore keeps them warm, paragraph 1 explains this phenomena thus we can conclude that author uses blanket as device to draw analogy. Hence (c) is the answer.

13. (c); 3rd Paragraph line 1 'This last may be the most important factor in the story.... unattainable self-fulfilment'. The author considers private car as a device of immense practical help and economic significance and tries to emphasize which creates a myth around it and the author emphasizes upon this point by highlighting it as an important factor in the story hence we can conclude that Option (c) is the right answer.

14. (d); Option (a) is ruled out because it is true as per line 4 'the rarest materials...fantastically rich' of fourth paragraph. Option (b) is true as well as per line 6 'The air in....Venice' of the fourth paragraph hence it is eliminated. Option (c) is disqualified once we refer to line 4 'Traffic jam....utility' of the last paragraph which states the reason for traffic jam and lack of likelihood any reduction in it. Option (d) thus emerges as the right answer.

15. (d); 4th Paragraph line 1– 'The sleek and swift .... autonomy 'states that sleek look and ability to move swiftly, the attributes possessed by Tesla electric cars have established them as benchmark of autonomy and power, which places it at par with fossil-fuel driven ones because of which believe in autonomy represented by it, therefore Option (d) is the answer.

16. (c); At the beginning of the last paragraph, the author says 'The fantasy of autonomy comes full circle'. What the author suggests by the use of the term "comes full circle," is that it completes a cycle and returns to its beginnings. That is, there will be no autonomy. He goes on to say, through the balance part of the paragraph, that public

transport will be reinvented. Thus, we can conclude that Option (c) is the right choice.

17. (c); By referring to line 3 ‘The ultimate… public transport’ of the last paragraph 6 we can infer that the author uses Uber to highlight that future associated with private cars thus Option (c) is the most logical choice.

18. (b); Line 4 “Traffic jams will be abolished only when the car becomes a public utility. What will happen to our fantasies of independence? We will all have to take to electrically powered bicycles” of paragraph 6 tries to demonstrate that independence and autonomy are synonyms, thus the author tries to suggests that we will need to consider bicycles if we want autonomy, thus we can conclude that Option (b) is the right choice.

19. (a); In the given passage, the author is explaining why the typewriter continues to be used even in today’s digital age. Some of the reasons he has given are that they are personal and private. The information typed on a typewriter cannot be leaked out, give time to sort the ideas and above all, it does not need electricity and can, therefore, be used even in remote locations. Option (a) very well sumps up all these points hence it qualifies as right choice.

20. (d); By referring to line 3 ‘Type....give it to them’ we can conclude that it gives you better control over information contained and its dissemination which has been captured in Option (d), Hence it is the right choice.

21. (d); By referring to line 11 ‘There can be... distractions’ we can infer that author praises typewriter as it can only be used for typing without causing any distraction, thus Option (a) is ruled out .It can be inferred by referring to line 8 ‘A typewriter.....attentiveness’ enables you to be more attentive thus eliminating the need for revision, Hence Option (b) can be ruled out as it highlights a positive side of typewriter. By referring to the last line ‘encouraging clack of keys’ we can understand

that being noise is a positive attribute a typewriter possesses, therefore we can eliminate Option (c) as well. We do not find any mention of them being messy; therefore Option (d) is not true as per the passage thus the right answer.

22. (c); 1st paragraph line 1– 'Despite their...research suggests' suggest that a popular notion that Vikings were plunderers is not right instead they were traders as per the findings of the research they were traders thus we can conclude that Option (c) is the answer.

23. (d); By referring to line 1 'Since....than pillage' and line 2 'That ...70 years' of third paragraph we can infer that Vikings trade relations with Europe pre-dates the Vikings raid. Hence Option (d) is the correct choice.

24. (a), By referring to Line 6,7,8 and 9 'Some ..Norway' of Second paragraph. It is suggested reindeers were brought to Norway not for trade but as symbol of good health and decorative purposes. Thus, Option (a) does not hold true as per the given passage.

25. (c); Option (a) is not the appropriate summary because it fails to mention that the walnut sphinx moth caterpillars make use of acoustic deception to ward off predators. Further, it is not stated in the paragraph that they have specialized vocal chords. Option (b) fails to capture the essence of the paragraph as it does not mention the point that the acoustic deception used by the caterpillars to mimic bird alarm calls. Between options (c) and D, the former is appropriate as Option 4 talks about deception and not "acoustic deception" which is employed by the birds. Further, it is not mentioned in the paragraph that the caterpillars use "camouflage" to trick the predators. Hence, Option (c) captures the essence of the paragraph.

26. (d); Line 5 'Bacon...both aims' of the given passage suggests that we can conclude that Bacon carried forward 'the Socratic method' and examined the theories and arguments from both the sides. Option (d) only fully captures the essence of methods employed by Socrates and

Bacon, Hence, it is the right answer.

27. (c); Main point of the paragraph is that language is fluid and its meaning is derived from usage and exchange. Lexicographers abstract the meaning from that exchange and this meaning is then set within the meaning of the dictionary definition. This point is covered only in Option (c).

28. Correct sequence is 2-5-3-4-1. Statement 2 is the best choice to start the sequence because it is a general statement and introduces the topic very well. Statement 5 shall follow 2 because it carries forward the topic by building a context around the significance of capturing a story. 3 carries the discussion forward by emphasizing that we cannot but retell the stories that we value. Statement 4 follows 3 as it further explains "never quite right" contained in statement 3 by using "even if we manage to get them quite right" . Statement 1 concludes the paragraph by stating implications of retelling stories as it takes a new meaning in a modern India. Therefore, 2-5-3-4-1 is the appropriate sequence.

29. Correct sequence is 5-3-4-2-1. Statement 5 begins the paragraph by talking about the importance of lightning. Statement 3 follows it as it talks further about lightning and its role in causing chemical reactions. Statement 4 follows 3 as it further explains how nitrogen nourishes the earth with its ubiquitous presence over each square mile on earth which was introduced in Statement 3. Statement 2 follows 3 as it describes the properties of nitrogen. Statement 1 complements 2 by explaining how nitrogen must undergo transformation similar to the way that food undergoes transformation in our digestive machinery. Hence, the logical sequence is 5-3-4-2-1.

30. Correct sequence is 2-5-4-3-1. Statement 2 is the best opening sentence as it introduces the topic by describing 'Placebo'. Statement 5 follows 2 as it explains the importance of studies around effects of placebo. Statement 4 follows 5 as it further elaborates on the

effectiveness of placebo effect in empowering chronic patients to believe in the notion of our bodies' capacity for self-healing. Statement 3 carries forward the discussion by stating that the placebo effect is not based only on believing in treatment and that the clinical setting in which treatments are administered is also important. Statement 1 concludes the paragraph reiterating the importance of placebo effect in providing effective treatment. The appropriate sequence is 2-5-4-3-1.

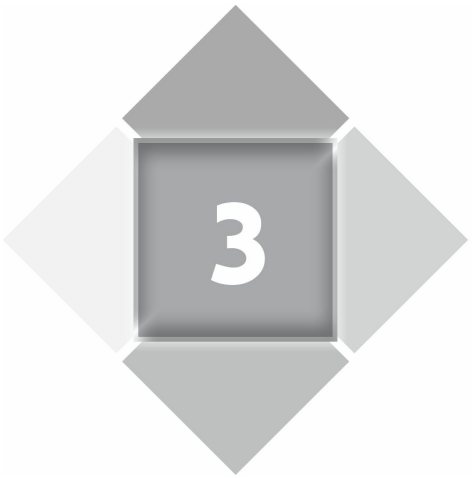
31. Correct sequence is 4-3-5-1-2. Statement 4 aptly begins the sequence by emphasizing upon historical significance of dictionary in 18th Century. Statement 3 shall follow 4 because statement 4 has mention of champion in, hence Statement 3 beginning with name of an individual helps us identify that champion. Statement 5 follows 3 as it further describes the challenge posed by Johnson. Statement 1 follows 5 as it talks about how English as a language was treated practically by a Johnson while we find mention of practical usage in later part of Statement 5. Statement 2 follow 1 as it tries to put forth a conclusion about then role Johnson played. Hence 4-3-5-1-2 is an appropriate sequence.

32. Odd one out is statement 2. Statement 1 states that although we are born with the gift of language, we are not skilled when it comes to communicating with others. Statement 5 follows 1 explaining how we end up being unskilled in communicating with others. Statements 3 and 4 further elaborate on how we are unskilled while communicating others. Therefore, 1,5,3 and 4 form a sequence and 2, which has an advisory tone and mentions how we must orchestrate our speech if we want to achieve our goals, conveys a different idea and is, therefore, the odd man out.

33. Odd one out is statement 4. Statement 2 talks about the illusion of timelessness Wimbledon evokes thus it is the apt sentence to start the sequence because it introduces the topic by talking about the

tournament as a whole and what it stands for. Statement 1 will follow 2 as it carries the topic further by talking about recent events at Wimbledon and highlighting the point presented in statement 1 by the usage of the phrase ‘pull off a similar impression’. Statement 3 will follow 1 comes to the point and identifies the ‘one ...finest champions’ as Roger Federer. Statement 5 shall follow 3 as it carries forward the idea of longevity which was introduced by the mention of him as the oldest man to win the singles title in statement 3. Hence we conclude that Statement 4 is odd one out.

34. Odd one out is statement 1. Statement 2 is the opening statement as it talks about an easily recognisable logo. Statement 5 shall follow 2 as it further describes the elements of logo. Statement 4 shall follow 5 as it talks about the role the designer play in designing the logo so that people can understand the hidden message. Statement 3 shall follow 4 as it further talks about logos instead of 1 which talks about shapes hence Statement 1 is odd one out.



CAT Paper 2006

SECTION A (ENGLISH)

This section contains 25 questions.

Directions for Questions 1 to 5: *Each question has a set of four sequentially ordered statements. Each statement can be classified as one of the following:*

Facts, which deal with pieces of information that one has heard, seen or read, and which are open to discovery or verification (the answer option indicates such a statement with an 'F').

Inferences, which are conclusions drawn about the unknown, on the basis of the known (the answer option indicates such a statement with an 'I').

Judgments, which are opinions that imply approval or disapproval of persons, objects, situations and occurrences in the past, the present or the future (the answer option indicates such a statement with a 'J').

Select the answer option that best describes the set of four statements.

1.

A. So much of our day-to-day focus seems to be on getting things done, trudging our way through the tasks of living—it can feel like a treadmill that gets you nowhere; where is the childlike joy?

B. We are not doing the things that make us happy; that which brings us joy; the things that we cannot wait to do because we enjoy them so much.

C. This is the stuff that joyful living is made of—identifying your calling and committing yourself wholeheartedly to it.

D. When this happens, each moment becomes acelebration of you; there is a rush of energy that comes with feeling completely immersed indoing what you love most.

(1) IIIJ
(2) IFIJ
(3) JFJJ
(4) JJJJ
(5) JFII

2.

A. Given the poor quality of service in the public sector, the HIV/AIDS affected should beswitching to private initiatives that supplyanti-retroviral drugs (ARVs) at a low cost.

B. The government has been supplying free drugs since 2004, and 35,000 have benefited up to now—though the size of the affected population is 150 times this number.

C. The recent initiatives of networks and companies like AIDS Care Network, Emcure, Reliance-Cipla-CII, would lead to availability of much-needed drugs to a larger number of affected people.

D. But how ironic it is that we should face a perennial shortage of drugs when India is one of the world's largest suppliers of generic drugs to the developing world.

(1) JFIJ
(2) JIIJ
(3) IFIJ
(4) IFFJ

(5) JFII

3.

A. According to all statistical indications, the Sarva Shiksha Abhiyan has managed to keep pace with its ambitious goals.

B. The Mid-day Meal Scheme has been a significant incentive for the poor to send their little ones to school, thus establishing the vital link between healthy bodies and healthy minds.

C. Only about 13 million children in the age group of 6 to 14 years are out of school.

D. The goal of universalisation of elementaryeducation has to be a pre-requisite for the evolution and development of our country.

(1) IIFJ
(2) JIIJ
(3) IJFJ
(4) IJFI
(5) JIFT

4.

A. We should not be hopelessly addicted to an erroneous belief that corruption in India is caused by the crookedness of Indians.

B. The truth is that we have more red tape—we take eighty-nine days to start a small business, Australians take two.

C. Red tape leads to corruption and distorts a people’s character.

D. Every red tape procedure is a point of contact with an official, and such contacts have the potential to become opportunities for money to change hands.

(1) JFIF
(2) JFJJ
(3) JIJF
(4) IFJF
(5) JFJI

5.

A. Inequitable distribution of all kinds of resources is certainly one of the

strongest and most sinister sources of conflict.

B. Even without war, we know that conflicts continue to trouble us—they only change in character.

C. Extensive disarmament is the only insurance for our future; imagine the amount of resources that can be released and redeployed.

D. The economies of the industrialised western world derive 20 percent of their income from the sale of all kinds of arms.

(1) IJJI
(2) JIJF
(3) IIJF
(4) JIIF
(5) IJIF

Directions for Questions 6 to 10: *Each of the following questions has a paragraph from which the last sentence has been deleted. From the given options, choose the one that completes the paragraph in the most appropriate way.*

6. I am sometimes attacked for imposing 'rules'. Nothing could be further from the truth: I hate rules. All I do is report on how consumers react to different stimuli. I may say to a copywriter, "Research shows that commercials with celebrities are below average in persuading people to buy products. Are you sure you want to use a celebrity?" Call that a rule? Or I may say to an art director, "Research suggests that if you set the copy in black type on a white background, more people will read it than if you set it in white type on a black background."

(1) Guidance based on applied research can hardly qualify as 'rules'.
(2) Thus, all my so-called 'rules' are rooted in applied research.
(3) A suggestion perhaps, but scarcely a rule.
(4) Such principles are unavoidable if one wants to be systematic about consumer behaviour.
(5) Fundamentally, it is about consumer behaviour—not about celebrities

or type settings.

7. Relations between the factory and the dealer are distant and usually strained as the factory tries to force cars on the dealers to smooth out production. Relations between the dealer and the customer are equally strained because dealers continuously adjust prices—make deals—to adjust demand with supply while maximising profits. This becomes a system marked by ‘a lack of long-term commitment on either side, which maximises feelings of mistrust. In order to maximise their bargaining positions, everyone holds back information—the dealer about the product and the consumer about his true desires.

(1) As a result, ‘deal making’ becomes rampant, without concern for customer satisfaction.

(2) As a result, inefficiencies creep into the supply chain.

(3) As a result, everyone treats the other as an adversary, rather than as an ally.

(4) As a result, fundamental innovations are becoming scarce in the automobile industry.

(5) As a result, everyone loses in the long run.

8. In the evolving world order, the comparative advantage of the United States lies in its military force: Diplomacy and international law have always been regarded as annoying encumbrances, unless they can be used to advantage against an enemy. Every active player in world affairs professes to seek only peace and to prefer negotiation to violence and coercion.

(1) However, diplomacy has often been used as a mask by nations which intended to use force.

(2) However, when the veil is lifted, we commonly see that diplomacy is used as a disguise for the rule of force.

(3) However, history has shown that many of these nations do not practice what they profess.

(4) However, history tells us that peace is professed by those who intend to

use violence.

(5) However, when unmasked, such nations reveal a penchant for the use of force.

9. Age has a curvilinear relationship with the exploitation of opportunity. Initially, age will increase the likelihood that a person will exploit an entrepreneurial opportunity because people gather much of the knowledge necessary to exploit opportunities over the course of their lives, and because age provides credibility in transmitting that information to others. However, as people become older, their willingness to bear risks declines, their opportunity costs rise, and they become less receptive to new information.

(1) As a result, people transmit more information rather than experiment with new ideas as they reach an advanced age.

(2) As a result, people are reluctant to experiment with new ideas as they reach an advanced age.

(3) As a result, only people with lower opportunity costs exploit opportunity when they reach an advanced age.

(4) As a result, people become reluctant to exploit entrepreneurial opportunities when they reach an advanced age.

(5) As a result, people depend on credibility rather than on novelty as they reach an advanced age.

10. We can usefully think of theoretical models as maps, which help us navigate unfamiliar territory. The most accurate map that it is possible to construct would be of no practical use whatsoever, for it would be an exact replica, on exactly the same scale, of the place where we were. Good maps pull out the most important features and throw away a huge amount of much less valuable information. Of course, maps can be bad as well as good—witness the attempts by medieval Europe to produce a map of the world. In the same way, a bad theory, no matter how impressive it may seem in principle, does little or nothing to help us understand a problem.

(1) But good theories, just like good maps, are invaluable, even if they are

simplified.

(2) But good theories, just like good maps, will never represent unfamiliar concepts in detail.

(3) But good theories, just like good maps, need to balance detail and feasibility of representation.

(4) But good theories, just like good maps, are accurate only at a certain level of abstraction.

(5) But good theories, just like good maps, are useful in the hands of a user who knows their limitations.

Directions for Questions 11 to 15: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

Fifteen years after communism was officially pronounced dead, its spectre seems once again to be haunting Europe. Last month, the Council of Europe's parliamentary assembly voted to condemn the "crimes of totalitarian communist regimes," linking them with Nazism and complaining that communist parties are still "legal and active in some countries." Now Goran Lindblad, the conservative Swedish MP behind the resolution, wants to go further. Demands that European Ministers launch a continent-wide anti-communist campaign—including school textbook revisions, official memorial days, and museums—only narrowly missed the necessary two-thirds majority. Mr. Lindblad pledged to bring the wider plans back to the Council of Europe in the coming months.

He has chosen a good year for his ideological offensive: this is the 50th anniversary of Nikita Khrushchev's denunciation of Josef Stalin and the subsequent Hungarian uprising, which will doubtless be the cue for further excoriation of the communist record. Paradoxically, given that there is no communist government left in Europe outside Moldova, the attacks have if anything, become more extreme as time has gone on. A clue as to why that might be can be found in the rambling report by Mr. Lindblad that led to the Council of Europe declaration. Blaming class struggle and public ownership, he explained "different elements of communist ideology such as equality or

social justice still seduce many" and "a sort of nostalgia for communism is still alive." Perhaps the real problem for Mr. Lindblad and his right-wing allies in Eastern Europe is that communism is not dead enough—and they will only be content when they have driven a stake through its heart.

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

The dominant account gives no sense of how communist regimes renewed themselves after 1956 or why Western leaders feared they might overtake the capitalist world well into the 1960s. For all its brutalities and failures, communism in the Soviet Union, Eastern Europe, and elsewhere delivered rapid industrialisation, mass education, job security, and huge advances in social and gender equality. Its existence helped to drive up welfare standards in the west, and provided a powerful counterweight to western global domination.

It would be easier to take the Council of Europe's condemnation of communist state crimes seriously if it had also seen fit to denounce the far bloodier record of European colonialism—which only finally came to an end in the 1970s. This was a system of racist despotism, which dominated the globe in Stalin's time. And while there is precious little connection between the ideas of fascism and communism, there is an intimate link between colonialism and Nazism. The terms lebensraum and konzentrationslager were both first used by the German colonial regime in Southwest Africa (now

Namibia), which committed genocide against the Herero and Nama peoples and bequeathed its ideas and personnel directly to the Nazi parry.

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

No major twentieth century political tradition is without blood on its hands, but battles over history are more about the future than the past. Part of the current enthusiasm in official Western circles for dancing on the grave of communism is no doubt about relations with today's Russia and China. But it also reflects a determination to prove there is no alternative to the new global capitalist order—and that any attempt to find one is bound to lead to suffering. With the new imperialism now being resisted in the Muslim world and Latin America, growing international demands for social justice and ever greater doubts about whether the environmental crisis can be solved within the existing economic system, the pressure for alternatives will increase.

11. Among all the apprehensions that Mr. Goran Lindblad expresses against communism, which one gets admitted, although indirectly, by the author?

(1) There is nostalgia for communist ideology even if communism has been abandoned by most European nations.

(2) Notions of social justice inherent in communist ideology appeal to critics of existing systems.

(3) Communist regimes were totalitarian and marked by brutalities and large scale violence.

(4) The existing economic order is wrongly viewed as imperialistic by proponents of communism.

(5) Communist ideology is faulted because communist regimes resulted in economic failures.

12. What, according to the author, is the real reason for a renewed attack against communism?

(1) Disguising the unintended consequences of the current economic order such as social injustice and environmental crisis.

(2) Idealising the existing ideology of global capitalism.

(3) Making communism a generic representative of all historical atrocities, especially those perpetrated by the European imperialists.

(4) Communism still survives, in bits and pieces, in the minds and hearts of people.

(5) Renewal of some communist regimes has led to the apprehension that communist nations might overtake the capitalists.

13. The author cites examples of atrocities perpetrated by European colonial regimes in order to

(1) compare the atrocities committed by colonial regimes with those of communist regimes.

(2) prove that the atrocities committed by colonial regimes were more than those of communist regimes.

(3) prove that, ideologically, communism was much better than colonialism and Nazism.

(4) neutralise the arguments of Mr. Lindblad and to point out that the atrocities committed by colonial regimes were more than those of communist regimes.

(5) neutralise the arguments of Mr. Lindblad and to argue that one needs to go beyond and look at the motives of these regimes.

14. Why, according to the author, is Nazism closer to colonialism than it is to communism?

(1) Both colonialism and Nazism were examples of tyranny of one race over another.

(2) The genocides committed by the colonial and the Nazi regimes were of similar magnitude.

(3) Several ideas of the Nazi regime were directly imported from colonial regimes.
(4) Both colonialism and Nazism are based on the principles of imperialism.
(5) While communism was never limited to Europe, both the Nazis and the colonialists originated in Europe.

15. Which of the following cannot be inferred as a compelling reason for the silence of the Council of Europe on colonial atrocities?

(1) The Council of Europe being dominated by erstwhile colonialists.
(2) Generating support for condemning communist ideology.
(3) Unwillingness to antagonise allies by raking up an embarrassing past.
(4) Greater value seemingly placed on European lives.
(5) Portraying both communism and Nazism as ideologies to be condemned.

Directions for Questions 16 to 20: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

My aim is to present a conception of justice which generalises and carries to a higher level of abstraction the familiar theory of the social contract. In order to do this we are not to think of the original contract as one to enter a particular society or to set up a particular form of government. Rather, the idea is that the principles of justice for the basic structure of society are the object of the original agreement. They are the principles that free and rational persons concerned to further their own interests would accept in an initial position of equality. These principles are to regulate all further agreements; they specify the kinds of social co-operation that can be entered into and the forms of government that can be established. This way of regarding the principles of justice, I shall call justice as fairness. Thus, we are to imagine that those who engage in social cooperation choose together, in one joint act, the principles which are to assign basic rights and duties and to determine the division of social benefits. Just as each person must decide by rational reflection what constitutes his good, that is, the system of ends which it is

rational for him to pursue, so a group of persons must decide once and for all what is to count among them as just and unjust. The choice which rational men would make in this hypothetical situation of equal liberty determines the principles of justice.

In ‘justice as fairness,’ the original position is not an actual historical state of affairs. It is understood as a purely hypothetical situation characterised so as to lead to a certain conception of justice. Among the essential features of this situation is that no one knows his place in society, his class position or social status, nor does anyone know his fortune in the distribution of natural assets and abilities, his intelligence, strength, and the like. I shall even assume that the parties do not know their conceptions of the good or their special psychological propensities. The principles of justice are chosen behind a veil of ignorance. This ensures that no one is advantaged or disadvantaged in the choice of principles by the outcome of natural chance or the contingency of social circumstances. Since all are similarly situated and no one is able to design principles to favor his particular condition, the principles of justice are the result of a fair agreement or bargain.

Justice as fairness begins with one of the most general of all choices which persons might make together, namely, with the choice of the first principles of a conception of justice which is to regulate all subsequent criticism and reform of institutions. Then, having chosen a conception of justice, we can suppose that they are to choose a constitution and a legislature to enact laws, and so on, all in accordance with the principles of justice initially agreed upon. Our social situation is just if it is such that by this sequence of hypothetical agreements we would have contracted into the general system of rules which defines it. Moreover, assuming that the original position does determine a set of principles, it will then be true that whenever social institutions satisfy these principles, those engaged in them can say to one another that they are co-operating on terms to which they would agree if they were free and equal persons whose relations with respect to one another were fair. They could all view their arrangements as meeting the stipulations which they would acknowledge in an initial situation that embodies widely accepted

and reasonable constraints on the choice of principles. The general recognition of this fact would provide the basis for a public acceptance of the corresponding principles of justice. No society can, of course, be a scheme of co-operation which men enter voluntarily in a literal sense; each person finds himself placed at birth in some particular position in some particular society, and the nature of this position materially affects his life prospects. Yet a society satisfying the principles of justice as fairness comes as close as a society can to being a voluntary scheme, for it meets the principles which free and equal persons would assent to under circumstances that are fair.

16. A just society, as conceptualised in the passage, can be best described as:

(1) A Utopia in which everyone is equal and no one enjoys any privilege based on their existing positions and powers.

(2) A hypothetical society in which people agree upon principles of justice which are fair.

(3) A society in which principles of justice are not based on the existing positions and powers of the individuals.

(4) A society in which principles of justice are fair to all.

(5) A hypothetical society in which principles of justice are not based on the existing positions and powers of the individuals.

17. The original agreement or original position in the passage has been used by the author as:

(1) A hypothetical situation conceived to derive principles of justice which are not influenced by position, status and condition of individuals in the society.

(2) A hypothetical situation in which every individual is equal and no individual enjoys any privilege based on the existing positions and powers.

(3) A hypothetical situation to ensure fairness of agreements among individuals in society.

(4) An imagined situation in which principles of justice would have to be

fair.

(5) An imagined situation in which fairness is the objective of the principles of justice to ensure that no individual enjoys any privilege based on the existing positions and powers.

18. Which of the following best illustrates the situation that is equivalent to choosing 'the principles of justice' behind a 'veil of ignorance'?

(1) The principles of justice are chosen by businessmen, who are marooned on an uninhabited island after a shipwreck, but have some possibility of returning.

(2) The principles of justice are chosen by a group of school children whose capabilities are yet to develop.

(3) The principles of justice are chosen by businessmen, who are marooned on an uninhabited island after a shipwreck and have no possibility of returning.

(4) The principles of justice are chosen assuming that such principles will govern the lives of the rule makers only in their next birth if the rule makers agree that they will be born again.

(5) The principles of justice are chosen by potential immigrants who are unaware of the resources necessary to succeed in a foreign country.

19. Why, according to the passage, do principles of justice need to be based on an original agreement?

(1) Social institutions and laws can be considered fair only if they conform to principles of justice.

(2) Social institutions and laws can be fair only if they are consistent with the principles of justice as initially agreed upon.

(3) Social institutions and laws need to be fair in order to be just.

(4) Social institutions and laws evolve fairly only if they are consistent with the principles of justice as initially agreed upon.

(5) Social institutions and laws conform to the principles of justice as initially agreed upon.

20. Which of the following situations best represents the idea of justice as fairness, as argued in the passage?

(1) All individuals are paid equally for the work they do.
(2) Everyone is assigned some work for his or her livelihood.
(3) All acts of theft are penalised equally.
(4) All children are provided free education in similar schools.
(5) All individuals are provided a fixed sum of money to take care of their health.

Directions for Questions 21 to 25: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

Our propensity to look out for regularities, and to impose laws upon nature, leads to the psychological phenomenon of dogmatic thinking or, more generally, dogmatic behaviour: we expect regularities everywhere and attempt to find them even where there are none; events which do not yield to these attempts we are inclined to treat as a kind of 'background noise'; and we stick to our expectations even when they are inadequate and we ought to accept defeat: This dogmatism is to some extent necessary. It is demanded by a situation which can only be dealt with by forcing our conjectures upon the world. Moreover, this dogmatism allows us to approach a good theory in stages, by way of approximations: if we accept defeat too easily, we may prevent ourselves from finding that we were very nearly right.

It is clear that this dogmatic attitude; which makes us stick to our first impressions, is indicative of a strong belief; while a critical attitude, which is ready to modify its tenets, which admits doubt and demands tests, is indicative of a weaker belief. Now according to Hume's theory, and to the popular theory, the strength of a belief should be a product of repetition; thus it should always grow with experience, and always be greater in less primitive persons. But dogmatic thinking, an uncontrolled wish to impose regularities, a manifest pleasure in rites and in repetition as such, is characteristic of primitives and children; and increasing experience and maturity sometimes create an attitude of caution and criticism rather than of dogmatism.

My logical criticism of Hume's psychological theory, and the considerations connected with it, may seem a little removed from the field of the philosophy of science. But the distinction between dogmatic and critical thinking, or the dogmatic and the critical attitude, brings us right back to our central problem. For the dogmatic attitude is clearly related to the tendency to verify our laws and schemata by seeking to apply them—and to confirm them, even to the point of neglecting refutations, whereas the critical attitude is one of readiness to change them—to test them; to refute them; to falsify them, if possible. This suggests that we may identify the critical attitude with the scientific attitude, and the dogmatic attitude with the one which we have described as pseudo-scientific. It further suggests that genetically speaking the pseudo-scientific attitude is more primitive than, and prior to, the scientific attitude: that it is a pre-scientific attitude. And this primitivity or priority also has its logical aspect. For the critical attitude is not so much opposed to the dogmatic attitude as super-imposed upon it: criticism must be directed against existing and influential beliefs in need of critical revision—in other words, dogmatic beliefs. A critical attitude needs for its raw material, as it were, theories or beliefs which are held more or less dogmatically.

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

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

modified.

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

(1) A duel between two warriors in which one has to die.

(2) The effect of a chisel on a marble stone while making a sculpture.

(3) The feedstock (natural gas) in fertilizer industry being transformed into fertilizers.

(4) A predator killing its prey.

(5) The effect of fertilizers on a sapling.

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

(1) critical and important, as, without it, initial hypotheses or conjectures can never be made.

(2) positive, as conjectures arising out of our dogmatic attitude become science.

(3) negative, as it leads to pseudo-science.

(4) neutral, as the development of science is essentially because of our critical attitude.

(5) inferior to critical attitude, as a critical attitude leads to the attitude of reasonableness and rationality.

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

(1) Primitives are people who are not educated, and hence can be compared with children, who have not yet been through school.

(2) Primitives are people who, though not modern, are as innocent as children.

(3) Primitives are people without a critical attitude, just as children are.

(4) Primitives are people in the early stages of human evolution; similarly, children are in the early stages of their lives.

(5) Primitives are people who are not civilised enough, just as children are

not.

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

(1) A critical attitude implies endless questioning, and, therefore, it cannot lead to strong beliefs.

(2) A critical attitude, by definition, is centered on an analysis of anomalies and “noise”.

(3) A critical attitude leads to questioning everything, and in the process generates “noise” without any conviction.

(4) A critical attitude is antithetical to conviction, which is required for strong beliefs.

(5) A critical attitude leads to questioning and to tentative hypotheses.

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

(l) Scientific theories or hypothesis are tentatively true whereas pseudo-sciences are always true.

(2) Scientific laws and theories are permanent and immutable whereas pseudo-sciences are contingent on the prevalent mode of thinking in a society.

(3) Science always allows the possibility of rejecting a theory or hypothesis, whereas pseudo-sciences seek to validate their ideas or theories.

(4) Science focuses on anomalies and exceptions so that fundamental truths can be uncovered, whereas pseudo-sciences focus mainly on general truths.

(5) Science progresses by collection of observations or by experimentation, whereas pseudo-sciences do not worry about observations and experiments.

Answer Key

1. (4) 2. (1)
3. (3)
4. (5)
5. (2)
6. (3)
7. (5)
8. (2)
9. (4)
10. (1)
11. (3)
12. (2)
13. (5)
14. (1)
15. (4)
16. (3)
17. (1)
18. (4)
19. (2)
20. (4)
21. (2)
22. (1)
23. (4)
24. (5)
25. (3)

Explanations

1. The first statement disapproves about the focus in today's life—on getting things done. The second also expresses disapproval about things that we do—at the cost of what we do not. The third statement

clearly talks positively about the need to “identify your calling and committing yourself wholeheartedly to it” and so does the last statement. Since all sentences are opinions and value statements having emotion showing words, hence all are judgments. Option (4) is the correct answer.

2. (1) and (4) are opinions. (2) is providing verifiable data so a fact. (3) is an objective conclusion hence an inference. Option (1) is the correct answer.

3. (1) is an objective conclusion drawn on the basis of statistics. (2) and (4) are subjective statements and (3) is a fact showing data. Option (3) is the correct answer.

4. (1), (3) are subjective conclusions with value words. (2) is a fact with data. (4) is an inference based on deductive reasoning. Option (5) is the correct answer.

5. (1), (3) are subjective conclusions with negative and positive connotations with adjective value words. Option (2) is an inference drawn on past experience. Option (4) is a fact with data. Option (2) is the correct answer.

6. The concluding sentence should have a punch to conclude the argument. One of the keys to discover a concluding sentence is that—there either has to be a strong conclusion of the current argument or there should be a strong refutation of the argument. In this case, option (3) is the most succinct closing of the argument. Option (3) is the correct answer.

7. The fifth statement is the most concise conclusion. Option (5) is the correct answer.

8. Paragraph clearly shows that military power is the guiding force behind diplomacy. Option (2) is the correct answer.

9. Option (4) is the most logical conclusion as it concludes the argument which the author is making—that as people become older they become reluctant to exploit entrepreneurial opportunities. So option (4) is its logical conclusion. Option (4) is the correct answer.

10. The author is talking about why maps are necessary and uses a flip-flop-flip kind of argumentation method. Option (1) closes the argument in the best possible way. Option (1) is the correct answer.

11. The example of Stalin's terror clearly shows that the writer indirectly agrees to this option. Also, the other options can be eliminated logically. Option (3) is the correct answer.

12. The author is clearly denouncing capitalism only to glorify capitalism. Option (2) is the correct answer.

13. The author is clearly using the example of European colonial regimes in order to neutralise Mr. Lindblad's arguments and arguing that we need to go to the motives of the regimes. Option (5) is the correct answer.

14. It can be easily understood that the reason colonialism is closer to communism is that both were examples of racial tyranny. Option (1) is the correct answer.

15. Many Europeans also died due to colonial atrocities. So, option (4) cannot be inferred as a reason for the silence of the council of Europe. Option (4) is the correct answer.

16. Option (3) clearly follows.

17. In the opening paragraph, the author clearly talks about the original position being one in which the principles of justice are derived by people who are all equal and thinking rationally—hence they are not influenced by position, status and individual condition in society. Hence, option (1) is the correct answer.

18. One should not know what rules are going to favor him and what are going to be one's special attributes and skills. One should only consider the fact that one needs to be fair to all concerned. Option (4) satisfies this condition best. Option (4) is the correct answer.

19. Sixth line of the passage clearly shows that these principles are to regulate all the further agreements. So logically, option (2) qualifies as the answer.

20. Justice as fairness does not mean same pay for all kinds of work,

neither does it mean that everyone is assigned some work or penalised equally for theft. Option (4) is the best representation of justice as fairness. Option (4) is the correct answer.

21. Clearly, option (2) is the correct answer.

22. Last statement of the first para says that dogmatism allows us to approach a good theory in stages. So, option (1) is the correct answer.

23. Primitive and children both imply an early stage of evolution. So, option (4) is the correct answer.

24. The ideas expressed in para three which define critical attitude as scientific attitude support option (5), where hypothesis show a weaker belief. Option (1) is close but is rejected on the basis that it is too drastic to say 'cannot lead to strong beliefs'. Option (5) is the correct answer.

25. Science has a critical attitude which always allows the possibility of rejecting a theory or hypothesis while pseudo science has strong beliefs and is bent upon proving theories and ideas as correct, even in the face of contrary evidence. Option (3) is the correct answer.

CAT Paper 2007

SECTION A (ENGLISH)

This section contains 25 questions.

Directions for Questions 1 to 3: *The passage given below is followed by a set of three questions. Choose the most appropriate answer to each question.*

Human Biology does nothing to structure human society: age may enfeeble us all, but cultures vary considerably in the prestige and power they accord to the elderly. Giving birth is a necessary condition for being a mother, but it is not sufficient. We expect mothers to behave in maternal ways and to display appropriately maternal sentiments. We prescribe a clutch of norms or rules that govern the role of a mother. That the social role is independent of the biological base can be demonstrated by going back three sentences. Giving birth is certainly not sufficient to be a mother but, as adoption and fostering show, it is not even necessary!

The fine detail of what is expected of a mother or a father or a dutiful son differs from culture to culture, but everywhere behaviour is coordinated by the reciprocal nature of roles. Husbands and wives,

parents and children, employers and employees, waiters and customers, teachers and pupils, warlords and followers; each makes sense only in its relation to the other. The term role is an appropriate one, because the metaphor of an actor in a play neatly expresses the rule-governed nature or scripted nature of much of social life and the sense that society is a joint production. Social life occurs only because people play their parts (and that is as true for war and conflicts as for peace and love) and those parts make sense only in the context of the overall show. The drama metaphor also reminds us of the artistic license available to the players. We can play a part straight or, as the following from J.P. Sartre conveys, we can ham it up.

Let us consider this waiter in the cafe. His movement is quick and forward, a little too precise, a little too rapid. He comes towards the patrons with a step a little too quick. He bends forward a little too eagerly; his voice, his eyes express an interest a little too solicitous for the order of the customer. Finally, there he returns, trying to imitate in his walk the inflexible stiffness of some kind of automaton while carrying his tray with the recklessness of a tightrope walker…..All his behaviour seems to us a game....But what is he playing? We need not watch long before we can explain it: he is playing at being a waiter in a cafe.

The American sociologist Erving Goffman built an influential body of social analysis on elaborations of the metaphor of social life as drama. Perhaps his most telling point was that it is only through acting out a part that we express character. It is not enough to be evil or virtuous; we have to be seen to be evil or virtuous.

There is distinction between the roles we play and some underlying self. Here we might note that some roles are more absorbing than others. We would not be surprised by the waitress who plays the part in such a way as to signal to us that she is much more than her occupation. We would be surprised and offended by the father who played his part ‘tongue in cheek’. Some roles are broader and more far-reaching than

others. Describing someone as a clergyman or faith healer would say far more about that person than describing someone as a bus driver.

1. What is the thematic highlight of this passage?

(1) In the absence of strong biological linkages, reciprocal roles provide the mechanism for coordinating human behaviour.

(2) In the absence of reciprocal roles, biological linkages provide the mechanism for coordinating human behaviour.

(3) Human behaviour is independent of biological linkages and reciprocal roles.

(4) Human behaviour depends on biological linkages and reciprocal roles.

(5) Reciprocal roles determine normative human behaviour in society.

2. Which of the following would have been true if biological linkages structured human society?

(1) The role of mother would have been defined through her reciprocal relationship with her children.

(2) We would not have been offended by the father playing his role 'tongue in cheek'.

(3) Women would have adopted and fostered children rather than giving birth to them.

(4) Even if warlords were physically weaker than their followers, they would still dominate them.

(5) Waiters would have stronger motivation to serve their customers.

3. It has been claimed in the passage that "some roles are more absorbing than others". According to the passage, which of the following seem(s) appropriate reason(s) for such a claim?

A. Some roles carry great expectations from the society preventing manifestation of the true self.

B. Society ascribes so much importance to some roles that the conception of self may get aligned with the roles being performed.

C. Some roles require development of skill and expertise leaving little time

for manifestation of self.

(1) A only
(2) B only
(3) C only
(4) A & B
(5) B & C

Directions for Questions 4 to 6: *In each question, there are five sentences or parts of sentences that form a paragraph. Identify the sentence(s) or part(s) of sentence(s) that is/are correct in terms of grammar and usage. Then, choose the most appropriate option.*

4.

A. When I returned to home, I began to read
B. everything I could get my hand on about Israel.
C. That same year Israel's Jewish Agency sent
D. a haliach, a sort of recruiter to Minneapolis
E. I became one of his most active devotees.

(1) C&E
(2) C only
(3) E only
(4) B, C&E
(5) C, D&E

5.

A. So once an economy is actually in recession,
B. the authorities can, in principle, move the economy
C. out of slump—assuming hypothetically
D. that they know how to—by a temporary stimuli.
E. In the longer term, however, such policies have no affect on the overall behaviour of the economy.

(1) A, B & E
(2) B, C & E

(3) C & D
(4) E only
(5) B only

6.

A. It is sometimes told that democratic
B. government originated in the city-states
C. of ancient Greece. Democratic ideals have been handed to us from that time.
D. In truth, however, this is an unhelpful assertion.
E. The Greeks gave us the word, hence did not provide us with a model.

(1) A, B & D
(2) B, C & D
(3) B & D
(4) B only
(5) D only

Directions for Questions 7 to 9: *The passage given below is followed by a set of three questions. Choose the most appropriate answer to each question.*

Every civilised society lives and thrives on a silent but profound agreement as to what is to be accepted as the valid mould of experience. Civilisation is a complex system of dams, dykes, and canals warding off, directing, and articulating the influx of the surrounding fluid element; a fertile fenland, elaborately drained and protected from the high tides of chaotic, unexercised, and inarticulate experience. In such a culture, stable and sure of itself within the frontiers of 'naturalised' experience, the arts wield their creative power not so much in width as in depth. They do not create new experience, but deepen and purify the old. Their works do not differ from one another like a new horizon from a new horizon, but like a madonna from a madonna.

The periods of art which are most vigorous in creative passion seem to occur when the established pattern of experience loosens its rigidity without as yet losing its force. Such a period was the Renaissance, and Shakespeare

its poetic consummation. Then it was as though the discipline of the old order gave depth to the excitement of the breaking away, the depth of job and tragedy, of incomparable conquests and irredeemable losses. Adventurers of experience set out as though in lifeboats to rescue and bring back to the shore treasures of knowing and feeling which the old order had left floating on the high seas. The works of the early Renaissance and the poetry of Shakespeare vibrate with the compassion for live experience in danger of dying from exposure and neglect. In this compassion was the creative genius of the age. Yet, it was a genius of courage, not of desperate audacity. For, however elusively, it still knew of harbours and anchors, of homes to which to return, and of barns in which to store the harvest. The exploring spirit of art was in the depths of its consciousness still aware of a scheme of things into which to fit its exploits and creations.

But the more this scheme of things loses its stability, the more boundless and uncharted appears the ocean of potential exploration. In the blank confusion of infinite potentialities flotsam of significance gets attached to jetsam of experience; for everything is sea, everything is at sea—

> .... The sea is all about us;
> The sea is the land's edge also, the granite
> Into which it reaches, the beaches where it tosses
> Its hints of earlier and other creation...

—and Rilke tells a story in which, as in T.S. Eliot's poem, it is again the sea and the distance of 'other creation' that becomes the image of the poet's reality. A rowing boat sets out on a difficult passage. The oarsmen labour in exact rhythm. There is no sign yet of the destination. Suddenly a man, seemingly idle, breaks out into song. And if the labour of the oarsmen meaninglessly defeats the real resistance of the real waves, it is the idle single who magically conquers the despair of apparent aimlessness. While the people next to him try to come to grips with the element that is next to them, his voice seems to bind the boat to the farthest distance so that the farthest distance draws it towards itself. "I don't know why and how," is Rilke's

conclusion, “but suddenly I understood the situation of the poet, his place and function in this age. It does not matter if one denies him every place, except this one. There one must tolerate him.”

7. In the passage, the expression ‘like a madonna from a madonna’ alludes to

(1) The difference arising as a consequence of artistic license.
(2) The difference between two artistic interpretations.
(3) The difference between ‘life’ and ‘interpretation of life’.
(4) The difference between ‘width’ and ‘depth’ of creative power.
(5) The difference between the legendary character and the modern day singer.

8. The sea and ‘other creation’ leads Rilke to

(1) Define the place of the poet in his culture.
(2) Reflect on the role of the oarsman and the singer,
(3) Muse on artistic labour and its aimlessness.
(4) Understand the elements that one has to deal with.
(5) Delve into natural experience and real waves.

9. According to the passage, the term ‘adventurers of experience’ refers to

(1) Poets and artists who are driven by courage.
(2) Poets and artists who create their own genre.
(3) Poets and artists of the Renaissance.
(4) Poets and artists who revitalise and enrich the past for us.
(5) Poets and artists who delve in flotsam and jetsam in sea.

Directions for Questions 10 to 12: *Each of the following questions has a paragraph from which the last sentence has been deleted. From the given options, choose the sentence that completes the paragraph in the most appropriate way.*

10. Characters are also part of deep structure. Characters tie events in a

story together and provide a thread of continuity and meaning. Stories can be about individuals, groups, projects, or whole organisations, so from an organisational studies perspective, the focal actor(s) determine the level and unit of analysis used in a study. Stories of mergers and acquisitions, for example, are commonplace. In these stories whole organisations are personified as actors. But these macro-level stories usually are not told from the perspective of the macro-level participants, because whole organisations cannot narrate their experiences in the first person.

(1) More generally, data concerning the identities and relationships of the characters in the story are required, if one is to understand role structure and social networks in which that process is embedded.

(2) Personification of a whole organisation abstracts away from the particular actors and from traditional notions of level of analysis.

(3) The personification of a whole organisation is important because stories differ depending on who is enacting various events.

(4) Every story is told from a particular point of view, with a particular narrative voice, which is not regarded as part of the deep structure.

(5) The personification of a whole organisation is a textual device we use to make macro-level theories more comprehensible.

11. Nevertheless, photographs still retain some of the magical allure that the earliest daguerreotypes inspired. As objects, our photographs have changed; they have become physically flimsier as they have become more technologically sophisticated. Daguerre produced pictures on copper plates; today many of our photographs never become tangible things, but instead remain filed away on computers and cameras, part of the digital ether that envelops the modern world. At the same time, our patience for the creation of images has also eroded. Children today are used to being tracked from birth by digital cameras and video recorders and they expect to see the results of their poses and performances instantly. The space between life as it is being lived and

life as it is being displayed shrinks to a mere second.

(1) Yet, despite these technical developments, photographs still remain powerful because they are reminders of the people and things we care about.

(2) Images, after all, are surrogates carried into battle by a soldier or by a traveller on holiday.

(3) Photographs, be they digital or traditional, exist to remind us of the absent, the beloved, and the dead.

(4) In the new era of the digital image, the images also have a greater potential for fostering falsehood and trickery, perpetuating fictions that seem so real we cannot tell the difference.

(5) Anyway, human nature being what it is, little time has passed after photography's invention became means of living life through images.

12. Mma Ramotswe had a detective agency in Africa, at the foot of Kgale Hill. These were its assets: a tiny white van, two desks, two chairs, a telephone, and an old typewriter. Then there was a teapot, in which Mma Ramotswe—the only private lady detective in Botswana—brewed redbush tea. And three mugs—one for herself, one for her secretary, and one for the client. What else does a detective agency really need? Detective agencies rely on human intuition and intelligence, both of which Mma Ramotswe had in abundance.

(1) But there was also the view, which again would appear on no inventory.

(2) No inventory would ever include those, of course.

(3) She had an intelligent secretary too.

(4) She was a good detective and a good woman.

(5) What she lacked in possessions was more than made up by a natural shrewdness.

Directions for Questions 13 to 15: *The passage given below is followed by a*

set of three questions. Choose the most appropriate answer to each question.

To discover the relation between rules, paradigms, and normal science, consider first how the historian isolates the particular loci of commitment that have been described as accepted rules. Close historical investigation of a given specialty at a given time discloses a set of recurrent and quasi-standard illustrations of various theories in their conceptual, observational, and instrumental applications. These are the community's paradigms, revealed in its textbooks, lectures, and laboratory exercises. By studying them and by practicing with them, the members of the corresponding community learn their trade. The historian, of course, will discover in addition a penumbral area occupied by achievements whose status is still in doubt, but the core of solved problems and techniques will usually be clear. Despite occasional ambiguities, the paradigms of a mature scientific community can be determined with relative ease.

That demands a second step and one of a somewhat different kind. When undertaking it, the historian must compare the community's paradigms with each other and with its current research reports. In doing so, his object is to discover what isolable elements, explicit or implicit, the members of that community may have abstracted from their more global paradigms and deploy it as rules in their research. Anyone who has attempted to describe or analyse the evolution of a particular scientific tradition will necessarily have sought accepted principles and rules of this sort. Almost certainly, he will have met with at least partial success. But, if his experience has been at all like my own, he will have found the search for rules both more difficult and less satisfying than the search for paradigms. Some of the generalisations he employs to describe the community's shared beliefs will present more problems. Others, however, will seem a shade too strong. Phrased in just that way, or in any other way he can imagine, they would almost certainly have been rejected by some members of the group he studies. Nevertheless, if the coherence of the research tradition is to be understood in terms of rules, some specification of common ground in the corresponding area is needed. As a result, the search for a body of rules competent to constitute a given normal

research tradition becomes a source of continual and deep frustration.

Recognising that frustration, however, makes it possible to diagnose its source. Scientists can agree that a Newton, Lavoisier, Maxwell, or Einstein has produced an apparently permanent solution to a group of outstanding problems and still disagree, sometimes without being aware of it, about the particular abstract characteristics that make those solutions permanent. They can, that is, agree in their identification of a paradigm without agreeing on, or even attempting to produce, a full interpretation or rationalisation of it. Lack of a standard interpretation or of an agreed reduction to rules will not prevent a paradigm from guiding research. Normal science can be determined in part by the direct inspection of paradigms, a process that is often aided by but does not depend upon the formulation of rules and assumptions. Indeed, the existence of a paradigm need not even imply that any full set of rules exists.

13. What is the author attempting to illustrate through this passage?

(1) Relationships between rules, paradigms, and normal science
(2) How a historian would isolate a particular ‘loci of commitment’
(3) How a set of shared beliefs evolves into a paradigm
(4) Ways of understanding a scientific tradition
(5) The frustrations of attempting to define a paradigm of a tradition

14. The term ‘loci of commitment’ as used in the passage would most likely correspond with which of the following?

(1) Loyalty between a group of scientists in a research laboratory
(2) Loyalty between groups of scientists across research laboratories
(3) Loyalty to a certain paradigm of scientific inquiry
(4) Loyalty to global patterns of scientific inquiry
(5) Loyalty to evolving trends of scientific inquiry

15. The author of this passage is likely to agree with which of the following?

(1) Paradigms almost entirely define a scientific tradition.
(2) A group of scientists investigating a phenomenon would benefit by defining a set of rules.

(3) Acceptance by the giants of a tradition is a sine qua non for a paradigm to emerge.

(4) Choice of isolation mechanism determines the type of paradigm that may emerge from a tradition

(5) Paradigms are a general representation of rules and beliefs of a scientific tradition.

Directions for Questions 16 to 18: *In each question, there are four sentences. Each sentence has pairs of words/phrases that are italicised and highlighted. From the italicised and highlighted word(s)/phrase(s), select the most appropriate word(s)/phrase(s) to form correct sentences. Then, from the options given, choose the best one.*

16.

The cricket council that was [A] / were [B] elected last March is [A] / are [B] at sixes and sevens over new rules.

The critics censored [A] / censured [B] the new movie because of its social unacceptability.

Amit's explanation for missing the meeting was credulous [A] / credible [B].

She coughed discreetly [A] / discretely [B] to announce her presence.

(1) BBAAA

(2) AAABA

(3) BBBBA

(4) AABBA

(5) BBBAA

17.

The further [A] / farther [B] he pushed himself, the more disillusioned he grew:

For the crowds it was more of a historical [A] | historic [B] event; for their leader, it was just another day.

The old man has a healthy distrust [A]/mistrust [B] for all new technology.

This film is based on a real [A] / true [B] story. One suspects that the compliment [A] / complement [B] was backhanded.

(1) BABAB
(2) ABBBA
(3) BAABA
(4) BBAAB
(5) ABABA

18. Regrettably [A] /Regretfully [B] I have to decline your invitation.

I am drawn to the poetic, sensual [A] / sensuous [B] quality of her paintings.

He was besides [A] / beside [B] himself with rage when I told him what I had done.

After brushing against a stationary, [A] / stationery [B] truck my car turned turtle.

As the water began to rise over [A] / above [B] the danger mark, the signs of an imminent flood were clear.

(1) BAABA
(2) BBBAB
(3) AAABA
(4) BBAAB
(5) BABAB

Directions for Questions 19 to 21: *The passage given below is followed by a set of three questions. Choose the most appropriate answer to each question.*

The difficulties historians face in establishing cause-and-effect relations in the history of human societies are broadly similar to the difficulties facing astronomers, climatologists, ecologists, evolutionary biologists, geologists, and paleontologists. To varying degrees each of these fields is plagued by the impossibility of performing replicated, controlled experimental interventions, the complexity arising from enormous numbers of variables, the resulting uniqueness of each system, the consequent impossibility of formulating universal laws, and the difficulties of predicting emergent properties and

future behaviour. Prediction in history, as in other historical sciences, is most feasible on large spatial scales and over long times, when the unique features of millions of small-scale brief events become averaged out. Just as I could predict the sex ratio of the next 1,000 newborns but not the sexes of my own two children, the historian can recognise factors that made inevitable the broad outcome of the collision between American and Eurasian societies after 13,000 years of separate developments, but not the outcome of the 1960 U.S. presidential election. The details of which candidate said what during a single televised debate in October 1960 could have given the electoral victory to Nixon instead of to Kennedy, but no details of who said what could have blocked the European conquest of Native Americans.

How can students of human history profit from the experience of scientists in other historical sciences? A methodology that has proved useful involves the comparative method and so-called natural experiments. While neither astronomers studying galaxy formation nor human historians can manipulate their systems in controlled laboratory experiments, they both can take advantage of natural experiments, by comparing systems differing in the presence or absence (or in the strong or weak effect) of some putative causative factor. For example, epidemiologists, forbidden to feed large amounts of salt to people experimentally, have still been able to identify effects of high salt intake by comparing groups of humans who already differ greatly in their salt intake; and cultural anthropologists, unable to provide human groups experimentally with varying resource abundances for many centuries, still study long-term effects of resource abundance on human societies by comparing recent Polynesian populations living on islands differing naturally in resource abundance.

The student of human history can draw on many more natural experiments than just comparisons among the five inhabited continents. Comparisons can also utilise large islands that have developed complex societies in a considerable degree of isolation (such as Japan, Madagascar, Native American Hispaniola, New Guinea, Hawaii, and many others), as well as societies on hundreds of smaller islands and regional societies within each of

the continents. Natural experiments in any field, whether in ecology or human history, are inherently open to potential methodological criticisms. Those include confounding effects of natural variation in additional variables besides the one of interest, as well as problems in inferring chains of causation from observed correlations between variables. Such methodological problems have been discussed in great detail for some of the historical sciences. In particular, Epidemiology, the science of drawing inferences about human diseases by comparing groups of people (often by retrospective historical studies), has for a long time successfully employed formalised procedures for dealing with problems similar to those facing historians of human societies.

In short, I acknowledge that it is much more difficult to understand human history than to understand problems in fields of science where history is unimportant and where fewer individual variables operate. Nevertheless, successful methodologies for analysing historical problems have been worked out in several fields. As a result, the histories of dinosaurs, nebulae, and glaciers are generally acknowledged to belong to fields of science rather than to the humanities.

19. Why do islands with considerable degree of isolation provide valuable insights into human history?

(1) Isolated islands may evolve differently and this difference is of interest to us:

(2) Isolated islands increase the number of observations available to historians.

(3) Isolated islands, differing in their endowments and size may evolve differently and this difference can be attributed to their endowments and size.

(4) Isolated islands, differing in their endowments and size, provide a good comparison to large islands such as Eurasia, Africa, Americas and Australia.

(5) Isolated islands, in so far as they are inhabited, arouse curiosity about

how human beings evolved there.

20. According to the author, why is prediction difficult in history?

(1) Historical explanations are usually broad so that no prediction is possible.

(2) Historical outcomes depend upon a large number of factors and hence prediction is difficult for each case.

(3) Historical sciences, by their very nature, are not interested in a multitude of minor factors, which might be important in a specific historical outcome.

(4) Historians are interested in evolution of human history and hence are only interested in long term predictions.

(5) Historical sciences suffer from the inability to conduct controlled experiments and therefore have explanations based on a few long-term factors.

21. According to the author, which of the following statements would be true?

(1) Students of history are missing significant opportunities by not conducting any natural experiments.

(2) Complex societies inhabiting large islands provide great opportunities for natural experiments.

(3) Students of history are missing significant opportunities by not studying an adequate variety of natural experiments.

(4) A unique problem faced by historians is their inability to establish cause and effect relationships.

(5) Cultural anthropologists have overcome the problem of confounding variables through natural experiments.

Directions for Questions 22 to 25: *In each question, there are five sentences/paragraphs. The sentence/paragraph labelled A is in its correct place. The four that follow are labelled B, C, D and E, and need to be arranged in the logical order to form a coherent paragraph/passage. From the given options, choose the most appropriate one.*

22.

A. In America, highly educated women, who are in stronger position in the labour market than less qualified ones, have higher rates of marriage than other groups.

B. Some work supports the Becker thesis, and some appears to contradict it.

C. And, as with crime, it is equally inconclusive.

D. But regardless of the conclusion of any particular piece of work, it is hard to establish convincing connections between family changes and economic factors using conventional approaches.

E. Indeed, just as with crime, an enormous academic literature exists on the validity of the pure economic approach to the evolution of family structures.

(1) BCDE
(2) DBEC
(3) BDCE
(4) ECBD
(5) EBCD

23.

A. Personal experience of mothering and motherhood are largely framed in relation to two discernible or 'official' discourses: the 'medical discourse and natural childbirth discourse.' Both of these tend to focus on the 'optimistic stories' of birth and mothering and underpin stereotypes of the 'good mother'.

B. At the same time, the need for medical expert guidance is also a feature for contemporary reproduction and motherhood. But constructions of good mothering have not always been so conceived, and in different contexts may exist in parallel to other equally dominant discourses.

C. Similarly, historical work has shown how what are now taken-for-granted aspects of reproduction and mothering practices result from contemporary 'pseudoscientific directives' and 'managed

constructs.' These changes have led to a reframing of modern discourses that pattern pregnancy and motherhood leading to an acceptance of the need for greater expert management.

D. The contrasting, overlapping, and ambiguous strands within these frameworks focus to varying degrees on a woman's biological tie to her child and predisposition to instinctively know and be able to care for her child.

E. In addition, a third, 'unofficial popular discourse' comprising 'old wives' tales and based on maternal experiences of childbirth has also been noted. These discourses have also been acknowledged in work exploring the experiences of those who apparently do not 'conform' to conventional stereotypes of the 'good mother.'

(1) EDBC
(2) BCED
(3) DBCE
(4) EDCB
(5) BCDE

24.

A. Indonesia has experienced dramatic shifts in its formal governance arrangements since the fall of President Soeharto and the close of his centralized, authoritarian "New Order" regime in 1997.

B. The political system has taken its place in the nearly 10 years since *Reformasi* began. It has featured the active contest for political office among a proliferation of parties at central, provincial and district levels; direct elections for the presidency (since 2004); and radical changes in centre-local government relations towards administrative, fiscal, and political decentralisation.

C. The mass media, once tidily under Soeharto's thumb, has experienced significant liberalisation, as has the legal basis for non-governmental organisations, including many dedicated to such controversial issues as corruption control and human rights.

D. Such developments are seen optimistically by a number of donors and some external analysts, who interpret them as signs of Indonesia's political normalisation.

E. A different group of analysts paint a picture in which the institutional forms have changed, but power relations have not. Vedi Hadiz argues that Indonesia's "democratic transition" has been anything but linear.

(1) BDEC
(2) CBDE
(3) CEBD
(4) DEBC
(5) BCDE

25.

A. I had six thousand acres of land, and had thus got much spare land besides the coffee plantation. Part of the farm was native forest, and about one thousand acres were squatters' land, what [the Kikuyu] was called their shambas.

B. The squatters' land was more intensely alive than the rest of the farm, and was changing with the seasons the year round. The maize grew up higher than your head as you walked on the narrow hard-trampled footpaths in between the tall green rustling regiments.

C. The squatters are Natives, who with their families hold a few acres on a white man's farm, and in return have to work for him a certain number of days in the year. My squatters, I think, saw the relationship in a different light, for many of them were born on the farm, and their fathers before them, and they very likely regarded me as a sort of superior squatter on their estates.

D. The Kikuyu also grew the sweet potatoes that have a vine like leaf and spread over the ground like a dense entangled mat, and many varieties of big yellow and green speckled pumpkins.

E. The beans ripened in the fields, were gathered and thrashed by the

women, and the maize stalks and coffee pods were collected and burred, so that in certain seasons thin blue columns of smoke rose here and there all over the farm.

(1) CBDE
(2) BCDE
(3) CBED
(4) DBCE
(5) EDBC

Answer Key

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

20. (2)
21. (3)
22. (4)
23. (1)
24. (5)
25. (3)

Explanations

1. Clearly option (5) is the answer. Options (1) and (2) are too drastic—the author has never talked about the absence of strong biological linkages or of the absence of reciprocal roles. (3) and (4) also do not make sense if you try to compare the idea expressed in the passage with these options. Option (5) is what the author is trying to convey to us. Hence, option (5) is the correct answer.

2. Options (1) and (3) are just opposite of the views of the author. (5) is out of context just to mislead. (4) does not show any biological linkages between warlord and followers. If biological linkages had structured human society, just fathering a child would be enough to be called a father—there would be no societal behavior expectations and nobody would be offended by a father playing his role ‘tongue in cheek’. Hence, option (2) is the correct answer.

3. According to last para, both statements A and B are correct because the author directly says that some roles are more absorbing and with the example of clergyman he proves option (2). Statement C is out of context. Hence, option (4) is the correct answer.

4. The errors are: statement A should read “returned home”, statement B should read “I could get my hands on”, statement D should read “a sort of a recruiter”. Hence, only statements C and E are correct. Hence, option (1) is the correct answer.

5. The errors are: statement A should read “in a recession”, statement C

should read “out of a slump”, statement D should read “by a temporary stimulus” and statement E should read “such policies have no effect”. Only statement B is correct. Hence, option (5) is the correct answer.

6. The errors are: statement A should read “It is sometimes said”, statement C should read “democratic ideals have been handed down to us”, statement E should read “The Greeks gave us the word, but did not provide us with a model. Only statements B and D are correct. Hence, option (3) is the correct answer.

7. The author is describing the difference between the interpretation of two artists through the statement “From a Madonna to a Madonna” option (1) talks about artistic license which is not alluded to in the passage, while options (3), (4) and (5) are irrelevant. Hence, option (2) is the correct answer.

8. Second last line of the last paragraph clearly shows that Rilke ends up defining the place of the poet in his culture. Hence, option (1) is the correct answer.

9. Options (2) and (3) are given only to confuse; there is no direct link between the renaissance [option (3)] as also there is no direct mention about poets and artists who create their own genre [option (2)]. Option (4) is the best in the context of the idea communicated by the passage. Hence, option (4) is the correct answer.

10. In the last line of the paragraph the writer is discussing organisation and macro level players and we have to carry the idea forward—he has just stated the limitation of the personification of organisations—that they cannot narrate their experience in the first person. So the concluding statement has to conclude the idea of the usefulness of personification of organisations. Option (5) completes the paragraph in the best manner by defining the personification of a whole organisation as a textual device. Hence, option (5) is the correct answer.

11. In the first line of paragraph writer gives a conclusion. So option (1) is

the correct answer.

Then he discusses various changes in technology, only to reaffirm the conclusion in the last line. Options (2) and (3) can be attached to the paragraph but would not be able to conclude the paragraph's idea. Option (4) introduces a new line of thinking about falsehood and trickery and option (5) is irrelevant. Hence, option (1) is the correct answer.

12. Option (2) is the best conclusion as the whole paragraph is talking about inventories. Hence, option (2) is the correct answer.

13. In paragraphs 2 (fifth line) and 3 (seventh line), author has discussed in detail various scientific traditions. Hence, option (4) is the correct answer.

14. 'Loci of commitment' corresponds to certain paradigm of scientific inquiry. Hence, option (3) is the correct answer.

15. Second last line of the last paragraph says that paradigms are aided by formulation of rules and assumptions. Hence, option (5) is the correct answer.

16. We are taking cricket council as a whole so it will take the singular verbs 'was' and 'is'. Critics censure (criticise) movies and explanations are 'credible' (convincing). We cough discreetly (carefully). Hence, option (4) is the correct answer.

17. The jury is still out on this one. The main bone of contention was the difference between mistrust and distrust. The official answer given by the IIMs to this question was option (5).

Events are 'historic.' Compliment means praise. You push yourself 'further' and films are based on 'true' stories not real stories. Still leaves us grappling between distrust and mistrust—the google definitions give us that while distrust has an element of suspicion mistrust does not. Option (5) was given as the right answer. Hence, option (5) is the correct answer.

18. You decline an invitation 'regretfully.' He was 'beside' himself. A

truck is ‘stationary’ not ‘stationery’. Paintings can have the quality of being sensuous. The water began to rise above the danger mark. Hence, option (2) is the correct answer.

19. Because in isolated islands we can study the effects of endowments and size relatively clearly with respect to other factors. Hence, option (3) is the correct answer.

20. Clearly the reason for difficulty in prediction in history is that historical outcomes depend on a large number of factors. Hence, option (2) is the correct answer.

21. The thrust of the passage is to talk about the possibilities presented by natural experiments to students of history. Hence, option (3) is the correct answer.

22. C is a definite follow up to E. Hence, the correct answer should include the E and C link. This leaves us only with two options—(2) or (4). Also D should follow B. So that leaves us with only option (4) as the possible answer. Hence, option (4) is the correct answer.

23. E is the obvious starting sentence since it completes the list of ‘discourses’ started in A. Hence, we only have to choose between (1) and (4). E and D are common in both and between B and C, we can easily see that C follows B (the similarity drawn in C is to the logic introduced in statement B). Hence, option (1) is the correct answer.

24. B and C specifically talk about what changes happened post Soeharto. While D and E follow BC. Hence, option (5) is the correct answer.

25. Statement C is the obvious starting statement as it defines what Squatters are. E follows B as B starts off describing the vegetation on the squatters land. Hence, option (3) is the correct answer.

5 CAT Paper 2008

SECTION A (ENGLISH)

This section contains 40 questions.

Directions for Questions 1 to 4: *Each of the following questions has a sentence with two blanks. Given below each option are five pairs of words. Choose the pair that best completes the sentence.*

1. The genocide in Bosnia and Rwanda apart from being misdescribed in the most sinister and …….manner as 'ethnic cleansing' were also blamed, in further hand-washing rhetoric, onsomething dark and interior to ……andperpetrators alike.

(1) Innovative; communicator
(2) Enchanting; leaders
(3) Disingenuous; victims
(4) Exigent; exploiters
(5) Tragic; sufferers

2. As navigators, calendar markers, and other ……..of the night sky accumulated evidence to the contrary, ancient astronomers were forced to ……that certain bodies might move in circles about points, which in turn moved in circles about the Earth.

(1) Scrutinisers; believe
(2) Observers; agree
(3) Scrutinisers; suggest
(4) Observers; concede
(5) Students; conclude

3. Every human being, after the first few days of his life, is a product of two factors:on the one hand, there is his ……..endowment; and on the other hand, there is the affect of environment, including……..

(1) Constitutional; weather
(2) Congenital; education
(3) Personal; climate
(4) Economic; learning
(5) Genetic; pedagogy

4. Exhaustion of natural resources, destruction of individual initiative by governments, control over men's mind by central……..of the education and propaganda are some of the major evils which appear to be on the increase as a result of the impact of science upon minds suited by……to an earlier kind of world.

(1) Tenets; fixation
(2) Aspects; inhibitions
(3) Institutions; inhibitions
(4) Organs; tradition
(5) Departments; repulsion

Directions for Questions 5 to 8: *In each of the questions, a word has been used in sentences in five different ways. Choose the option corresponding to the sentence in which the usage of the word is incorrect or inappropriate.*

5. *Run*

(1) I must *run* fast to catch up with him.
(2) Our team scored a goal against the *run* of play
(3) You can't *run* over him like that.
(4) The newly released book is enjoying a popular *run*.
(5) This film is a *run*-of-the-mill production.

6. *Round*

(1) The police fired a *round* of tear gas shells.
(2) The shop is located *round* the corner
(3) We took a *round* on merry-go-round.
(4) The doctor is on a hospital *round*.
(5) I shall proceed further only after you come *round* to admitting it.

7. *Buckle*

(1) After the long hike our knees were beginning to *buckle*.
(2) The horse suddenly broke into a *buckle*.
(3) The accused did not *buckle* under the police interrogation.
(4) Sometimes, an earthquake can make a bridge *buckle*.
(5) People should learn to *buckle* up as soon as they get into a car.

8. *File*

(1) You will find the paper in the *file* under C.
(2) I need to *file* an insurance claim.
(3) The cadets were marching in a single *file*.
(4) *File* your nails before you apply nail polish.
(5) When the parade was on, a soldier broke the *file*.

Directions for Questions 9 to 12: *In each question, there are five sentences. Each has a pair of words that are italicised and highlighted. From the italicised and highlighted words, select the <u>most appropriate</u> words (A or B) to form correct sentences. The sentences are followed by options that indicate the words, which may be selected to correctly complete the set of sentences. From the options given, choose the <u>most appropriate</u> one.*

9. Anita bore a beautiful ***broach*** **(A)**/***brooch*** **(B)** on the lapel of her jacket.

If you want to complain about the amenities in your neighbourhood, please meet your ***councillors*** **(A)**/ ***counsellors*** **(B)**.

I would like your ***advice*****(A)*****/advise*****(B)*** on which job I should choose.

The last scene provided a ***climactic*** **(A)**/***climatic*****(B)*** ending to the film.

Jeans that ***flair*** **(A)*****/flare*** **(B)** at the bottom are in fashion these days.

(1) BABAA
(2) BABAB
(3) BAAAB
(4) ABABA
(5) BAABA

10. The cake had lots of ***currents*** **(A)**/***currants*** **(B)** and nuts in it.

If you engage in such ***exceptional*** **(A)**/***exceptionable*** **(B)** behaviour, I will be forced to punish you.

He has the same capacity as an adult to ***consent*** **(A)** ***/assent*** **(B)** to surgical treatment.

The minister is ***obliged*** **(A)*****/compelled*** **(B)** to report regularly to a parliament board.

His analysis of the situation is far too ***sanguine*** **(A)*****/ genuine*** **(B)**.

(1) BBABA
(2) BBAAA
(3) BBBBA
(4) ABBAB
(5) BABAB

11. She managed to bite back the ***ironic*** **(A)**/***caustic*** **(B)** retort on the tip of her tongue.

He gave an impassioned and ***valid*** **(A)**/***cogent*** **(B)** plea for judicial reform.

I am not ***adverse*****(A)**/***averse*** **(B)** to helping out.

The ***coupe*** **(A)**/***coup*** **(B)** broke away as the train climbed the hill.

They heard the bells ***peeling*** **(A)**/***pealing*** **(B)** far and wide.

(1) BBABA
(2) BBBAB

(3) BAABB
(4) ABBAA
(5) BBBBA

12. We were not successful in ***defusing*** **(A)**/***diffusing*** **(B)** the guru's idea.
The students ***baited*** **(A)**/***bated*** **(B)** the instructor with irrelevant questions.
The ***hoard*** **(A)**/***horde*** **(B)** rushed into the campus.
The prisoner's ***interment*** **(A)**/***internment*** **(B)** came to an end with his early release.
The hockey team could not deal with his ***unsociable*** **(A)**/ ***unsocial*** **(B)** tendencies.

(1) BABBA (2) BBABB
(3) BABAA
(4) ABBAB
(5) AABBA

Directions for Questions 13 to 16: *In each of the following questions there are sentences that form a paragraph. Identify the sentence(s) or part(s) of sentence(s) that is/are correct in terms of grammar and usage (including spelling, punctuation and logical consistency). Then, choose the <u>most appropriate</u> option.*

13.

A. In 1849, a poor Bavarian immigrant named Levi Strauss
B. landed in San Francisco, California,
C. at the invitation of his brother-in-law David Stern
D. owner of dry goods business.
E. This dry goods business would later became known as Levi Strauss and Company.

(1) B only
(2) B and C
(3) A and B
(4) A only
(5) A, B and D

14.

A. In response to the allegations and condemnation pouring in,
B. Nike implemented comprehensive changes in their labour policy.
C. Perhaps sensing the rising tide of global labour concerns,
D. from the public would become a prominent media issue,
E. Nike sought to be a industry leader in employee relations.

(1) D and E
(2) D only
(3) A and E
(4) A and D
(5) B, C and E

15.

A. Charges and countercharges mean nothing
B. to the few million who have lost their home.
C. The nightmare is far from over, for the government
D. is still unable to reach hundreds who are marooned.
E. The death count have just begun.

(1) A only
(2) C only
(3) A and C
(4) A, C and D
(5) D only

16.

A. I did not know what to make of you.
B. Because you'd lived in India, I associate you more with my parents than with me.
C. And yet you were unlike my cousins in Calcutta, who seem so innocent and obedient when I visited them.
D. You were not curious about me in the least.
E. Although you did make effort to meet me.

(1) A only
(2) A and B

(3) A and E
(4) D only
(5) A and D

Directions for Questions 17 to 20: *Each of the following questions has a paragraph from which the last sentence has been deleted. From the given options, choose the sentence that completes the paragraph in the most appropriate way.*

17. Most people at their first consultation take a furtive look at the surgeon's hands in the hope of reassurance. Prospective patients look for delicacy, sensitivity, steadiness, perhaps unblemished pallor. On this basis, Henry Perowne loses a number of cases each year. Generally, he knows it's about to happen before the patient does: the downward glance repeated, the prepared questions beginning to falter, the overemphatic thanks during the retreat to the door.

(1) Other people do not communicate due to their poor observation.
(2) Other patients do not like what they see but are ignorant of their right to go elsewhere.
(3) But Perowne himself is not concerned.
(4) But others will take their place, he thought.
(5) These hands are steady enough, but they are large.

18. Trade protectionism, disguised as concern for the climate, is raising its head. Citing competitiveness concerns, powerful industrialised countries areholding out threats of a levy on imports of energy-intensive products from developing countries that refuse to accept their demands. The actual sense of protectionist sentiment in the OECD countries is, of course, their current lackluster economic performance, combined with the challenges posed by rapid economic rise of China and India—in that order.

(1) Climate change is evoked to bring trade protectionism through the back door.
(2) OECD countries are taking refuge in climate change issues to erect

trade barriers against these two countries.

(3) Climate change concerns have come as a convenient stick to beat the rising trade power of China and India.

(4) Defenders of global economic status quo are posing as climate change champions.

(5) Today's climate change champions are the perpetrators of global economic inequity.

19. Mattancherry is Indian Jewry's most famous settlement. Its pretty streets of pastel coloured houses, connected by first-floor passages and home to the last twelve saree-and-sarong-wearing, white-skinned Indian Jews are visited by thousands of tourists each year. Its synagogue, built in 1568, with a floor of blue and white china tiles, a carpet given by Haile Selassie and the frosty Yaheh selling tickets at the door, stands as an image of religious tolerance.

(1) Mattancherry represents, therefore, the perfect picture of peaceful coexistence.

(2) India's Jews have almost never suffered discrimination, except for European colonisers and each other.

(3) Jews in India were always tolerant.

(4) Religious tolerance has always been only a façade and nothing more.

(5) The pretty pastel streets are, thus, very popular with the tourists.

20. Given the cultural and intellectual interconnections, the question of what is 'Western' and what is 'Eastern' (or Indian) is often hard to decide, and the issue can be discussed only in more dialectical terms. The diagnosis of a thought as 'Purely Western' or 'Purely Indian' can be very illusory.

(1) Thoughts are not the kind of things that can be easily categorised.

(2) Though 'occidentalism' and 'orientalism' are dichotomous concepts

(3) 'East is East and West is West' has been a discredited notion for a long time now.

(4) Compartmentalising thoughts is often desirable.

(5) The origin of a thought is not the kind of thing to which 'purity' happened easily.

Directions for Questions 21 to 25: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

A remarkable aspect of art of the present century is the range of concepts and ideologies which it embodies. It is almost tempting to see a pattern emerging within the art field or alternatively imposed upon it a posteriori—similar to that which exists under the umbrella of science where the general term covers a whole range of separate, though interconnecting, activities. Any parallelism is however, in this instance at least misleading. A scientific discipline develops systematically once its bare tenets have been established, named and categorised as conventions. Many of the concepts of modern art, by contrast, have resulted from the almost accidental meetings of group of talented individuals at certain times and certain places. The ideas generated by these chance meetings had twofold consequences. Firstly, a corpus of work would be produced which, in great part, remains as a concrete record of the events. Secondly, the ideas would themselves be disseminated through many different channels of communication—seeds that often bore fruit in contexts far removed from their generation. Not all movements were exclusively concerned with innovation. Surrealism, for instance, claimed to embody a kind of insight which can be present in the art of any period. This claim has been generally accepted so that a sixteenth century painting by Spranger or a mysterious photograph by Atget can legitimately be discussed in surrealist terms. Briefly, then, the concept of modern art are of many different (often fundamentally different) kinds and resulted from the exposures of painters, sculptors and thinkers to the more complex phenomena of the twentieth century, including our ever increasing knowledge of the thought and products of earlier centuries. Different groups of artists would collaborate in trying to make sense of a rapidly changing world of visual and spiritual experience. We should hardly be surprised if no one group succeeded completely, but achievements, though relative, have been

considerable. Landmarks have been established—concrete statements of position which give a pattern to a situation which could easily have degenerated into total chaos. Beyond this, new language tools have been created for those who follow—semantic systems which can provide a springboard for further explorations.

The codifying of the art is often criticised. Certainly one can understand that artists are wary of being pigeon-holed since they are apt to think of themselves as individuals—sometimes with good reason. The notion of self-expression, however, no longer carries quite the weight it once did; objectivity has its defenders. There is good reason to accept the ideas codified by artists and critics, over the past sixty years or so, as having attained the status of independent existence—an independence which is not without its own value. The time factor is important here. As an art movement slips into temporal perspective, it ceases to be a living organism—becoming, rather, a fossil. This is not to say that it becomes useless or uninteresting. Just as a scientist can reconstruct the life of a prehistoric environment from the message codified into the structure of a fossil, so can an artist decipher whole webs of intellectual and creative possibility from the recorded structure of a 'dead' art movement. The artist can match the creative patterns crystallised into this structure against the potentials and possibilities of his own time. As T.S. Eliot observed, no one starts anything from scratch; however consciously you may try to live in the present, you are still involved with a nexus of behaviour patterns bequeathed from the past. The original and creative person is not someone who ignores these patterns, but someone who is able to translate and develop them so that they conform more exactly to his and our present needs.

21. Many of the concepts of modern art have been the product of

(1) ideas generated from planned deliberations between artists, painters and thinkers.

(2) the dissemination of ideas through the state and its organisations.

(3) accidental interactions among people blessed with creative muse.

(4) patronage by the rich and powerful that supported art.

(5) systematic investigation, codification and conventions.

22. In the passage, the word 'fossil' can be interpreted as

(1) an art movement that has ceased to remain interesting or useful.

(2) an analogy from the physical world to indicate a historic art movement.

(3) an analogy from the physical world to indicate the barrenness of artistic creations in the past.

(4) an embedded codification of prehistoric life.

(5) an analogy from the physical world to indicate the passing of an era associated with an art movement.

23. In the passage, which of the following similarities between science and art may lead to erroneous conclusions?

(1) both in general, include a gamut of distinct but interconnecting activities.

(2) both have movements not necessarily concerned with innovation.

(3) both depend on collaborations between talented individuals.

(4) both involve abstract thought and dissemination of ideas.

(5) both reflect complex priorities of the modern world.

24. The range of concepts and ideologies embodied in the art of the twentieth century is explained by

(1) the existence of movements such as surrealism.

(2) landmark which give a pattern to the art history of the twentieth century.

(3) new language tools which can be used for further explorations into new areas.

(4) the fast changing world of perceptual and transcendental understanding.

(5) the quick exchange of ideas and concepts enabled by efficient technology.

25. The passage uses an observation by T.S. Eliot to imply that

(1) Creative processes are not 'original' because they always borrow from the past.

(2) We always carry forward the legacy of the past.

(3) Past behaviours and thought processes recreate themselves in the present and get labeled as ‘original’ or ‘creative’.
(4) ‘Originality’ can only thrive in a ‘greenhouse’ insulated from the past biases.
(5) ‘Innovations’ and ‘original thinking’ interpret and develop on past thoughts to suit contemporary needs.

Directions for Questions 26 to 30: *The passage given below is followed by a set of five questions. Choose the most appropriate answer to each question.*

To summarise the Classic Maya collapse, we can tentatively identify five strands. I acknowledge, however, that Maya archaeologists still disagree vigorously among themselves—in part, because the different strands evidently varied in importance among different parts of the Maya realm; because detailed archaeological studies are available for only some Maya sites; and because it remains puzzling why most of the Maya heartland remained nearly empty of population and failed to recover after the collapse and after regrowth of forests.

With those caveats, it appears to me that one strand consisted of population growth outstripping available resources: a dilemma similar to the one foreseen by Thomas Malthus in 1798 and being played out today in Rwanda, Haiti and elsewhere. As the archaeologist David Webster succinctly puts it, “Too many farmers grew too many crops on too much of landscape.” Compounding the mismatch between population and resources was the second strand: the effects of deforestation and hillside erosion, which caused a decrease in the amount of useable farmland at a time when more rather than less farmland was needed, and possibly exacerbated by an anthropogenic drought resulting from deforestation, by soil nutrient depletion and other soil problems, and by the struggle to prevent bracken ferns from overrunning the fields.

The third strand consisted of increased fighting, as more and more people fought over fewer resources. Maya warfare, already endemic, peaked just before the collapse. That is not surprising when one reflects that at least five

million people, perhaps many more, were crammed into an area smaller than the US state of Colorado (104,000 square miles).

That warfare would have decreased further the amount of land available for agriculture, by creating no man's lands between principalities where it was now unsafe to farm. Bringing matters to a head was the strand of climate change. The drought at the time of the Classic Collapse was not the first drought that the Maya had lived through, but it was the most severe. At the time of previous droughts, there were still uninhabited parts of the Maya landscape, and people at a site affected by drought could save themselves by moving to another site. However, by the time of the classic collapse the landscape was now full, there was no useful unoccupied land in the vicinity on which to begin a new, and the whole population could not be accommodated in the few areas that continued to have reliable water supplies.

As our fourth strand, we have to wonder why the kings and nobles failed to recognise and solve these seemingly obvious problems undermining their society. Their attention was evidently focused on their short-term concerns of enriching themselves, waging wars, erecting monuments, competing with each other, and extracting enough food from the peasants to support all those activities. Like most leaders throughout human history, the Maya kings and nobles did not heed long-term problems, in so far as they perceived them.

Finally, while we still have some other past societies to consider before we switch our attention to the modern world, we must already be struck by some parallels between the Maya and the past societies. As on Mangareva, the Maya environmental and population problems led to increasing warfare and civil strife. Similarly, on Easter Island and at Chaco Canyon, the Maya peak population numbers were followed swiftly by political and social collapse. Paralleling the eventual extension of agriculture from Easter Island's coastal lowlands to its uplands, and from the Mimbres floodplain to the hills, Copan's inhabitants also expanded from the floodplain to the more fragile hill slopes, leaving them with a larger population to feed when the agricultural boom in the hills went bust.

Like Easter Island chiefs erecting ever larger statues, eventually crowned

by pukao, and like Anasazi elite treating themselves to necklaces of 2000 turquoise beads, Maya kings sought to outdo each other with more and more impressive temples, covered with thicker and thicker plaster—reminiscent in turn of the extravagant conspicuous consumption by modern American CEOs. The passivity of Eater chiefs and Maya Kings in the face of the real big threats to their societies completes our list of disquieting parallels.

26. According to the passage, which of the following best represents the factor that has been cited by the author in the context of Rwanda and Haiti?

(1) Various ethnic groups competing for land and other resources.
(2) Various ethnic groups competing for limited land resources.
(3) Various ethnic groups fighting with each other.
(4) Various ethnic groups competing for political power.
(5) Various ethnic groups fighting for their identity.

27. By an anthropogenic drought, the author means

(1) a drought caused by lack of rains.
(2) a drought caused due to deforestation.
(3) a drought caused by failure to prevent bracken ferns from overrunning the fields.
(4) a drought caused by actions of human beings.
(5) a drought caused by climate changes.

28. According to the passage, the drought at the time of the Maya collapse had a different impact compared to the drought earlier because

(1) the Maya kings continued to be extravagant when common people were suffering.
(2) it happened at the time of collapse of leadership among Mayas.
(3) it happened when the Maya population had occupied all available land suited for agriculture.
(4) it was followed by internecine warfare among Mayans.
(5) irreversible environmental degradation led to this drought.

29. According to the author, why is it difficult to explain the reasons for

Maya collapse?

(1) Copan inhabitants destroyed all records of that period.

(2) the constant deforestation and hillside erosion have wiped out all traces of the Maya kingdom.

(3) Archaeological sights of Mayas do not provide any consistent evidence.

(4) it has not been possible to ascertain which of the factors best explains as to why the Maya civilisation collapsed.

(5) at least five million people were crammed into a small area.

30. Which factor has not been cited as one of the factors causing the collapse of Maya society?

(1) Environmental degradation due to excess population

(2) Increased warfare among Maya people

(3) Social collapse due to excess population

(4) Climate change

(5) Obsession of Maya population with their own short-term concerns

Directions for Questions 31 to 35: *The passage given below is followed by a set of five questions. Choose the <u>most appropriate</u> answer to each question.*

Language is not a cultural artifact that we learn the way we learn to tell time or how the federal government works. Instead, it is a distinct piece of the biological makeup of our brains. Language is a complex, specialised skill, which develops in the child spontaneously, without conscious effort or formal instruction, is deployed without awareness of its underlying logic, is qualitatively the same in every individual, and is distinct from more general abilities to process information or behave intelligently. For these reasons some cognitive scientists have described language as a psychological faculty, a mental organ, a neural system, and a computational module. But I prefer the admittedly quaint term ‘instinct’. It conveys the idea that people know how to talk in more or less the sense that spiders know how to spin webs. Web-spinning was not invented by some unsung spider genius and does not depend on having had the right education or on having an aptitude for

architecture or the construction trades. Rather, spiders spin spider webs because they have spider brains, which give them the urge to spin and the competence to succeed. Although, there are differences between webs and words, I will encourage you to see language in this way, for it helps to make sense of the phenomena we will explore.

Thinking of language as an instinct inverts the popular wisdom, especially as it has been passed down in the canon of the humanities and social sciences. Language is no more a cultural invention than is upright posture. It is not a manifestation of a general capacity to use symbols: a three-year-old, we shall see, is a grammatical genius, but is quite incompetent at the visual arts, religious iconography, traffic signs, and other staples of the semiotics curriculum. Though language is a magnificent ability unique to *Homo sapiens*.

Among living species, it does not call for sequestering the study of humans from the domain of biology, for a magnificent ability unique to a particular living species is far from unique in the animal kingdom. Some kinds of bats home in on flying insects using Doppler sonar. Some kinds of migratory birds navigate thousands of miles by calibrating the position of the constellation against the time of day and year. In nature's talent show, we are simply a species of primate with our own act, a knack for communicating information about who did what to whom by modulating the sounds we make when we exhale.

Once you begin to look at language not as the ineffable essence of human uniqueness but as a biological adaptation to communicate information, it is no longer as tempting to see language as an insidious shaper of thought, and, we shall see, it is not. Moreover, seeing language as one of nature's engineering marvels—an organ with 'that perfection of structure and co-adaptation which justly excites our admiration,' in Darwin's words—gives us a new respect for your ordinary Joe and the much-maligned English language (or any language). The complexity of language, from the scientist's point of view, is part of our biological birthright; it is not something that parents teach their children or something that must be elaborated in school—as Oscar

Wilde said, “Education is an admirable thing, but it is well to remember from time to time that nothing that is worth knowing can be taught.” A pre-schooler’s tacit knowledge of grammar is more sophisticated than the thickest style manual or the most state-of-art computer language system, and the same applies to all healthy human beings, even the notorious syntax-fracturing professional athlete and the you-know-like, inarticulate teenage skateboarder. Finally, since language is the product of a well-engineered biological instinct, we shall see that it is not the nutty barrel of monkeys that entertainment-columnists make it out to be.

31. According to the passage, which of the following does not stem from popular wisdom on language?

(1) Language is a cultural artifact.
(2) Language is a cultural invention.
(3) Language is learnt as we grow.
(4) Language is unique to *Homo sapiens*.
(5) Language is a psychological faculty.

32. Which of the following can be used to replace the “spiders know how to spin webs” analogy as used by the author?

(1) A kitten learning to jump over a wall.
(2) Bees collecting nectar.
(3) A donkey carrying a load.
(4) A horse running a Derby.
(5) A pet dog protecting its owner’s property.

33. According to the passage, which of the following is unique to human beings?

(1) Ability to use symbols while communicating with one another.
(2) Ability to communicate with each other through voice modulation.
(3) Ability to communicate information to other members of the species.
(4) Ability to use sound as means of communication.
(5) All of the above.

34. According to the passage, complexity of language cannot be taught by

parents or at school to children because

(1) children instinctively know language.
(2) children learn the language on their own .
(3) language is not amenable to teaching.
(4) children know language better than their teachers or parents.
(5) children are born with the knowledge of semiotics.

35. Which of the following best summarises thepassage?

(1) Language is unique to *Homo sapiens.*
(2) Language is neither learnt nor taught.
(3) Language is not a cultural invention or articfact as it is made out.
(4) Language is instinctive ability of human beings.
(5) Language is use of symbols unique to human beings.

Directions for Questions 36 to 40: *The passage given below is followed by a set of five questions. Choose the <u>most appropriate</u> answer to each question.*

When I was little, children were bought two kinds of ice cream, sold from those white wagons with canopies made of silvery metal; either the two-cent cone or the four-cent ice-cream pie. The two-cent cone was very small, in fact it could fit comfortably into a child's hand, and it was made by taking the ice cream from its container with a special scoop and piling it on the cone. Granny always suggested I eat only a part of the cone, then throw away the pointed end, because it had been touched by the vendor's hand (though that was the best part, nice and crunchy, and it was regularly eaten in secret, after a pretence of discarding it).

The four-cent pie was made by a special little machine, also silvery, pressed two discs of sweet biscuit against a cylindrical section of ice cream. First, you had to thrust your tongue into the gap between the biscuits until it touched the central nucleus of ice cream; then, gradually, you ate the whole thing, the biscuit surfaces softening as they become soaked in creamy nectar. Granny had no advice to give here: in theory the pies had been touched only by the machine; in practice, the vendor had held them in his hand while

giving them to us, but it was impossible to isolate the contaminated area.

I was fascinated, however, by some of my peers, whose parents bought them not a four-cent pie but two two-cent cones. These privileged children advanced proudly with one cone in their right hand and one in their left; and expertly moving their hand from side to side, they licked first one, then the other. This liturgy seemed to me so sumptuously enviable, that many times I asked to be allowed to celebrate it. In vain. My elders were inflexible: a four-cent ice, yes; but two two-cent ones, absolutely no.

As anyone can see, neither mathematics nor economics nor dietetics justified this refusal. Nor did hygiene, assuming that in due course the tips of both cones were discarded. The pathetic, and obviously mendacious, justification was that a boy concerned with turning his eyes from one cone to the other was more inclined to stumble over stones, steps, or cracks in the pavement. I dimly sensed that there was another secret justification, cruelly pedagogical, but I was unable to grasp it.

Today, citizen and victim of a consumer society, a civilisation of excess and waste (which the society of the thirties was not), I realise that those dear and now departed elders were right. Two two-cent cones instead of one at four cents did not signify squandering, economically speaking, but symbolically they surely did. It was for this precise reason that I yearned for them: because two ice creams suggested excess. And this was precisely why they were denied to me; because they looked indecent, an insult to poverty, a display of fictitious privilege, a boast of wealth. Only spoiled children ate two cones at once, those children who in fairy tales were rightly punished, as Pinocchio was when he rejected the skin and the stalk. And parents who encouraged this weakness, appropriate to little parvenus, were bringing up their children in the foolish theatre of “I’d like to but I can’t.” they were preparing them to turn up at tourist-class check-in with a fake Gucci bag bought from a street peddler on the beach at Rimini.

Nowadays the moralist risks seeming at odds with morality, in a world where the consumer civilisation now wants even adults to be spoiled, and promise them always something more, from the wristwatch in the box of

detergent to the bonus bangle sheathed, with the magazine it accompanies, in a plastic envelope. Like the parents of those ambidextrous gluttons I so envied, the consumer civilisation pretends to give more, but actually gives, for four cents, what is worth four cents. You will throw away the old transistor radio to purchase the new one, that boasts an alarm clock as well, but some inexplicable defect in the mechanism will guarantee that the radio lasts only a year. The new jeep will have leather seats, double side mirrors adjustable from inside, and a paneled dashboard, but it will not last nearly so long as the glorious old Fiat 500, which, even when it broke down, could be started again with a kick.

The morality of the old days made Spartans of us all, while today's morality wants all of us to be Sybarites.

36. Which of the following cannot be inferred from the passage?

(1) Today's society is more extravagant than the society of the 1930s.

(2) The act of eating two ice cream cones is akin to a ceremonial process.

(3) Elders rightly suggested that a boy turning eyes from one cone to the other was more likely to fall.

(4) Despite seeming to promise more, the consumer civilisation gives away exactly what the thing is worth.

(5) The consumer civilisation attempts to spoil children and adults alike.

37. In the passage, the phrase "little parvenus" refers to

(1) naughty midgets.

(2) old hags.

(3) arrogant people.

(4) young upstarts.

(5) foolish kids

38. The author pined for two two-cent cones instead of one four-cent pie because

(1) it made dietetic sense.

(2) it suggested intemperance.

(3) it was more fun.
(4) it had a visual appeal.
(5) he was a glutton.

39. What does the author mean by "nowadays the moralist risks seeming at odds with morality"?
(1) the moralists of yesterday have become immoral today.
(2) the concept of morality has changed over the years.
(3) consumerism is amoral.
(4) the risks associated with immorality have gone up.
(5) the purist's view of morality is fast becoming populist.

40. According to the author, the justification for refusal to let him eat two cones was plausibly
(1) didactic.
(2) dietetic.
(3) dialectic.
(4) diatonic.
(5) diastolic.

Answer Key

1. (3)
2. (4)
3. (2)
4. (4)
5. (3)
6. (5)
7. (2)
8. (5)
9. (3)
10. (2)

11. (2)
12. (1)
13. (1)
14. (4)
15. (4)
16. (5)
17. (3)
18. (4)
19. (1)
20. (5)
21. (3)
22. (5)
23. (1)
24. (4)
25. (5)
26. (1)
27. (4)
28. (3)
29. (4)
30. (5)
31. (5)
32. (2)
33. (2)
34. (1)
35. (4)
36. (3)
37. (4)
38. (2)
39. (2)

40. (1)

Explanations

1. The author is disapproving of the manner in which the genocide has been described as ‘ethnic cleansing’. Hence, options (1), (2) and (4) can be neglected. Between tragic and disingenuous the latter is the better word. Hence, option (3) is correct—something that is confirmed by the second word, ‘victims’.

2. All the options given for First blank are suitable, but second part of the sentence shows that astronomers were forced to accept something opposite of their views because of contrary evidence. So the word ‘concede’ qualifies for the second blank. Hence, option (4) is the correct answer.

3. The phrase ‘on the one hand’ shows that both factors are contrasting. The word in the first blank has to be related with the time of birth so only congenital and genetic fit there. The 2nd blank on the other hand has to show the effect of environment—between pedagogy and education obviously education is the better word. Hence, option (2) is the correct answer.

4. Organ fits the first blank best because departments, tenets Institutions cannot control men’s minds. Consequently tradition fits the second blank too. Hence, option (4) is the correct answer.

5. ‘Run over him’ is the wrong usage. Hence, option (3) is the correct answer.

6. “You come *around* to admit something” – ‘come round’ is incorrect usage. Hence, option (5) is the correct answer.

7. Horses do not break into buckles. The usage in option (2) is incorrect. Hence, option (2) is the correct answer.

8. Soldiers break ranks not files. Option (5) is incorrect usage. Hence, option (5) is the correct answer.

9. In the first sentence the term ‘brooch’ means an ornament that can be

fixed on the lapel of a jacket while ‘broach’ means to introduce a discussion, which does not make sense. This leaves us with options (1), (2), (3) and (5). The second statement has to be councilors as all the four feasible options give that (a councillor is a member of a municipal council and hence can be complained to about amenities). In the third sentence *advice* will be the correct choice as it is a noun while *advise* is a verb. This leaves us with only two options, viz, (3) and (5).

In the fourth sentence climactic means a climax and makes sense with respect to the ending of a film while climatic is related to weather. Hence, option (3) is the correct answer.

10. Currants (meaning sweet dried grapes goes well with cake and nuts), exceptionable means objectionable and goes well with behaviour and punishment , while exceptional means outstanding which does not fit here.

In sentence 3, *consent* goes better with surgical treatment. Ministers are obliged to report and analysis can be sanguine not genuine. Hence, option (2) is the correct answer.

11. BBBAB

Retorts are Caustic (bitter), pleas are cogent (convincing), one is not averse (against) to something and a coupe (wagon) is likely to break away from a train and bells peal (ring). Hence, option (2) is the correct answer.

12. In the first sentence ‘diffusing’ means to spread something and goes well with the context while ‘defusing’ does not fit in. In the second sentence ‘baited’ meaning to make some one angry while bated means to hold ones breath which does not fit.

The ‘horde’ meaning a huge crowd fits in well with the third sentence.

Prisoner’s interment and unsociable tendencies fit in well with the fourth and fifth sentences. Hence, option (1) is the correct answer.

13. A is wrong as ‘immigrant’ should have been there instead of imigrant, C is wrong because it should have said “on the invitation”. D is wrong

because “owner of a dry goods business” would have been correct and E is wrong because there should have been “become” instead of “became”.

So only statement B is correct. Hence, option (1) is the correct answer.

14. Statement A is correct, statement B should have read “in it’s labour policy”, Statement C should have read “Perhaps sensing that the rising….” and statement E should have read “sought to be an industry leader…”. There is no error in A and D. Hence, option (4) is the correct answer.

15. Statements A, C and D have no error. Statement B should have read “lost their homes” while Statement E should have read “count has just begun”. Hence, option (4) is the correct answer.

16. Statements A and D are correct. Statement B should have read “…I associated…”, Statement C should have read “…who seemed….” And statement E should have read “make an effort…”. Hence, option (5) is the correct answer.

17. Option (3) best concludes the paragraph as it shows us exactly what Perowne is thinking. Hence, option (3) is the correct answer.

18. Option (4) is the most logical conclusion of the discussion of the paragraph, and also its central idea. Hence, option (4) is the correct answer.

19. Option (1) best concludes the paragraph. Hence, option (1) is the correct answer.

20. Option (5) best fits the paragraph by completing the argument. Hence, option (5) is the correct answer.

21. Option (3) is clearly the message of the first paragraph—and is clearly stated in the statement “Many of the concepts of modern art, by contrast, have resulted from the almost accidental meetings of group of talented individuals at certain times and certain places.” Hence, option (3) is the correct answer.

22. Option (5) best fits the author’s message. Hence, option (5) is the

correct answer.

23. Just by comparing the fact that both science and art have a gamut of distinct of distinct but interconnecting activities we might lose sight of the critical differences between the two—as stated in the first paragraph. Hence, option (1) is the correct answer.

24. Option (4) again from the first paragraph. Hence, option (4) is the correct answer.

25. Option (5) is clearly implied in the last sentences of the passage. Hence, option (5) is the correct answer.

26. Option (1) is clear from the line 'it appears to me that one strand consisted of population growth outstripping available resources: a dilemma similar to the one foreseen by Thomas Malthus in 1798 and being played out today in Rwanda, Haiti and elsewhere.' Hence, option (1) is the correct answer.

27. Clearly option (4) explain the cause. Hence, option (4) is the correct answer.

28. Option (3) is clearly stated in the third paragraph. Hence, option (3) is the correct answer.

29. Because there are 5 strands and these strands vary in their importance among different parts of the Maya realm. These points are mentioned straight in the first paragraph. Hence, option (4) is the correct answer.

30. Option (5) has not been stated as the short term concerns are mentioned in the context of the Mayan kings and not the Maya Population. Hence, option (5) is the correct answer.

31. Language is a psychological faculty is a description given to language by cognitive scientists and not from popular wisdom. Hence, option (5) is the correct answer here.

32. Spiders spinning webs is an inherent instinctive skill of spiders just like bees collecting nectar is. Hence, option (2) is the correct answer.

33. Option (2) is clearly stated in the second paragraph by the sentence 'In nature's talent show, we are simply a species of primate with our own act, a knack for communicating information about who did what to

whom by modulating the sounds we make when we exhale.'

34. The second sentence of the passage stating 'Language is a complex, specialised skill, which develops in the child spontaneously, without conscious effort or formal instruction'. Hence, option (1) is the correct answer.

35. The main idea conveyed by the author is that language is an instinctive ability of human beings. Hence, option (4) is the correct answer.

36. The author has clearly suggested that the excuse of 'a boy turning eyes from one cone to the other was more likely to fall.' was mendacious. Hence, option (3) is the correct answer.

37. Parvenus means 'upstarts'. Hence, option (4) is the correct answer.

38. Option (2) is clearly inferable from the third paragraph. Hence, option (2) is the correct answer.

39. Option (2) best explains the statement. Hence, option (2) is the correct answer.

40. Didactic means *educational* or *instructive* which can be easily inferred from the following statement:

'I dimly sensed that there was another secret justification, cruelly pedagogical, but I was unable to grasp it.'

Hence, option (1) is the correct answer.

SECTION

2

Model Test Paper

List of Chapters

4. Model Test Paper

6 Model Test Paper (According to CAT 2014 Pattern)

SECTION-I

1. An urn contains five boxes. Each box contains five balls of different colours—red, yellow, white, blue and black. Shivam wants to pick up five balls of different colours, a different coloured ball from each box. If from the first box in the first draw, he has drawn a red ball and from the second box he has drawn a black ball, find the maximum number of trials that Shivam needs to make to accomplish his task, if a ball picked is not replaced.

(a) 12
(b) 11
(c) 20
(d) 60

2. How many three-digit numbers have the difference between them and their reverse equal to 11 times the sum of their digits?

(a) 17
(b) 15
(c) 12
(d) 9

3. For what values of x, $|x - 5 + x - 7 + x - 9|_{12}^{24}$ 18?

(a) [1, 13] (b) [–7, 27]

(c) $x \leq -7$, or $x \geq 27$ (d) $x \leq 1$ or $x \geq 13$

4. The ratio of wine and water in a container is 3:2. When 10 litres of the mixture is taken out and is replaced by the water, the ratio becomes 2:3. The total quantity of the mixture in the container is:

(a) 20 litres
(b) 25 litres
(c) 30 litres
(d) 40 litres

5. Eight men and four boys can finish a piece of work in five days. Six women and eight boys can finish the same work in five days. Also, four men and six women can finish the same work in five days. In how many days can one man, one woman and one boy finish the work at their double efficiency?

(a) 12
(b) 15
(c) 10
(d) 18

6. Mr. Ratan Tata walks on an escalator at the rate of 8 steps per second and reaches the other end in 30 seconds. While coming back, walking at the same speed he reaches the starting point in 50 seconds. What is the number of steps on the escalator?

(a) 180
(b) 200
(c) 250
(d) 300

7. A group of men decided to do a job in six days. But since ten men dropped out every day, the job is completed at the end of the ninth day. How many men were there at the beginning?

(a) 100
(b) 120
(c) 140
(d) 150

8. A train travelled a certain distance at a uniform speed. Had the speed

been six km/h more, the journey would have taken four hours less had the speed been six km/h less, the journey would have taken six hours more. Find the distance travelled by the train.

(a) 700 km
(b) 750 km
(c) 800 km
(d) None of these

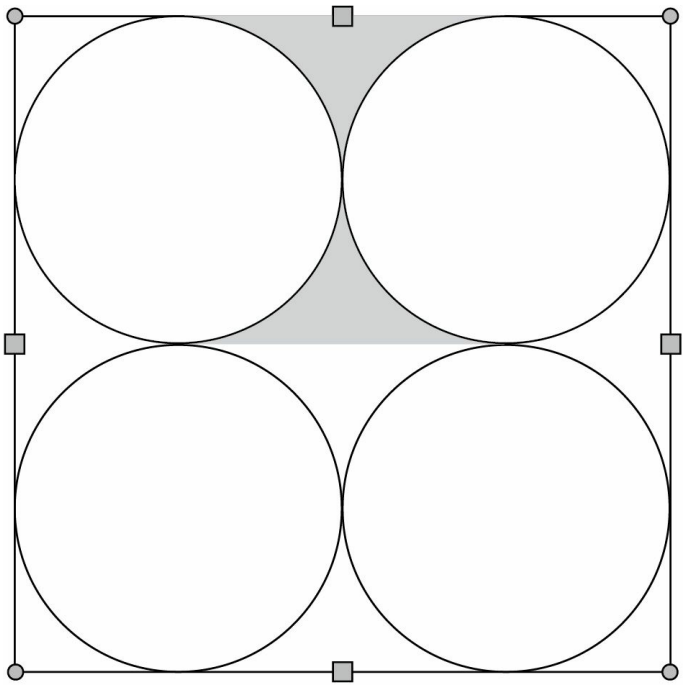
9. If both the roots of the equation $2x^2 + (4p - 1)x + 2p^2 - 1 = 0$ are real, negative and unequal, then which of the following must be necessarily true?

(a) $p < 1/\sqrt{2}$
(b) $p > 1/\sqrt{2}$
(c) $1/\sqrt{2} < p < 9/8$
(d) $p > ¼$

10. The probability of occurrence of rain in a city is directly proportional to the humidity in the air of the city, when the humidity is between 20 per cent and 80 per cent. At 70 per cent humidity, the probability of rain is 49 per cent. What is the approximate probability of rain on Wednesday and Thursday, if the humidity is 30 per cent on Wednesday and 60 per cent on Thursday?

(a) 0.23
(b) 0.11
(c) 0.09
(d) 0.13

11. ABCD is a square of side *a*. Four equal circles are drawn inside, as shown. Find the area of the shaded curvilinear quadrangle.



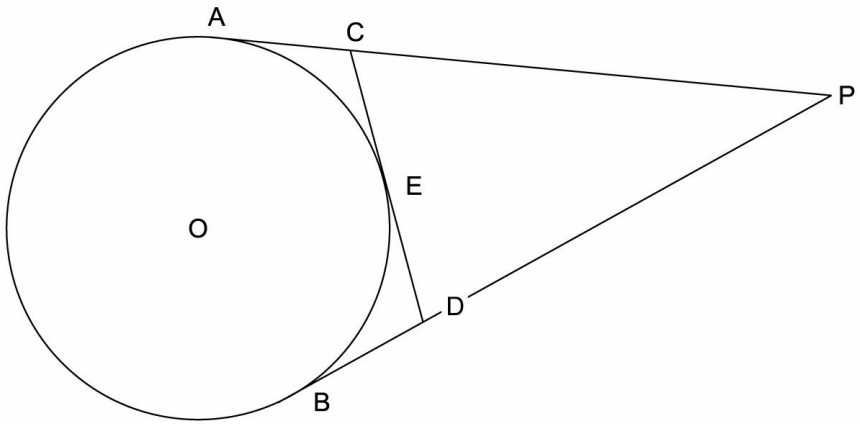
(a) a^2(p 0 2)

(b) $\frac{a^2\sqrt{3\pi}}{2}$

(c) $\frac{a^2(4-\pi)}{16}$

(d) $\frac{a^2\sqrt{2(\pi-1)}}{4}$

12. From an external point P, tangents PA and PB are drawn to a circle with centre O. If CE is the tangent to the circle at a point E and PA = 14 cm, find the perimeter of D CPD.



(a) 21
(b) 28
(c) 24
(d) 25

13. Find the number of positive integral solutions of the equation, [*x*/28] = [*x*/37]. Here, [*x*] denotes the greatest integer less than or equal to *x*.

(a) 27
(b) 46
(c) 57
(d) 58

14. Find the set of values of *x* for which f(*x*) is defined, given that:

$$f(x) = \sqrt{\log_{10} \frac{x^2 - 5x + 6}{x - 1}}$$

(a) $1 < x \leq 3 - \sqrt{2}$ s-b $3 + \sqrt{2} \leq x < \frac{n}{k}$, x 4 4 1
(b) $5 - \sqrt{3} \leq x < \frac{n}{k}$
(c) $2 \leq x$ 3 s-b $5 + \sqrt{3} \leq x < \frac{n}{k}$
(d) $1 < x \leq \sqrt{2}$ s-b $3(\sqrt{2} + 1) \leq x < \frac{n}{k}$

15. $N = x^y$, where, x = 12345 ... 737475 and y = 12345 ... 484950
Find the remainder when N is divided by 32.

(a) 9
(b) 19
(c) 25

(d) 17

16. *A*, *B* and *C* are positive integers (*A*, *C* ⁴₄ 1) that satisfy $A \times B = C$ and $B \times C = A$. Which of the following is equal to the expression ($A \log_C BC \times B \log_C B + B \log_A CA \times C \log_A C$)?

(a) $A + B$

(b) $B(A + C)$

(c) $C(A + B)$

(d) AC

17. Which is the highest three-digit number that divides the number 11111….1 (27 times) perfectly without leaving any remainder?

(a) 111

(b) 333

(c) 666

(d) 999

18. Saurabh was born in 1989. His elder brother Siddhartha was also born in the 1980s such that the last two digits of his year of birth form a prime number *P*. Find the remainder when ($P^2 + 11$) is divided by 5.

(a) 0

(b) 1

(c) 2

(d) 3

19. The medians of a triangle meet at Ƒ3, 5f́ and the midpoint of a side is Ƒ4, 6f́. The vertex opposite to Ƒ4, 6f́ is:

(a)f́ Ƒ1, 3 (2f́) Ƒ3, 1f́

(3f́) –-1, –3f́ (4f́) 7/2, 11/2f́

20. A greyhound takes five leaps in the same time as a hare takes six leaps. But the greyhound's four leaps are equal to the hare's five leaps. The speeds of the greyhound and the hare are in the ratio:

(af́) 25 : 24 (b)f́ 24 : 25

(c) 27 : 25 (d)f́ 5 : 6

21. There are 10 trees spaced out equally along a street with one at each end. If a person runs at a steady speed from one end of the street, he can reach the 8th tree in just 8 seconds. How long will it take him to

run down the whole street at the same pace?

(a) 10 seconds
(b) 79/7 seconds
(c) 72/7 seconds
(d) 11 seconds

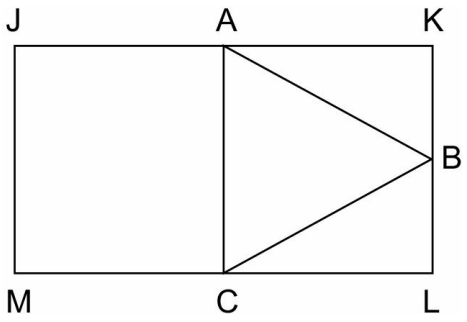
22. Vishal wishes to buy a D.V.D. player with the money in the bank, which is currently earning interest at the rate of 20 % p.a. compounded annually. But Vimal, his friend, claims that the inflation rate applicable to D.V.D. player is going to be 19%, 20%, and 21 % respectively for the next 3 consecutive years and advises Vishal to postpone the purchase by 3 years. Can Vishal gain monetarily if he follows Vimal's advice?

(a) No
(b) Yes
(c) He neither gains nor loses
(d) He gains only if the purchase is made in the second year

23. If $f(x) = 4^x /(4^x + 2)$; find the value of $f(1/1999) + f(2/1999) + \ldots\ldots\ldots + f(1998/1999)$

(a) 998
(b) 1999
(c) 999
(d) 1998

24. JKLM is a rectangle with area equal to 68 square units. Points A, B and C are mid points of the sides on which they are located. How many square units are there in the area of triangle ABC?



(a) 15
(b) 16

(c) 17
(d) 18

25. If $x = \log_5 3 + \log_7 5 + \log_9 7$, then

(a) $x \overset{24}{12} 3/2$

(b) $x \overset{24}{12} 1/\sqrt[3]{2}$

(c) $x \overset{24}{12} 3/\sqrt[3]{2}$

(d) None of these

26. A question paper has six questions having internal choice of two questions. If a student has to answer all six questions, in how many ways can the paper be attempted?

(a) 32
(b) 64
(c) 24
(d) 42

27. A dishonest man working in a company sells off 40 litres of wine from a consignment containing 400 litres of premium wine and replaces it by cheaper poor quality wine. He further repeats this operation two times before finally dispatching the consignment. What is the amount of premium wine of the company still left in the consignment dispatched?

(a) 298 litres
(b) 296.6 litres
(c) 304 littres
(d) 291.6 litres

28. Two persons Atul and Amul start moving towards each other at the same time from two points 180 m apart. Time taken by Atul and Amul to reach the opposite end after meeting is 8 and 18 seconds respectively. What is the speed of Atul?

(a) 6 m/s
(b) 8 m/s
(c) 9 m/s
(d) 7.5 m/s

29. What is the largest value of x for which $4^{27} + 4^{1000} + 4^x$ equals the square of a whole number?

(a) 973
(b) 1946
(c) 3949
(d) 1972

For four real distinct positive numbers p, q, r, s let

A $= j(p, q, r, s) = \max(\min(p, q), \min(q, r), \min(q, s) \min(p, s), \min(p, r), \min(r, s))$

B $= k(p, q, r, s) = \max[\min(p, q, r), \min(p, q, s), \min(p, r, s), \min(q, s, r)]$

C $= l(p, q, r, s) = \min[\max(p, q, r), \max(p, r, s), \max(p, q, s)]$

D $= m(p, q, r, s) = \max(p, q, r, s)$

E $= n(p, q, r, s) = \min(p, q, r, s)$

F $= o(p, q, r, s) = \min[\max(p, q), \max(q, s) \max(p, s), \max(p, r), \max(r, s)]$

30. Which of these is/are necessarily greater than 1?

1. (D – F)/(D – C)
2. (A + B + C)/3E
3. (F + C)/(A + B)
4. A + B/D

(a) Only 1
(b) Only 3 and 4
(c) Only 4 and 2
(d) Only 1 and 2

31. Which of the following is equal to 1?

(a) A + B – C - D
(b) (A + B)/(C+F)
(c) A – B/A
(d) (D + E)/(A+B)

32. Let $p, q, r, s,$ be four consecutive even numbers. Which of the

following represent the mean of p, q, r, and s?

(a) B + C / D – B

(b) B – C / D + C

(c) B + C / D + B

(d) None of these

33. In a group of ten families, every family is expected to have the number of offsprings in an arithmetic progression with a common difference of one,starting with 2 children in the first family. If every child in a family has as many cattle to look afteras the number of offsprings in the family, then whatis the total number of cattle in the group of 10 families?

(a) 355

(b) 505

(c) 425

(d) 255

34. Let $f(x) = |x - 4| \big| + \big| |x - 5| \big| + |x - 6| \big|$ and $h(x) = f(x + 1)$. Then:

(a) $g(x)$ is an even function

(b) $g(x)$ is an odd function

(c) $g(x)$ is neither even nor odd

(d) None of these

35. From 8 persons waiting in a queue, in how many ways can a selection of 5 be made so that a specified person is always excluded?

(a) $7c_3$

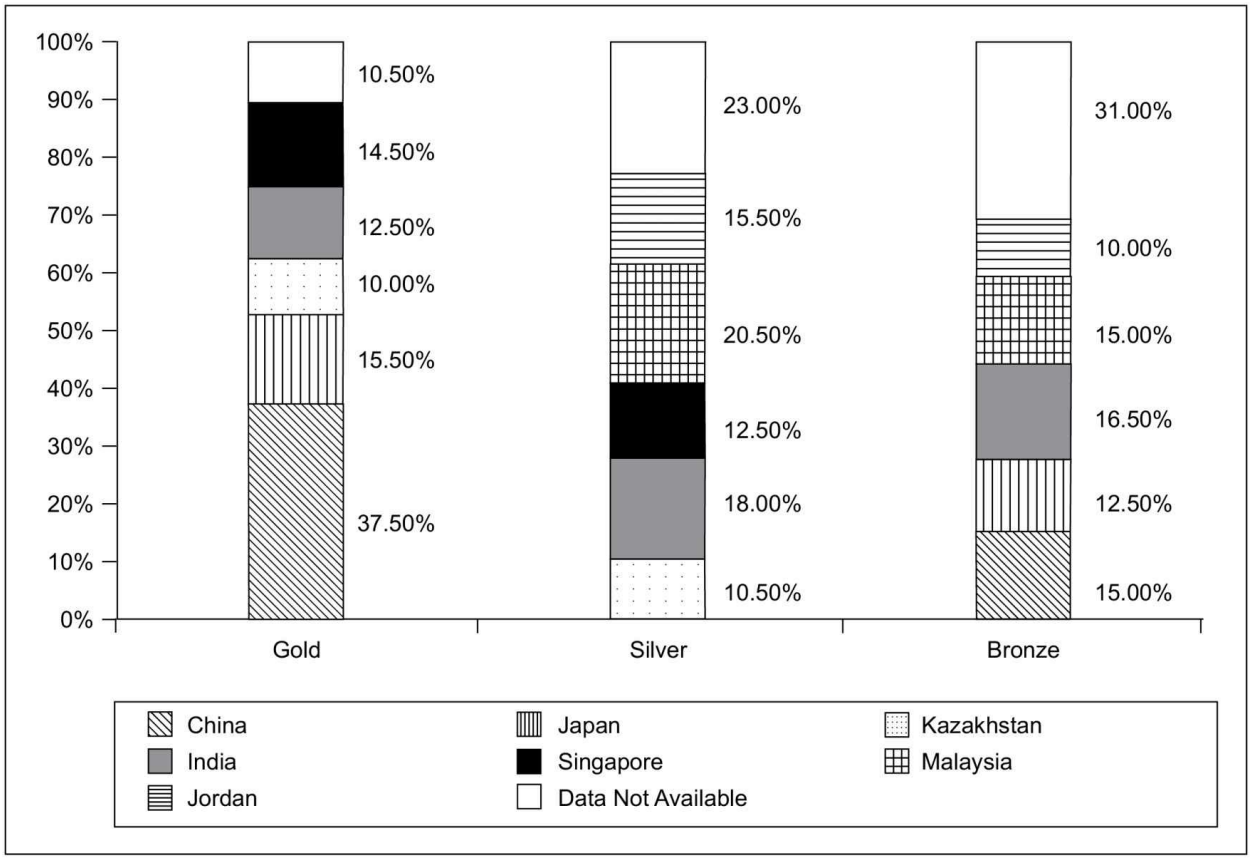
(b) $7c_5$

(c) $7c_3$

(d) $7c_4$

Many Asian countries including China, Japan, Kazakhstan, India, Singapore, Malaysia and Jordan participated in one or more sporting events held at the 2006 Asian Games. In each sporting event at least three countries participated. At the end of each sporting event, the country finishing at the

first, the second and the third positions were awarded a gold, a silver and a bronze medal respectively. The following bar graph shows distribution of the three types of medals. In this graph, the parts marked by "Data Not Available" may have belonged to one or more of all the participatingcountries.



36. Which of the following could not have been the sum of the number of silver and bronze medals won by Malaysia?

(a) 142
(b) 164
(c) 213
(d) 284

37. What was the least percentage of the total number of medals won by India compared to the total number of medals won by China?

(a) 31.12%
(b) 75.80%
(c) 62.24%

(d) 39.50%

38. It is given that the parts of the graph marked as "Data Not Available" belonged to exactly one of the seven countries that are mentioned above but was not included in the respective bar in the graph. When arranged in an ascending order of the total number of medals won, which of the following will never be a possible case?

(a) Jordan, Japan, Kazakhstan
(b) Malaysia, India, Singapore
(c) Japan, China, Singapore
(d) Japan, Singapore, Jordan

A car manufacturing company hired Mr. X to conduct a survey in six major cities of India to find the number of cars owned by the people living in the respective cities. Mr. X conducted the survey and gave the results to the company. In each of the cities Mr. X surveyed a random group of persons. The following table provides information about the results submitted by him to thecompany.

Assume that until the completion of the survey, no one changed the city of his/her residence.

Number of Persons

	Less than One Car	Less than Three Cars	Less than Seven Cars	More than Two Cars	More than Four Cars
New Delhi	5	11	31	28	17
Bangalore	9	21	47	34	10
Mumbai	3	22	39	31	15
Kolkata	13	31	47	21	14
Chandigarh	4	19	51	34	18
Hyderabad	11	21	49	37	16

39. If the number of persons having at least eight cars in Kolkata is zero, then find the number of persons in Kolkata having exactly seven cars.

(a) 5

(b) 4
(c) 6
(d) 7

40. In which city the number of persons having more than four cars and less than seven cars is the least?

(a) Mumbai
(b) Bangalore
(c) Chandigarh
(d) Kolkata

41. Find the total number of persons surveyed by Mr. X across all the cities.

(a) 360
(b) 350
(c) 330
(d) 310

Each question is followed by two statements, A and B. Answer each question using the following instructions:

Mark (1) if the question can be answered by using statement A alone but not by using statement B alone OR If the question can be answered using statement B alone but not by using statement A alone.

Mark (2) if the question can be answered by using either of the statements alone.

Mark (3) if the question can be answered by using both the statements together but not by either of the statements alone.

Mark (4) if the question cannot be answered on the basis of the two statements.

42. Rahul and Raman are in a queue to purchase tickets. How many people are there in the queue?

A: There are 20 people behind Rahul and 20 people in front of Raman.

B: There are 5 people between Rahul and Raman.

43. Twenty-five per cent of the population of a city is married. Eighty per cent of the married population is working and twenty per cent of the

working males in the city are unmarried. Find the number of working females as a percentage of the unmarried population of the city.

A: Forty-five per cent of the population are females and sixty per cent of the females are not married.

B: The number of working males is two per cent of the number of unmarried males.

44. In a particular class, there are 100 students and the number of students playing cricket, hockey and football is 48, 50 and 36 respectively. Sixteen students who play cricket also play hockey. There are 24 students who play football but do not play cricket. Find the number of students that play only cricket.

A: The number of students who play exactly two sports, out of which one is cricket, is 12.

B: The number of students who play hockey but do not play football is 32.

45. What is the value of (2P + Q) if it is divisible by 4? (Here, each of P, Q, R and S are positive integers).

A: $P \times Q = 2$

B: $P + Q + R + S = 6$ and $R > S$

	Bangalore-Chennai Mail		Lal Bagh Express		Shatabdi	
	Arrival	Departure	Arrival	Departure	Arrival	Departure
Bangalore City	-	22:30	-	2:00	-	4:30
Bangalore Cantt	22:42	22:50	2:12	2:20	-	-
Jolanpetai	23:50	0:00	3:10	3:25	-	-
Vellore	2:00	2:30	5:05	5:30	6:30	6:40
Arakkonam	-	-	6:20	6:30	7:17	7:20
Avadi	3:45	4:00	-	-	7:39	7:45
Ambattur	5:00	5:30	7:45	8:15	8:22	8:30
Chennai	7:30	-	9:55	-	9:45	-

Note: '-' indicates no stop. Assume that all trains travel at constant speed between two stations.

46. What is the ratio of speeds of the three trains?

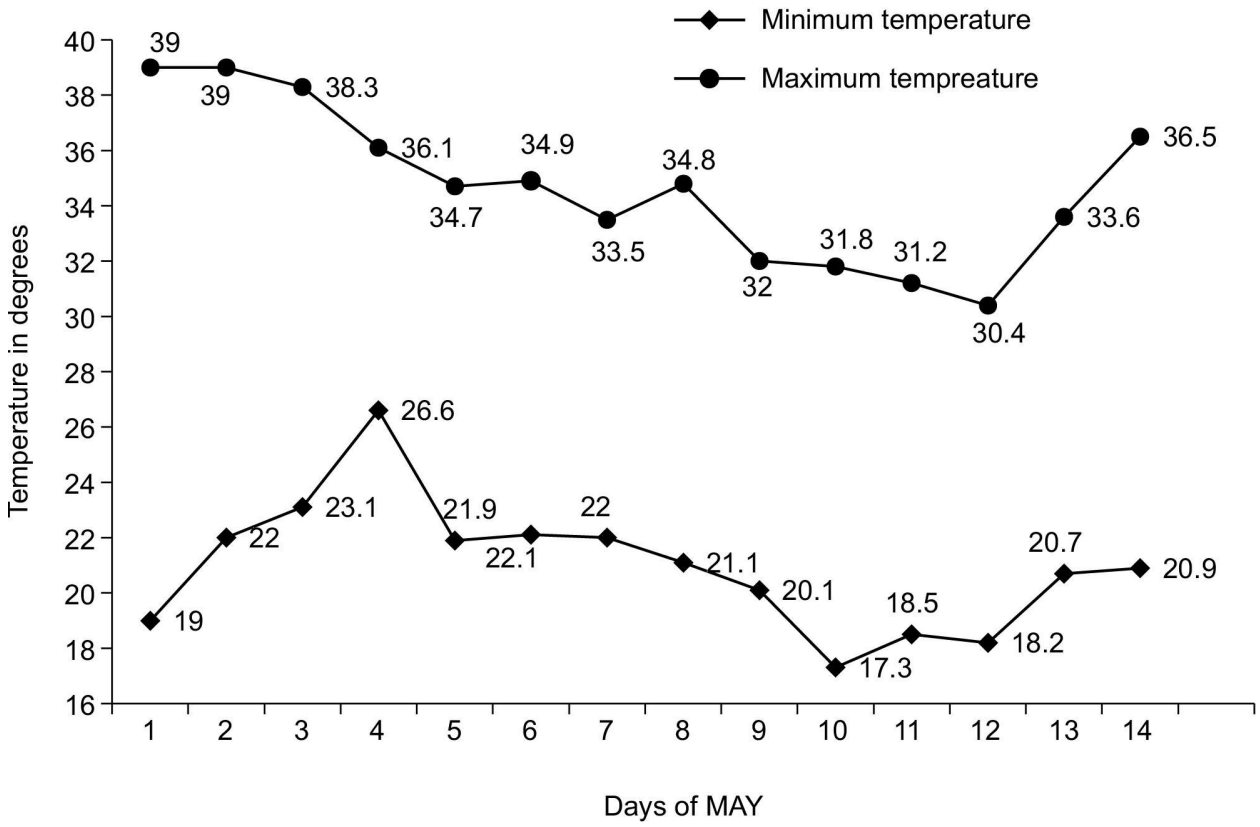
(a) 5:6:8
(b) 24:20:15
(c) 6:5:4
(d) None of these

47. Calculate the least time that a person (who boards the train 5 minutes before departure and leaves it 5 minutes after arrival) spends on the train to travel from Jolanpetai to Avadi?

(a) 4 hrs and 24 minutes
(b) 3 hrs and 45 minutes
(c) 2 hrs and 59 minutes
(d) 3 hrs and 20 minutes

48. If the Bangalore-Chennai mail were to depart exactly 1 hour before the Lalbagh Express, then at approximately what time will Shatabdi Express move on parallel tracks with Bangalore-Chennai mail?

(a) Between 7:30–8:30
(b) Between 8:30–9:45
(c) Indeterminate
(d) Bangalore-Chennai mail reaches Chennai before Shatabdi Express



49. The minimum difference between day and night temperatures is.

(a) 9.5 degrees
(b) 11.5 degrees
(c) 9.7 degrees
(d) None of these

50. The highest ratio of the night to day temperature is for:

(a) 1st May
(b) 3rd May
(c) 4th May
(d) None of these

SECTION-II

PASSAGE I

Housing markets continue to strengthen, as *The Economist'*s latest survey of global house prices shows. Our periodic round-up was dominated for nearly a year by countries where house prices were falling year-on-year. But the latest

available data shows that in half of the 20 countries whose markets we monitor, house prices are higher than they were 12 months earlier.

Since these indicators were last published at the end of 2009, house-price inflation has quickened in each of the seven countries where it was already positive. In Hong Kong, prices are more than a quarter above their level a year earlier. With the exception of Ireland, the pace of decline has slowed in countries where the market has yet to turn the corner. In America, two of the three measures we followed showed that prices remained below their level a year earlier, but the Case-Shiller index of house prices in 10 big cities was at the same level in January as it was a year earlier.

Singapore has gone from being one of the most depressed housing markets in the third quarter of 2009 to being the second-frothiest in the three months to March. This effervescence clearly worries its government, which has made it more difficult for buyers to delay mortgage payments and has taken steps to deter speculative purchases. In Canada, another country where house prices are rising again, new rules announced in February make it more expensive to buy an investment property and reduce the amount that existing homeowners can borrow against their houses.

Should other countries consider similar steps? That depends in part on a judgment about whether prices have fallen far enough to erase the excesses of the bubble, or whether houses remain overvalued. One way to get at this is to compare the ratio of house prices to rents in a country to its long-run average, as our measure of fair value in housing does.

In Japan, Switzerland and Germany, housing-to-rent ratios are below their long-run average. But even for America, one version of *The Economist*'s fair-value measure suggests that the correction in house prices may have gone far enough. Prices measured using the Case-Shiller national index have fallen enough to make houses there look underpriced. In the big American cities covered by the Case-Shiller 10-city index, the price-to-rent ratio is nearing its historic average. Houses in America are still overvalued by around 13 per cent if prices are measured using the index maintained by the Federal Housing Finance Agency, but this excludes properties financed using sub-

prime mortgages, many of which have been sold at very low prices, and so may understate the extent to which prices have been plummeting.

The story is different in Britain. British house prices had risen by nearly 10 per cent in the year to the end of the first quarter of 2009–10, but the country's price-to-rent ratio still outstrips its long-term average by nearly a third. This pattern—of prices rising in markets where houses still look overvalued—is also seen in Hong Kong, Singapore, Australia, Sweden and Canada. In France, Italy, Spain and Ireland, houses do appear overpriced relative to their earnings potential, but at least prices there are stillfalling.

51. What does the author mean by "This effervescence clearly worries its government"?

(a) The government is unsure of what policies to implement to safeguard the interests of the housing market.

(b) The people of the nation are slowly rising in rebellion against the government.

(c) Housing prices have shown no appreciable increase for quite some time and the government is worried about it.

(d) The government is apprehensive about the spurt in housing prices over the last quarter and wants to limit speculative buying.

52. What is the advantage of the price-to-rent ratio in gauging the market condition?

(a) It is a measure of how stable the market will be in the near future.

(b) It is a means to compare the current housing prices with the country's long-standing average and determine if the prices as seen are for real or make-believe.

(c) It is a contemporary method of statistical measurement and devoid of any errors.

(d) It is in consonance with *The Economist*'s fair- value measure.

53. Why is the Case-Schiller Index not a reliable indicator of the housing market condition in America?

(a) Housing prices in America are unpredictable, beyond the scope of any statistical index.

(b) They have proven to be unreliable in other countries as well.
(c) The index does not take into account the effect of loans given out at low interest rates for purchasing property, in bringing down the prices and therefore does not give a clear picture of the facts.
(d) Both (a) and (b)

PASSAGE II

Richard Borgens and his colleagues from the Centre for Paralysis Research at the Purdue School of Veterinary Medicine have a strong record of inventing therapies for treating nerve damage. From Ampyra, which improves walking in multiple sclerosis patients to a spinal cord simulator for spinal injury victims, Borgens has had a hand in developing therapies that directly impact patients and their quality of life.

Another therapy that is currently being tested is the use of polyethylene glycol (PEG) to seal and repair damaged spinal cord nerve cells. By repairing the damaged membranes of nerve cells, Borgens and his team can restore the spinal cord's ability to transmit signals to the brain.

However, there is one possible clinical drawback PEG's breakdown products are potentially toxic. Is there a biodegradable non-toxic compound that is equally effective at targeting and repairing damaged nerve membranes? Borgens teamed up with physiologist Riyi Shi and chemist Youngnam Cho, who pointed out that some sugars are capable of targeting damaged membranes. Could they find a sugar that restored spinal cord activity as effectively as PEG?

Borgens and his team published their discovery that chitosan can repair damaged nerve cell membranes, in the April 16 issue of *The Journal of Experimental Biology*.

Having initially tested mannose and found that it did not repair spinal cord nerve membranes, Cho decided to test a modified form of chitin, one of the most common sugars that is found in crustacean shells. Converting chitin into chitosan, Cho isolated a segment of guinea pig spinal cord, compressed a

section, applied the modified chitin and then added a fluorescent dye that could only enter the cells through damaged membranes. If the chitosan repaired the crushed membranes then the spinal cord tissue would be unstained, but if the chitosan had failed, the spinal cord neurons would be flooded with the fluorescent dye. Viewing a section of the spinal cord under the microscope, Cho was amazed to see that the spinal cord was completely dark. None of the dye had entered the nerve cells. Chitosan had repaired the damaged cell membranes.

Next, Cho tested whether a dose of chitosan could prevent large molecules from leaking from damaged spinal cord cells. Testing for the presence of the colossal enzyme lactate dehydrogenase (LDH), Borgens admits he was amazed to see that levels of LDH leakage from chitosan treated spinal cord were lower than from undamaged spinal cords. Not only had the sugar repaired membranes at the compression site but also at other sites where the cell membranes were broken due to handling. And when the duo tested for the presence of harmful reactive oxygen species (ROS), released when ATP generating mitochondria are damaged, they found that ROS levels also fell after applying chitosan to the damaged tissue: chitosan probably repairs mitochondrial membranes as well as the nerve cell membranes.

But could chitosan restore the spinal cord's ability to transmit electrical signals to the brain through a damaged region? Measuring the brain's response to nerve signals generated in a guinea pig's hind leg, the duo saw that the signals could not reach the brain through a damaged spinal cord. However, 30-min after injecting chitosan into the rodents, the signals miraculously returned to the animal's brains. Chitosan was able to repair the damaged spinal cord so that it could carry signals from the animal's body to its brain.

Borgens is extremely excited by this discovery that chitosan is able to locate and repair damaged spinal cord tissue and is even more enthusiastic by the prospect that nanoparticles of chitosan could also target delivery of neuroprotective drugs directly to the site of injury 'giving us a dual bang for our buck,' says Borgens.

54. What is meant by **'giving us a dual bang for our buck'** in context of the passage?

(a) Getting greater than expected returns on an effort or investment.

(b) Paying for one object and getting two instead.
(c) Being ripped-off by having to pay more for an object than its true worth.
(d) Getting hit on the same spot twice by the buck.
(e) None of the above

55. What, according to you is the biggest advantage that chitosan has over its predecessors, in healing spinal cord injuries?

(a) Chitosan was able to repair broken cell membranes of the spinal cord cells, thereby preventing fluorescent dye from entering them.
(b) Chitosan was able to prevent leakage of LDH enzyme from broken membranes of injured cells and reduce ROS levels.
(c) Chitosan treated spinal cord cells regained the ability to transmit electrical signals to the brain.
(d) Since chitosan is biodegradable, it can be safely used without fear of side-effects caused by generation of toxic metabolites.

56. Why did the researchers reject mannose as an agent to treat spinal cord injuries?

(a) It was non-biodegradable.
(b) It caused adverse reaction in people undergoing therapy.
(c) It was unable to repair damaged nerve cells of the spinal cord.
(d) Patients treated with mannose showed a reoccurrence of debilitating symptoms when they switched-off therapy.

PASSAGE III

“Mummy, what are you shouting at?”, my three-year-old asks from the back seat of the car. “I’m shouting at the computer—it’s taking us the wrong way again”, I reply. My son and I are escaping to the Peak district for the weekend with only a TomTom GPS to help us find our way. We should be heading north, but for some reason the GPS doesn’t want to go that way. I watch in goggle-eyed disbelief as we sail past the exit to the M1, the main trunk road north of London and head straight into the busy orbital route around town. “This is the rush hour”, I shout, “are you crazy?” Moments later we squeal to a halt. My confidence in the shiny new GPS is starting to ebb away.

My TomTom is supposed to be using a live service which chooses the best route in the current traffic. It calculates conditions using anonymous data from all the mobile phones in the cars around us. As I drum my fingers on the driving wheel and stare at the rear end of a car, the GPS machine announces it has found-faster route (no kidding!) and we turn off and head back to the M1. “Ha! I told you so”, I tell the machine. But my triumph is short-lived. A short distance up the M1 and the GPS announces we are turning off and heading to St Albans, which is entirely the wrong direction.

Then I realise I’m in no position to argue: I didn’t bring an atlas. So for the next hour and a half, I do as I’m told and zig-zag across Britain with no idea where I am. We go through little towns and villages, unmarked B-roads that are almost down to a single track. All notable for their blissful absence of traffic but not exactly what one might call a fast road. I can’t but help think that the M1 would have been faster. I mean, how bad can it be? My journey time is going to be four and a quarter hours, the motorway route should take under three. Plus I’m using loads of fuel with all this choppy driving.

GPS should be relaxing, no worrying about getting lost or missing a turn, but this live traffic service isn’t working for me. Now I’m plagued with self doubt; I don’t really know whether this is better. Even when we finally join the motorway and discover the traffic is rather surprisingly slow, I’m still not convinced that all this clever technology has really made my journey any faster.

The tyranny of choice: I always assumed it would be wonderful to be able to avoid traffic jams, but instead I just have a new layer of things to worry about. There are only two solutions. One is to ditch the live traffic service and resign myself to my fate. If I’m in traffic then I’m in it. I could learn Spanish on audio CD while I wait. The other is to fight technology with more technology. If this smarty-pants machine is cleverer than me then it needs to prove itself. TomTom designers, you have a challenge: I need a new metric on my machine. Let’s call it the Smug-o-Meter. You need to measure my progress against the route that everyone else doing a similar journey took. If I am going to be forced to schlep across the country, I need to know how much time everyone else spent sitting in traffic. It isn’t much to ask.

57. In the first paragraph, why is the lady in the passage ‘shouting’?’

(a) Her child has been troubling her from the backseat of the car and she is exasperated.

(b) The car is not moving fast enough on the road and the computer is responsible for it.

(c) She has little faith in GPS technology and does not trust the machine to make a wise decision on choice of route.

(d) The GPS device has just ditched a seemingly quiet route to their destination for one that is congested with traffic.

58. Why does the lady want a ‘Smug-o-meter’ device on the GPS of the car?

(a) So that her GPS device can choose the best and shortest route while she is on a journey.

(b) So that her car does not waste as much fuel while travelling as it is on the journey right now.

(c) So that her GPS device becomes more sophisticated and does not run into technical snags every now and then.

(d) She wants to have the satisfaction of knowing that other people whose cars had no GPS, wasted just as much time caught in traffic as she did in finding an alternate route.

59. ‘The tyranny of choice’—what choice is being spoken of?

(a) Of choosing a longer route sans traffic, to a shorter route with it.

(b) Of choosing the perfect holiday destination.

(c) Sitting back and letting the GPS take control of the route or worrying herself sick over it.

(d) Whether to give up technology altogether and manoeuvre her way through the traffic or rely blindly on GPS to get her wherever she needs to, without questioning the rationale of it.

60. The Glass House Mountains in Queensland, Australia, were sighted in 1770 by the English navigator Captain James Cook, by whom they were named supposedly because its sheer wet rocks glistened like glass.

(a) by whom they were named supposedly because its

(b) by whom they were named supposedly andtheir

(c) naming them supposedly since their

(d) who so named them supposedly because their

61. Although a surge in retail sales have raised hopes that there is a recovery finally under way, many economists say that without a large amount of spending the recovery might not last.

(a) have raised hopes that there is a recovery finally

(b) raised hopes for there being a recovery finally

(c) had raised hopes for a recovery finally being

(d) has raised hopes that a recovery is finally

62. Although various eighteenth- and nineteenth-century American poets had professed an interest in Native American poetry and had pretended to imitate Native American forms in their own works, until almost 1900, scholars and critics did not begin seriously to study traditional Native American poetry in native languages

(a) until almost 1900, scholars and critics did not begin seriously to study.

(b) until almost 1900 scholars and critics had not begun seriously studying.

(c) not until almost 1900 were scholars and critics to begin seriously to study.

(d) it was not until almost 1900 that scholars and critics seriously began studying.

63.

A. I think about this when I take my own children to galleries.
B. My most artistic child is actually the most bored by galleries.
C. So, I take my children to see idiosyncratic art, such as the Turner prize but they often think it's silly.
D. You just don't know what is going to capture their attention.
E. Although I'm the daughter of a painter, art didn't light me up in the way theatre and stories did — that is why it's so important for children to get access to a broad range of culture.

(a) ECDB
(b) EBCD
(c) DECB
(d) DCBE

64.

A. Multiculturalism is best understood neither as a political doctrine with a programmatic content nor a philosophical school with a distinct theory of man's place in the world but as a perspective on or a way of viewing human life.
B. This does not mean that they are determined by their culture in the sense of being unable to rise above its categories of thought and critically evaluate its values and system of meaning.
C. Rather that they are deeply shaped by it and can overcome some but not all of its influences. They necessarily view the world from within a culture, be it the one they have inherited and uncritically accepted or reflectively revised or, in rare cases, the one they have consciously adopted.
D. Its central insights are sometimes misinterpreted by its advocates and needs to be carefully reformulated if it is to carry conviction.
E. Human beings are culturally embedded in the sense that they grow up and live within a culturally structured world and organise their lives and social relations in terms of a culturally derived system of meaning and significance.

(a) EDCB

(b) DBEC
(c) EBCD
(d) DEBC

65.

A. Many animals possess protective markings to avoid predation, including patterns to reduce the risk of detection, to indicate that the animal is toxic or inedible, or to mimic another animal or object.
B. Many eyespots are effective in startling or intimidating predators, and can help to prevent or stop an attack.
C. In addition, many creatures such as butterflies, moths, and fish possess two or more pairs of circular markings, often referred to as ‘eyespots’.
D. However, recent work by zoologists indicates that this widely held hypothesis has no experimental support.
E. For the past 150 years it has been assumed that this is because they mimic the eyes of the predator’s own enemies.

(a) CBED
(b) EBDC
(c) BCDE
(d) CDBE

66.

A. Students aren’t taught to read and draw maps of different scales and to analyse places, distances, areas and distributions using maps.
B. Our cognitive abilities allow us to use those mental maps to answer questions.
C. Mapping exercises help build students’ mental maps, or those maps that we all see “in our mind’s eye.”
D. Instead, students in today’s classrooms are shown simple maps of places they are studying, with the intent being to learn the place names and something about the places.
E. Our brains are capable of being trained not only to draw mental maps, but also to zoom and pan across those maps, to associate many different spatial patterns and to make decisions based on the analysis.

(a) BCDE
(b) BEDC
(c) CBED
(d) BDEC

67. "Life expectancy" is the average age at death of the entire live-born population. In the middle of the nineteenth century, life expectancy in North America was 40 years, whereas now it is nearly 80 years. Thus, in those days, people must have been considered old at an age that we now consider the prime of life. Which of the following, if true, undermines the argument above?

(a) In the middle of the nineteenth century, the population of North America was significantly smaller than it is today.
(b) Most of the gains in life expectancy in the last 150 years have come from reductions in the number of infants who die in their first year of life.
(c) Many of the people who live to an advanced age today do so only because of medical technology that was unknown in the nineteenth century.
(d) The proportion of people who die in their seventies is significantly smaller today than is the proportion of people who die in their eighties.

68. Homeowners aged 40 to 50 are more likely to purchase ice cream and are more likely to purchase it in larger amounts than are members of any other demographic group. The popular belief that teenagers eat more ice cream than adults must, therefore, be false. The argument is flawed primarily because the author:

(a) fails to distinguish between purchasing and consuming
(b) does not supply information about homeowners in age groups other than 40 to 50
(c) depends on popular belief rather than on documented research findings
(d) does not specify the precise amount of ice cream purchased by any demographic group

69. Beam

(a) The work at the site came to a temporary halt when a worker was struck by a falling beam.

(b) His only response to the news of his brother's return was to beam in joy.

(c) I was dazzled by a beam of sunlight that entered the dark room through a crack in the wall.

(d) In the end it was decided to beam the last episode on both the channels.

70. Face

(a) We were surprised when Paul did an about face on the plan we had agreed upon

(b) She persevered in the face of apparently insurmountable odds.

(c) Jim's proposal was accepted even though it flew off the face of all conventional wisdom.

(d) Her friends were surprised at the way a timid speaker like Jenny could face an experienced debater like Mike.

PASSAGE IV

The new financial secretary Donald Tsang has said he is committed to the principle and philosophy of financial management enshrined by his predecessor Sir Hamish Macleod. It was really not surprising to hear such a message as our Government has consistently reiterated its noninterventionist policy.

Our Government is proud of the low taxation policy, free market operations and the enterprising nature of the economy**,** as it believes that all these lay the strong financial foundations that make possible the economic boom in Hong Kong. Hence, the role of the Government is to interfere, as little as possible, in the public sector, for fear of damaging the "normal" operation of the market.

Government spending in money terms has never exceeded 20 per cent of the Gross Domestic Product (GDP), since 1945. Many people in Hong Kong

are scared by the spectre of unemployment and yet the Government has done nothing to solve the problem, because administration officials do not want to spoil the miraculous market mechanism. There is talk of “self help” by entrepreneurs involved in the market. Meanwhile, the unemployment rate is rocketing. I believe the Government should act to combat this problem. Owing to the lack of a comprehensive unemployment security scheme and unemployment insurance which exist in western industrial countries (for example, the US and Germany), Hong Kong’s jobless suffer more psychological and social pressure than their Western Counterparts.

The unemployed have a heavy psychological burden to bear. This can lead to them having feelings of low self-esteem and a feeling that they are worthless. Those who seek help from the Social Welfare Department (SWD) have to endure the complicated application procedure and the inhuman and harsh means test. The procedure to apply for assistance is not as easy as one would imagine. This puts the unemployed under great pressure. I do not believe that maintaining the policy of minimal government intervention will stem rising unemployment. The Government should make its “invisible” hand in the market become visible by, for example, creating more job opportunities for the unemployed; ensuring age and sex discrimination do not exist in the workplace, restraining employers from exploiting employees, in the way that some employers do by taking on casual staff and making them work long hours and, finally, bringing under control the “crazy” property speculation of capitalists.

71. What is the writer’s attitude to the new financial secretary Donald Tsang?

(a) Encouraging
(b) Critical
(c) Supportive
(d) Committed

72. What is the main point of paragraph 4?

(a) To analyze the problem
(b) To give reasons for the call for action

(c) To describe the pattern of government spending
(d) To describe the operation of the free market.

73. What is the writer's attitude to the role of government in the Hong Kong economy?

(a) Critical of the new initiatives taken
(b) Agreeing that the less intervention, the better
(c) Arguing that more intervention is required
(d) Arguing that in the past the wrong type of intervention has taken place in Hong Kong.

74. In paragraph 4 'endure' could be replaced by which of the following?

(a) Enjoy (b) Wait for
(c) Demanding (d) Put up with

PASSAGE V

It seems the art of survival or continual positive projection-in the world of pop music these days, depends very much on change. If artists fail to recreate their persona-chameleon-like, over and over again – they risk facing accusations of dullness; that they are not fashionable.

This phenomenon is especially prevalent in the female ranks. It is not sufficient for an artist to be beautiful and sexy. These characteristics too must be changed often, and remodelled to avoid being labeled as a stereotype.

Two examples of the rock '*n*' roll art of move and change are Cher and Madonna, the latter is a brilliant illustration of the trend. Her latest disc, 'Something to Remember' showcases her hit ballads and how she has so effectively been able to stay at the top without diminishing credibility in her particular field. (For these purposes, we will forget her unworthy flirtation with sex, that horrible book and her expletive-ridden, cigar-chomping appearance on the David Letterman Show).

This collection demonstrates how she has toned down her dominating image at relevant times to give contrast and definition to her career. But it offers more than simply a study in rock fashion history. There is also a solid assortment of quality music.

It opens with the newish ‘I want you with Massive Attack’, a faintly morose and teary plea and quickly moves back in time to her earlier moments: ‘Crazy for You’,‘This used to Be My Playground’ and ‘You’ll See’.There is also a nice version of ‘Love Don’t Live Here Anymore’. Therefore, this is more than an exploitative offering.

However, Cher’s latest package, ‘It’s a Man’s world’, cannot be reviewed in a lofty vein. In her past—the most memorable moment for this reviewer being her visit to a US warship amid cheering sailors for ‘If I Could Turn Back Time’—she has competed admirably. And she has demonstrated the classic features of the change syndrome. But this is a tired and dull Cher, perhaps attempting to tone down her sexy, boy-crazy, rollicking image in this session but failing.

75. The main point of paragraph 1 is to inform the reader that artists need to:

(a) keep an image that the public knows and loves
(b) recreate themselves to survive
(c) avoid being dull at all costs
(d) stay sexy to survive

76. In paragraph 3, the writer’s idea is to:

(a) compare Cher’s and Madonna’s work
(b) describe some stories from Madonna’s past
(c) introduce Madonna’s new record
(d) Detail the contents of the new record.

77. In paragraph 3, the writer mentions Madonna’s unworthy flirtation with sex, that horrible book and the cigar chomping appearance:

(a) to criticize her unworthy past
(b) to contrast the positive points of her track record and ask the reader to keep it out of consideration
(c) to illustrate the trend of change in rock ‘n’ roll
(d) to diminish her credibility

PASSAGE VI

Abstract: A number of researchers have examined the variables/strategies that affect student's learning English as a second language. This report identifies some of the learner variables/strategies used by two students in a Hong Kong Technical institute. The instruments for data collection included observation, interviews and questionnaires. The findings are discussed and some implications are highlighted.

What makes a 'good' language learner 'good', and what makes a 'poor' language learner 'poor'? What does this imply for the teaching of language in the Hong Kong context? These are the central questions of this assignment. The existing body of research attributes the differences between language learners to learner variables and learner strategies. Learner variables include such things as differences in personality, motivation, style, aptitude and age (Ellis, 1986: Chp 5) and strategies refer to "techniques, approaches, or deliberate actions that students take in order to facilitate the learning and recall of both linguistic and content area information" (Chamot, 1987:71). It is important to note here that what we are considering is not the fact that language learners do and can learn, but why there should be such variations in speed of learning, ability to use the target language, and in achieving examination grades, areas which generally lead to the classification of students as being either 'good' or 'poor'.

Learner variables and strategies have been the focus of a number of research projects; (O'Malley et al., 1985, Oxford, 1989) However, to the best of my knowledge, this area has not been researched in Hong Kong classrooms. Since I am a teacher of English working in Hong Kong, gleaning a little of what learner variables and strategies seem to work for local students, seems to be a fruitful area of research.

In discussing learner variables and strategies, we have to keep in mind the arbitrary nature of actually identifying these aspects. As the existing research points out, it is not possible to observe direct qualities such as aptitude, motivation and anxiety. (Oxford, 1986). We cannot look inside the minds of a language learner and find out what strategies are not visible processes. In addition, as Naiman and his colleagues (1978) point out, no single learning

strategy, cognitive style or learner characteristics is sufficient to explain success in language learning. The factors must be considered simultaneously to discover how they interact to affect success or failure in a particular language-learning situation.

Bearing these constraints in mind, the aim of this assignment is to develop two small-scale studies of the language learners attempting to gain an overall idea of what strategies are in use and what variables seem to make a difference to Hong Kong students.

The following sections will outline two students, identified as being ‘good’ and ‘poor’ language learners respectively. Section 2 outlines the methodology and background to this assignment, explaining the methods of data collection. Section 3 presents the findings of the interviews and questions, analyzing the variables and strategies identified and considering their significance. Section 4 discusses the implications of the findings for teaching, leading into a brief conclusion to the essay. Although the essay focuses only on two individual learners, it is hoped that the findings will have some relevance to my own teaching approach. We will now move on to discuss the methodology and approach adopted.

78. In paragraph 2, ‘learner variables and strategies’ are defined by reference to other writers:

(a) because these writers are authorities in the field and these are recognised as important concepts

(b) because these writers are authorities in the field and these are recognised as important definitions

(c) because the present author is not sure what these terms mean

(d) because the present author wishes to redefine the scope of research in this area

79. The reference to ‘Naiman and his colleagues (1978)’ in paragraph 4 is made:

(a) to point out the advantages of an analytical approach

(b) to point out that language learning strategies can be defined

(c) to point out that different learners learn differently

(d) to point out the uniqueness of language learning situations

80. In paragraph 6 the writer uses the phrase 'it is hoped that the findings will have some relevance…:,

(a) because she is confident that the findings are relevant to her

(b) because she wants the findings to be helpful to her in her teaching

(c) because of the broad scope of the study which is widely applicable

(d) because she wishes to phrase her hopes in as subjective a style as possible

81. In paragraph 5 'bearing these constraints in mind' is closest in meaning to:

(a) Rejecting these limitations

(b) In the context of these limitations

(c) Taking these limitations into consideration

(d) With these possibilities in mind

In each of the following sentences, four options of rewriting the sentence are given. You are required to identify the best way of writing the sentence in the context of the correct usage of standard written English. While doing so, you have to ensure that the message being conveyed remains the same in all the cases.

82. If she was to decide to go to a B School, one would recommend that she go to IIM, Ahmedabad.

(a) If she was to decide to go to a B School, one would recommend that she go to IIM, Ahmedabad.

(b) If she were to decide to go to a B School, one would recommend that she go to IIM, Ahmedabad.

(c) Had she decided to go to a B School, one would recommend that she go to IIM, Ahmedabad.

(d) In the event that she decides to go to a B School, one would recommend that she go to IIM, Ahmedabad.

83. Except for him and I, everyone brought a present for the little birthday boy.

(a) Except for him and I, everyone brought a present for the birthday boy.

(b) With the exception of you and I, everyone brought a present for the birthday boy.

(c) Except for you and I, everyone had brought a present for the birthday boy.

(d) Except for you and me, everyone brought a present for the birthday boy.

84. When one reads the English literature of the twentieth century, you find a striking contrast between the writings of Leo Tolstoy and later day writers of popular English fiction.

(a) When one reads the English literature of the twentieth century, you find a striking contrast between the writings of Leo Tolstoy and later day writers of popular English fiction.

(b) When you read the English literature of the twentieth century, one finds a striking contrast between the writings of Leo Tolstoy and later day writers of popular English fiction.

(c) When one reads the English literature of the twentieth century, he finds a striking contrast between the writings of Leo Tolstoy and later day writers of popular English fiction.

(d) If one reads the English literature of the twentieth century, you find a striking contrast between the writings of Leo Tolstoy and later day writers of popular English fiction.

85. A number of sentences are given below which, when properly sequenced, form a coherent paragraph. Each sentence is labeled with a letter. Write down the most logical order of sentences to construct a coherent paragraph.

(A) Lizzie was a skinny little girl, about eleven.

(B) A week ago, the boat had been delivered and tied up.

(C) She wore a not-too-fresh T-shirt, and had a sun-tanned face and a tangled mop of red hair.

(D) She came down the river road in the small New Hampshire town where she lived to see if the rich Bowker family's new houseboat was still tied up at their private dock.

(a) ABCD

(b) DBCA

(c) ACDB

(d) DABC

(i) The one wearing the Blue vest works in Sunmet and the one wearing a Green vest works in Pentasoft.

(ii) F does not work in Raymond's or Mindworkzz.

(iii) A wears Pink vest and works in Quark.

(iv) D does not work in Mindworkzz and Purple coloured vest is not sponsored by Raymond's.

(v) E works in Udupi and neither D nor B works inSunmet

(vi) Mindworkzz does not sponsor Purple or Yellow coloured vests and C works in Pentasoft.

86. The vest worn by B is of the colour:

(a) Yellow

(b) Purple

(c) Green

(d) Red

87. Who is the Mindworkzz Employee?

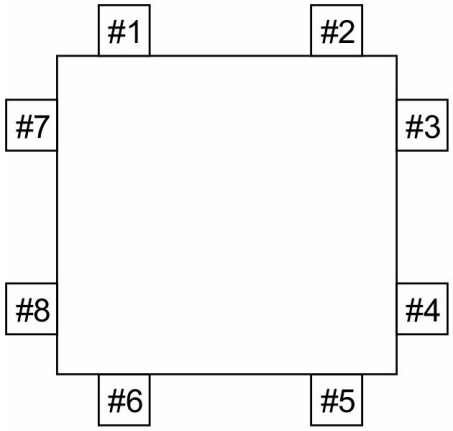
(a) A

(b) B

(c) C

(d) D

Their chairs were arranged around the square table in the following manner:



Study some additional clues given below:

(i) Only one couple did not sit next to each other and this couple did not sit opposite each other.

(ii) Renu and Surbhi are wives of neither Bhumi nor Chanderprakash. Dhani is husband of neither Quindal nor Renu. Pammi is not the wife of Bhumi.

(iii) The person sitting opposite Renu was a man who sat on Bhumi's immediate left.

(iv) The person sitting on Pammi's immediate left was a man who sat opposite Dhani.

(v) Renu sat at position # 1 or # 2.

88. Amit is married to:

(a) Renu
(b) Quindal
(c) Pammi
(d) Surbhi

89. Pammi is sitting in seat number:

(a) 3
(b) 6
(c) 7
(d) 8

90. Who is sitting in seat number 4?

(a) Bhumi
(b) Chanderprakash
(c) Dhani
(d) Amit

91. Who is Surbhi married to?

(a) Amit
(b) Bhumi
(c) Chanderprakash
(d) Dhani

When they arrived at the third Cosmos and approached the planet Higa they discovered that the gravitational pull was different from what they were used to back on Otulp. Mr. Tokahuntis was curious about the difference in weight and how much each of his students weighed in Higa ounces. A Higa ounce is equivalent to 11 Otulp ounces, except that on Otulp the measurement is not called ounces but rev. He found the following: Jaja weighs 50.6 rev, he outweighs everyone except Doga, who weighs 13.2 rev more. Naga, the lightest, weighs 27.5 rev less than Bega. Radon weighs 5.5 rev less than Jaja and 2.2 rev more than Bega.

92. The difference between the weights of Doga and Radon—if measured in Higa Ounces is:

(a) 5.5
(b) 205.7
(c) 215.2
(d) None of these

93. If the second highest possible difference between any two weights is to be found out in terms of Higa ounces it would be:

(a) 218.9
(b) 532.4
(c) 387.2
(d) 326.7

Choice (1): If the question can be answered by using one of the statements alone but cannot be answered by using the other statementalone.

Choice (2): If the question can be answered by using either of the statements alone.

Choice (3): If the question can be answered by using both the statements together but cannot be answered by using either statement alone.

Choice (4): If the question cannot be answered even by using both the statements together.

94. Among 1000 students who attended college today, 120 students who left on time came either early or on time. How many people came late but left on time?

A. 650 people came either late or early and 600 left late.

B. 200 people came late and 200 left early.

95. A team of three members is to be selected from five members – Arun, Bimal. Chanda, Dushyant and Elangovan. if Arun is not selected, then Bimal must be selected. Is Bimal selected into the team?

A. At most one of Chanda and Dushyant can be selected.

B. If Elagovan is selected then Arun must be selected but neither of Chanda and Dushyant can be selected.

96. Eight friends A, B, C, D, E, F, G and H sit around a rectangular table. E, the host of the party is sitting at the head of the table. The table has three seats each on its longer side and one seat each at the head and bottom of the table (which are opposite to each other).

G and H are sitting opposite each other, but they are not at the extreme ends of any of the sides.

A is sitting to the immediate left of E and is opposite C. A, D and G are sitting on one side of the table. B is sitting to the right of F but they are not on the same side of the table.

Who is sitting diagonally across F ?

(a) A

(b) B
(c) C
(d) H

97.

A. All software companies employ knowledge workers.
B. Tara Tech employs knowledge workers.
C. Tara Tech is a software company.
D. Some software companies employ knowledge workers.
E. Tara Tech employs only knowledge workers.

(a) ABC
(b) ACB
(c) CDB
(d) ACE

98.

A. Traffic congestion increases carbon monoxide in the environment.
B. Increase in carbon monoxide is hazardous to health.
C. Traffic congestion is hazardous to health.
D. Some traffic congestion doesn't cause increase in carbon monoxide.
E. Some traffic congestion is not hazardous to health.

(a) CBA
(b) BDE
(c) CDE
(d) BAC

One of these friends read Jeffrey Archer(JA) who writes thrillers, another read Sidney Sheldon (SS) who is a romantic novelist, another read John Grisham (JG) who writes legal thrillers, while another reads Amartya Sen

(AS) (Economics) and the fifth read C.K. Prahalad(CKP)—(Management)

(1) The one who read Jeffrey Archer lived next to Ankit.

(2) Anvit lived next to the one who read C.K. Prahalad, who was not Ankit.

(3) Arpit, who did not read John Grisham, did not live near the one who read Jeffrey Archer.

(4) The readers of Sidney Sheldon and Jeffrey Archer (not Arjit) were neighbours.

(5) Arjit did not read Amartya Sen or John Grisham.

99. Who read Jeffrey Archer?

(a) Arpit

(b) Anvit

(c) Ankit

(d) Amit

100. Who lived next to Anvit?

(a) Arpit

(b) Amit

(c) Arjit

(d) No One

Answer Key

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

12. (b)
13. (c)
14. (a)
15. (c)
16. (b)
17. (d)
18. (a)
19. (a)
20. (a)
21. (c)
22. (b)
23. (c)
24. (c)
25. (c)
26. (b)
27. (d)
28. (c)
29. (d)
30. (d)
31. (b)
32. (d)
33. (b)
34. (c)
35. (b)
36. (b)
37. (c)
38. (d)
39. (a)
40. (a)
41. (d)
42. (d)
43. (c)

44. (a)
45. (b)
46. (d)
47. (c)
48. (b)
49. (a)
50. (c)
51. (d)
52. (b)
53. (c)
54. (a)
55. (d)
56. (c)
57. (d)
58. (d)
59. (d)
60. (d)
61. (d)
62. (d)
63. (c)
64. (d)
65. (a)
66. (c)
67. (b)
68. (a)
69. (b)
70. (c)
71. (b)
72. (b)
73. (c)
74. (d)
75. (b)

76. (c)
77. (b)
78. (a)
79. (c)
80. (b)
81. (c)
82. (b)
83. (d)
84. (c)
85. (c)
86. (d)
87. (b)
88. (a)
89. (c)
90. (a)
91. (d)
92. (b)
93. (c)
94. (c)
95. (c)
96. (a)
97. (b)
98. (d)
99. (d)
100. (c)

Solutions

Section I

1. As we need to find the maximum number of trials, so we have to assume that the required ball in every box is picked as late as possible.

So in the third box, first two balls will be red and black. Hence, the third trial will give him the required ball. Similarly, in the fourth box, he will get the required ball in fourth trial and in the fifth box, he will get the required ball in fifth trial. Hence, maximum total number of trials required is 3 + 4 + 5 = 12.

Hence, Option (a) is the correct answer.

2. Let the number be *abc*.

If $a >$

Now, $[100a + 10b + c] - [100c + 10b + a] = 99[a - c]$ which is given to be equal to $11[a + b + c]$.

$99[a - c] = 11[a + b + c]$

$\Rightarrow 88a - 11b - 110c = 0$

$\Rightarrow 8a - b - 10c = 0$

$$\Rightarrow a = \frac{b + 10c}{8}$$

Clearly, for a to be a single-digit positive integer, 9 sets of (a, b, c) are possible. The nine numbers are 180, 261, 342, 423, 504, 684, 765, 846 and 927.

If $a < c$

Proceeding as above,

$$c = \frac{b + 10a}{8}$$

Clearly, for a to be a single-digit positive integer, 8 sets of (a, b, c) are possible. The eight numbers are 162, 243, 324, 405, 486, 567, 648 and 729.

Hence, total numbers possible = 9 + 8 = 17.

Hence, Option (a) is the correct answer.

3. At $x = 13$, LHS = 18. Hence, for $x \overset{24}{12} 13$, LHS $\overset{24}{12}$ 18.

Also, at $x = 1$, LHS = 18. Hence, for $x \mid 1$, LHS $\overset{24}{12}$ 18.

Hence, the required values of x are given by option (d).

Hence, Option (d) is the answer.

4. Clearly, the quantity of wine decreases by six litres and quantity of water increases by six litres.

(a) Wine = 12 and Water = 8

After replacement, Wine = 6 and Water = 14

Wrong.

(b) Wine = 15 and Water = 10

After replacement, Wine = 9 and Water = 16

Wrong.

(c) Wine = 18 and Water = 12

After replacement, Wine = 12 and Water = 18

Correct.

No need to check other options.

Hence, Option (c) is the correct answer.

5. Total work = 40M + 20B = 30W + 40B = 20M + 30W

This gives us two equations:

40M = 30W + 20B and 40B = 20M

Solving, we get, 2B = M = W. Hence, total work = 50M

So, 2.5M will take 10 days to complete it at DOUBLE efficiency.

Hence, Option (c) is the answer.

6. Let the speed of escalator = x.

Hence, $240 + 30x = 400 - 50x$

$\Rightarrow x = 2$

Therefore, number of steps on escalator = $240 + 30x = 300$.

Hence, Option (d) is the answer.

7. Let the number of men at the beginning be N.

Hence, $N + [N - 10] + [N - 20] + ... + [N - 80] = 6N$

$\Rightarrow N = 120$

Hence, Option (b) is the answer.

8. Let speed = S and time taken = T.

Hence, $(S + 6)(T – 4) = (S – 6)(T + 6) = ST$

$\Rightarrow 6T – 4S = 24$ and $6S – 6T = 36$

$\Rightarrow 1.5T – S = 6$ and $S – T = 6 \Rightarrow S = 30$ and $T = 24 \Rightarrow ST = 720$

Hence, Option (d) is the answer.

9. For real and unequal roots, $b^2 – 4ac > 0 \Rightarrow (4p – 1)^2 – 4(2)(2p^2 – 1) > 0 \Rightarrow p < 9/8$

For both roots to be negative, sum of roots = negative and product of roots = positive. Hence, $(1 – 4p) / 2 < 0$ and $(2p^2 – 1) / 2 > 0$

$p > ¼$ and $[p < -1/\sqrt{2}$ or $p > 1/\sqrt{2}]$

$p > 1/\sqrt{2} \Rightarrow 1/\sqrt{2} < p < 9/8$

Hence, Option (c) is the answer.

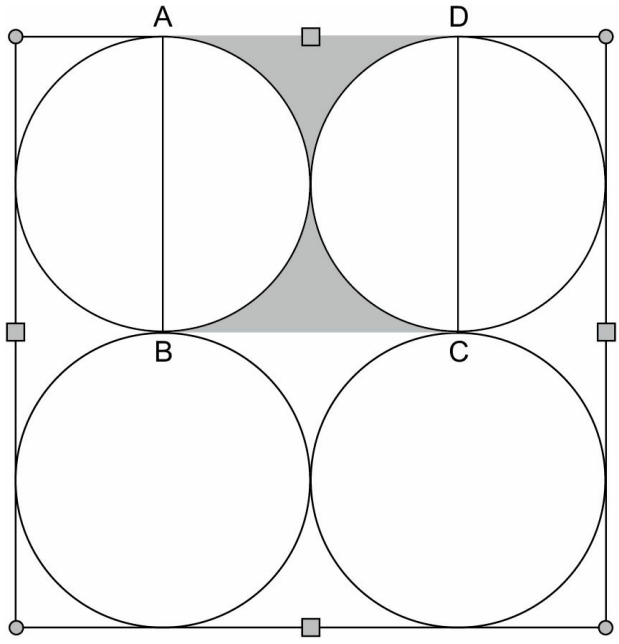
10. Since probability of occurence of rain is directly proportional to humidity, hence at 30 per cent humidity, the probability of rain on Wednesday would be $(49/70) \times 30 = 21\% = 21/100$.

At 60 per cent humidity, the probability of rain on Thursday would be $(49/70) \times 60 = 42\% = 42/100$.

Hence, required probability = $(21/100) \times (42/100) = 0.0882$.

Hence, Option (c) is the answer.

11.



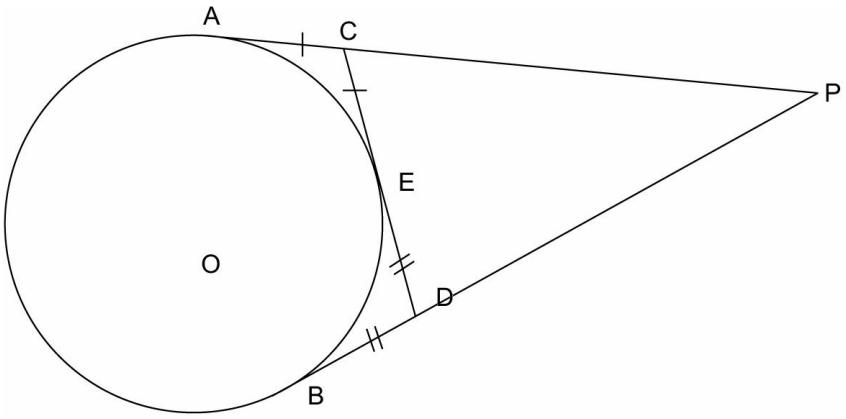
Required Area = [Area of Square ABCD] – [Area of two semi-circles]

$$= \frac{a^2}{4} - \pi[\frac{a^2}{16}]$$

$$= \frac{a^2}{16}[4 - \pi]$$

Hence, Option (c) is the answer.

12.



Two tangents from a single point to a circle are equal in length. Hence, *AC* = *CE*, *ED* = *DB* and *PA* = *PB*.

Hence, [Perimeter of Triangle *PCD*] = *PC* + *CE* + *ED* + *PD* = (*PC* + *AC*) + (*DB* + *PD*) = *PA* + *PB* = 2*PA* = 28 cm

Hence, Option (b) is the answer.

13. All values of x from 1 to 27 will satisfy the given equation, 28 to 36 wouldn't satisfy, 37 to 55 will satisfy, 56 to 73 will not satisfy, 74 to 83 will satisfy, 84 to 110 wouldn't satisfy, 111 would satisfy and then after that no value would satisfy the given equation. Hence, the number of positive integral solutions is 27 + 19 + 10 + 1 = 57.

Hence, Option (c) is the answer.

14.

$f(x)\sqrt{\log_{10}\frac{x^2-5x+6}{x-1}}$ is defined if

$\log_{10}\frac{x^2-5x+6}{x-1}\geq 2$

$10^{\log\frac{x^2-5x+6}{x-1}}\geq 10^0 \Rightarrow \frac{x^2-5x+6}{x-1}\geq 1$

$\frac{x^2-5x+6}{x-1}-1\geq 0 \Rightarrow \frac{x^2-5x+6-x+1}{x-1}$

$\geq 0 \Rightarrow \frac{x^2-6x+7}{x-1}\geq 0$

$1<x\leq 3-\sqrt{2}\cup 3+\sqrt{2}\leq x<\infty$, Also, $x \overset{4}{4} 1$

Hence, Option (a) is the answer.

15. To check for divisiblity by 32, check last 5 digits, otherwise the remainder obtained by the last five digits is the remainder of the given number. (This happens because 100000 is divisible by 32. This is similar to divisibility rules of 4 and 8 which can be expressed as 2^2 and 2^3 respectively.)

$\backslash\ \frac{x^y}{32}\rightarrow\frac{(37475)^{12345.....47484950}}{32}\rightarrow\frac{3^{12345.....47484950}}{32}\rightarrow$

$\frac{3^{16n+6}}{32}\rightarrow\frac{3^6}{32}\rightarrow 25$

(Since 3 and 32 are coprime and F(n) of 32 is 16. \ $\frac{3^{16}}{32} \to R = 1$ (By Fermat's Theorem).

Hence, Option (c) is the answer.

16. $B^2C = C \Rightarrow B = 1 \Rightarrow C = A$

Hence, $A \log_C C \times 1 \log_C 1 + 1 \log_A A.A \times C \log_C C = (A + C) = B(A + C)$ [Since, $B = 1$]

Hence, Option (b) is the answer.

17. 111 ... 111 (27 times)

= 111000... (24 zeros) + 111000 ... (21 zeros) + ... + 111

When this is divided by 111, gives the quotient

= 1000 ... (24 zeros) + 1000 ... (21 zeros) + ... + 1

= 1001001001 ... 1001 (25 digits)

The digits of this number sum up to 9 and hence the number is divisible by 9.

Hence, the given number is divisible by 111 X 9 = 999.

Hence, Option (d) is the answer.

18. The only prime number in the 80's before 89 is 83. Hence, $P = 83$. Therefore, the remainder left after dividing $(P^2 + 11)$ by 5 is (9 + 1) = 10 --> 0.

Hence, Option (a) is the answer.

19. Centroid divides median in the ratio 2:1. Let the required point be (x, y). Hence,

$$\frac{8+x}{3} \text{ and } 5 = \frac{12+y}{3}$$

So, $x = 1$ and $y = 3$

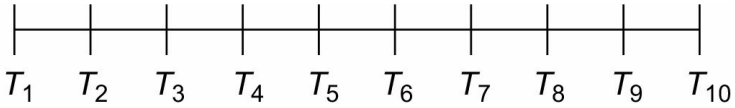
Hence, Option (a) is the answer.

20. G: Greyhound, H: Hare

4 leaps of *G* is equal to 5 leaps of *H*. Hence, 5 leaps of *G* is equal to 25/4 leaps of *H*.

Hence, ratio of speeds of *G* to *H* = (25/4) : 6 = 25 : 24

Hence, Option (a) is the answer.

21. 

8 Trees = 7 spaces. He covers 7 spaces in 8 seconds

\ To cover 1 space, he needs $\frac{8}{7}$ seconds.

\ To cover all spaces, i.e. tree 1(T_1) to tree 10(T_{10})

he needs $\Rightarrow \frac{9 \square 8}{7} = \frac{72}{7} = 10\frac{2}{7}$ seconds.

Hence, Option (c) is correct.

22. Let the price of the DVD be P

We need to compare $P(1.20)^3$ and P(1.19) (1.20) (1.21)

In general we know that for any integer A, A^3>(A-1) A (A+1)

Hence $P(1.20)^3$ > P(1.19) (1.20) (1.21)

And he gains monetarily.

Hence, Option (b) is correct.

23. $f(x) = 4^x/(4^x + 2)$

$f(1 - x) = 4^{1-x}/(4^{1-x} + 2 = 2/2 + 4^x)$

Clearly, $f(x) + f(1-x) = 1$

$\Rightarrow$ The reqd. sum = { f (1/1999) + f (1998/1999)} + { f (2/1999) + f (1997/1999)} + …… + { f (998/ 1999) + f (1001/1999)} + { f (999/1999) + f (1000/ 1999)} = 1 + 1 + 1 + …….999 terms = 999

$\Rightarrow$ option (c).

24. Area of rectangle = 68

Area of CLKA = ½ 68 = 34

Area of triangle ABC = ½ $\frac{3}{2}$ 34 = 17

Hence, Option (c) is correct.

25. $\frac{\log_5 3 \cdot \log_7 5 \cdot \log_9 7}{3}$ $\frac{24}{12}$ $(\log_5 3.\ \log_7 5\ \log_9 7)^{1/3}$

$= (\log_9 3)^{1/3} = \left(\frac{1}{\log_3 9}\right)^{1/3} = \left(\frac{1}{\log_3 3^2}\right)^{1/3}$

$= \left(\frac{1}{2\log_3 3}\right)^{1/3} = \frac{1}{\sqrt[3]{2}}$

$= x = \log_5 3 + \log_7 5 + \log_9 7$ $\frac{24}{12}$ $\frac{3}{\sqrt[3]{2}}$.

Thus x $\frac{24}{12}$ $\frac{3}{\sqrt[3]{2}}$

Hence, Option (c) is correct.

26. For each question the student has 2 choices. Thus, $2*2*2*2*2*2=2^6$

Hence, Option (b) is correct.

27. $400(1-40/400)^3 = 400*(9/10)^3 = 400*729/1000 = 291.6$

Hence, Option (d) is correct.

28. Times taken after meeting are 8 & 18

Hence time taken to meet would be the square root of (8*18) $\frac{23}{11}$ 12

Hence, time taken by Atul is 12 + 8 = 20Seconds

Speed of Atul = 180/20 = 9 m/sec.

Hence, Option (c) is correct.

29. The given expression can be written as $4^{27}(1+ 4^{973} + 4^{x-27})$. In this expression, 4^{27} is a square of 2^{27}. Comparing the other terms with $(a^2 + 2ab + b^2)$ will give us, $x - 27 = 1945$

$\Rightarrow x = 1972$. Hence, Option (d) is correct.

30. If all the numbers are less than 1, Also , $F < C < D$, $D - F > D - C$

$$\Rightarrow \frac{D-F}{D-C} > 1$$

$A + B + C > 3E$

$$\Rightarrow \frac{A+F+C}{3E} > 1$$

$F + C = B + A$

$$\frac{F+C}{A+B} = 1$$

$A < 1$ and $B/D < 1$

$A + B/D$ may or may not be greater than 1

Hence, Option (d) is correct.

31. Options (a), (b) and (d) may or may not be possible equal to 1. But as shown in the previous explanation $A + B = C + F$

i.e. $(A + B)/(C + F) = 1$

Hence, Option (b) is correct.

32. $\{p, q, r, s\} = \{E, B = F, A = C, D\}$

p, q, r, s are four consecutive even numbers,

$D - B = 4$

$= \frac{B+C}{D-B}$ cannot be the mean of $B + C$ and hence not the mean of, p, q, r, s

$$\frac{D+F+C+E}{4} = \frac{p+q+r+s}{4}$$

Hence, Option (d) is correct.

33. The first family has two children and each of these children has two

cattle to take care of. Thus there are $2^2 = 4$ cattle in first family. Similarly, there are $3^2 = 9$ cattle in the next family and the sum of all these is 4 + 9 + ... 100 + 121

$$\Rightarrow \frac{11 \times 12 \times 23}{6} = 505$$

Hence, Option (b) is correct.

34. $h(x) = f(x + 1) \Rightarrow |x - 4 + 1| + |x - 5 + 1| + |x - 6 + 1|$

$h(x) \Rightarrow |x - 3| + |x - 4| + |x - 5|$

Obviously, this is neither odd nor even. Alternatively, we know the graph of this function will neither be symmetrical to axis or origin.

Hence, Option (c) is correct.

35. In this case, since 1 person is always excluded, we need to select the 5 people from the remaining 7 choices. This can be done in $7c_5$ ways.

Hence, Option (b) is correct.

Solutions for 36–38

At the end of each event, exactly one each of gold, silver and bronze medals were awarded. Hence, the total number of gold or silver or bronze medals must be the same. Let there be N number each of gold, silver and bronze medals.

36. Sum of the number of silver and bronze medals won by Malaysia = 71N/200.

As this sum must be an integer, it will be a multiple of 71. Accordingly, 142, 213, 284 and 355 all are possible values. Only 164 is not a multiple of 71.

Hence, Option (b) is the correct answer.

37. We will assume that all the silver medals won by "others" were won by China only.

Number of medals won by India = N/8 + 9N/50 + 33N/200 = 47N/100

Number of medals won by China = 3N/8 + 3N/20 + 23N/100 = 151N/200

=> Number of medals won by India is at least 94/151 = 62.24% of the

number of medals won byChina.

Hence, Option (c) is the correct answer.

38. Gold Medals: The number of gold medals whose data is not available is 21N/200 and all of them may have belonged either to Malaysia or to Jordan.

Silver Medals: The number of silver medals whose data is not available is 46N/200 and all of them may have belonged either to China or to Japan.

Bronze Medals: The number of bronze medals whose data is not available is 62N/200 and all of them may have belonged either to Kazakhstan or toSingapore.

Hence, for each of the seven countries, there are only two possible values for the total number of medals. These values are tabulated below:

Country	Minimum Medals	Maximum Medals
China	105N/200	151N/200
Japan	56N/200	102N200
Kazakhstan	41N/200	103N/200
India	94N/200	116N/200
Singapore	54N/200	116N/200
Malaysia	71N/200	92N/200
Jordan	51N/200	72N/200

All the options except option (d) show a valid arrangement. In option (d) the total number of medals with Singapore must be (116N/200), Japan could have had either 56N/200 or 102N/200 medals in all. As Jordan can have a maximum of 72N/200 medals only, this option is not valid. It is to be noted that no intermediate values are possible between the respective maximum and the minimum values for any of the seven countries.

Hence, Option (d) is the answer.

39. Aggregate number of persons having exactly three and exactly four

cars = x = 21 – 14 = 7.

Aggregate number of persons having exactly five and exactly six cars = y = 47 – (31 + x) = 9

Number of persons having exactly seven cars = 14 – 9 = 5.

Hence, Option (a) is the answer.

40. For New Delhi: Aggregate number of persons having exactly three cars and exactly four cars = 28 – 17 = 11.

Aggregate number of persons having exactly five cars and exactly six cars = 31 – (11 + (28 – 17)) = 9

Similarly for Bangalore: (47 – (21 + (34 – 10)) = 2

Mumbai: (39 – (22 + (31 – 15)) = 1

Kolkata: (47 – (31 + 21 – 14)) = 9

Chandigarh: (51 – (19 + 34 – 18)) = 16

Hyderabad: (49 – (37 – 16 + 21)) = 7

Hence, the number of persons having more than four cars and less than seven cars is the least in Mumbai.

Hence, Option (a) is the answer.

41. We need to add the number of persons in the column "Less than three cars" and "More than two cars" to get the total number of persons surveyed by Mr. X across all the cities.

Total number of persons surveyed across all the cities = 11 + 21 + 22 + 31 + 19 + 21 + 28 + 34 + 31 + 21 + 34 + 37 = 310.

Hence, Option (d) is the answer.

42. Using statement A:

We do not know the position of Rahul and Raman. Hence, statement A alone is not sufficient to answer the question.

Using statement B:

There can be any number of people in the queue. Hence, statement B alone is not sufficient to answer the question.

Combining both the statements together, we cannot arrive at any definite conclusion because we do not know who is in front from among Rahul and Raman.

Hence, Option (d) is the correct answer.

43. Let the total population of the city be x.

Using the information that is given in the question, the following can be concluded:

Married Population = $0.25x$, Unmarried Population = $x - 0.25x = 0.75x$

Working Population = 80% of $0.25x = 0.2x$.

Also, let the number of working males be 'y'

Number of unmarried working males = $0.2y$

Number of working females = $0.2x - y$

We need to find the value of $[(0.2x - y)/0.75x]$ $\frac{3}{2}$ 100

Using Statement A:

Female population = $0.45x$

Number of unmarried females = 60% of $0.45x = 0.27x$

So, statement A does not give any information about the value of y in terms of x.

Hence, statement A alone is not sufficient to answer the question.

Using Statement B:

As per this statement y is 2% of unmarried males.

Since, the number of unmarried males is not known, statement B alone is also not sufficient.

Combining both the statements together, we get that the number of unmarried males = Unmarried population – Number of unmarried females = $0.75x - 0.27x = 0.48x$.

Now, y = 2% of $0.48x = 0.0096x$

So, the value of $((0.2x - y)/0.75x)$* 100 can be calculated.

Hence, Option (c) is the correct answer.

44. Let the number of students who play Cricket and Football but not Hockey be denoted by x, the number of students who play Cricket and Hockey but not Football be denoted by z and the number of students who play all the three sports be denoted by y.

Therefore, $y + z = 16$ and $x + y = 36 - 24 = 12$

Or, $z - x = 4$.

Using statement A:

$z + x = 12$

So, $z = 8$, $y = 8$ and $x = 4$.

Therefore, the number of students who play only Cricket = $48 - (x + y + z)$ = 28.

Hence, statement A alone is sufficient to answer the question.

Using statement B:

Statement B is not sufficient to answer the question because it is not given that out of the 100 students in the class each student plays at least one of the three mentioned sports.

Hence, Option (a) is the correct answer.

45. Using statement A:

Since each of *P*, *Q*, *R* and *S* are positive integers and $P \times Q = 2$, then *P* and *Q* are either 1 or 2 respectively. But since it is given that $(2P + Q)$ is divisible by 4, *P* and *Q* cannot be equal to 2 and 1 respectively.

Therefore, $P = 1$ and $Q = 2$.

Hence, statement *A* alone is sufficient to answer the question.

Using statement B:

Please note that neither of *P*, *Q*, *R* and *S* can take values 6, 5, 4 or 3. (Since, $P + Q + R + S = 6$)

Since $R > S$, *R* should be 2, hence S should be 1.

Similarly, $P = 1$ and $Q = 2$ as $(2P + Q)$ is divisible by 4.

Hence, statement B alone is sufficient to answer the question.

Hence, Option (b) is the correct answer.

46. Speed is inversely proportional to time. The Bangalore-Chennai Mail is the slowest and Shatabdi Express is the fastest. Hence, Option (d) is correct.

47. In order to travel in least time, the traveller must take the fastest trains. If he boards the Lalbagh Express from Jolanpetai at 3:20 and exits train at Vellore at 5:10 and then takes the Shatabdi Express from Vellore at 6:35 and exits at Avadi at 7:44, he spends 179 minutes (2 hours and 59 minutes) on the train. This is the least time. Hence, Option (c) is

correct.

48. The Bangalore-Chennai Mail will leave Ambattur at 8:00 and reach Chennai at 10:00, while the Shatabdi Express leaves from Ambattur at 8:30 and reach Chennai at 9:45. This means that the Shatabdi Express overtakes Bangalore-Chennai Mail between 8:30 and 9:45. Hence, Option (b) is correct.

49. 9.5 for 4th of May. Hence, Option (a) is correct.

50. This ratio depends on the difference between the two temperatures on a single day as well as on the day temperature of the same day. The lower the difference, the higher the ratio. Also, the data given is such that the day temperatures are in the same range, hence the effect of the same on the ratio will be minimal. For solving this question find out the days which need to be checked and compare the ratios between those days only. Hence, Option (c) is correct.

Section I

51. In para 3, it says that 'Singapore has gone from being one of the most depressed housing markets…to being the second-frothiest in the three months to March'. Clearly, the government is worried about this sudden surge in prices over a relatively short period of time and wants to suppress speculative buying. Hence, Option (d) is correct.

52. The ratio is an economic indicator of how fairly valued homes are in a particular area. By comparing it with the long-standing national average, which is regarded as being more or less stable, the government can decide on what further steps to implement to limit speculative buying, as stated in Para 4. Hence, Option (b) is correct.

53. In para five, it is stated that mortgages sold at subprime rates have the effect of making the down fall of prices look higher than they actually are. Hence, Option (c) is correct.

54. In the last paragraph, Borgens is shown to be excited about action of chitosan being able to repair damaged tissue and hitherto unexpected ability to act as a nano drug delivery agent at the site of injury, thereby seeing a double effect when only one was expected. Hence, Option (a)

is correct.

55. In para two, the scientists are shown to discard PEG owing to its non-biodegradable and toxic nature. Chitosan in contrast, was biodegradable. Hence, Option (d) is correct.

56. In para three, it says that mannose could not repair damaged spinal cord tissue. Hence, Option (c) is correct.

57. In para one, the lady is seen to be confused as the GPS has left behind the quieter M1 trunk route for the busy orbital route at the rush hour and is shouting out in annoyance at the computer. Hence, Option (d) is correct.

58. In the fifth para, the lady is shown wanting to measure her progress against the route that everyone else doing a similar journey took and needs to be convinced that others spent an equivalent amount of time stuck in traffic as she did by taking a circuitous route, instead. Hence, Option (d) is correct.

59. In para five, the line following the quote above states that the lady has been able to evade traffic but has to make do with irrational technology, forcing her to travel a longer route instead. This poses a tough choice, as to which predicament is better. Hence, Option (d) is correct.

60. To avoid a wordy and confusing series of passive clauses, the relative clause explaining what James Cook did should be an active-voice construction (who so named rather than by whom they were named). The possessive pronoun referring to the Glass House Mountains should be plural (their rather than its), to agree with the plural antecedent.

Hence, Option (d) is the correct answer.

61. The subject of the first clause, the singular noun *surge*, must take the singular verb *has raised* rather than the plural *have raised*. It is superfluous and pointless to say that people hope both that *there* is a recovery and that such a recovery is *underway*. In this context, *there is* adds nothing and can be omitted to create a more concise sentence.

Hence, Option (d) is the correct answer.

62. The past-perfect verbs *had professed* and *had pretended* designate a time (eighteenth and nineteenth century) earlier than simple past tense,

so the second clause, explaining what happened around 1900, must use the past tense. The placement of the phrase until almost 1900 at the beginning of the second clause is confusing. Does it refer back to the first verb or forward to the next verb?

(a) The tenses are fine in this version, but the placement of until almost 1900 is problematic.

(b) The tense of the second clause needs to be simple past, not past perfect.

(c) The sequence of infinitives (to begin seriously to study) is awkward and wordy.

(d) Correct: The phrase not until almost 1900 is properly placed, and the verb in the main clause is in the simple past tense.

Hence, Option (d) is the correct answer.

63. According to the given options, Sentence D or E follows A. Sentence E explains the author's own experience as a child but sentence D contains the pronoun antecedent 'their'. So, if D follows A, then only option (c) or (d) can be the correct choice. Although sentence C seems to follow D but in Sentence E the author refers to her own example. This validates the statement made in D. Also, in Sentence E the author explains that 'that is why it's so important for children to get access to a broad range of culture'. This is followed by C where the author explains that because of her own experience as a child, she takes her children to 'see idiosyncratic art'; however, this does not inspire them. In sentence B, the author presents her own child's example as a decisive statement that justifies that 'you just don't know what is going to capture their attention'.

Hence, Option (c) is the correct answer.

64. Read the given sentence A carefully. The paragraph begins with the subject of 'multiculturalism'. The statement tries to define 'multiculturalism' and how it can be 'best understood'. Now, according to the given options, the sentence following A could be sentence B, D or E. Sentence B begins with 'This does not mean that they are determined by their culture'; the pronoun used in the sentence clearly

suggests that it is referring to persons. If the sentence was talking about ‘multiculturalism’ then the pronoun ‘it’ would have been used. So, clearly, B does not follow A. Sentence D explains that ‘its central insights are sometimes misinterpreted by its advocates’. The pronoun ‘its’ refers to ‘multiculturalism’. This is confirmed by the usage of ‘its advocates’ or the advocates of multiculturalism. On checking sentence E, one finds that the subject has moved onto ‘human beings’ and ‘culture’. So, D follows A instead of E. Now, only options 2 and 4 can be considered. As noted earlier, the pronoun ‘they’ used in B refers to persons or in this case ‘human beings’. The subject of ‘human beings’ is introduced and defined in sentence E. So, EB forms a mandatory pair. According to the given options, only option 4 contains EB in the desired order. Also, sentence B begins with ‘this does not mean’ whereas sentence C begins with ‘rather that’. On one hand, B explains what it ‘does not mean’ and on the other hand, statement C provides the contrary view and explains what it means.

Hence, Option (d) is the answer.

65. Read the given sentence A carefully. The paragraph is about ‘protective markings’ on some animals to ‘avoid predation’. According to the given options sentence B, C or E could follow A. Sentence B explains that ‘many eyespots...’. The subject of ‘eyespots’ has not been mentioned earlier. One is not aware of what ‘eyespots’ are. So, sentence B cannot follow A. Sentence C begins with the keyword ‘In addition, many creatures such as butterflies moths, and fish possess two or more pairs of circular markings, often referred to as ‘eyespots’. This sentence begins with the keyword, it moves from general information about ‘many animals’ who possess these protective markings to specific examples of such creatures like ‘butterflies, moths etc.’ and it explains what are ‘eyespots’. One also deduces that sentences C and B form a mandatory pair because of the common idea (of eyespots) carried forward in the two sentences. So, C follows A and CB forms a mandatory pair. According to the given options, only option 1 contains

the correct order. Also, sentence B explains that due to these eyespots many creatures can prevent an attack and sentence E further adds that 'this is because'. This explains why creatures are able to do so and the commonly held belief regarding the same. So, E follows CB. Sentence D refers to 'this widely-held hypothesis'; this hypothesis has been explained in sentence E. So, D follows E.

Hence, Option (a) is the correct answer.

66. Read the given sentence A carefully. The paragraph is related to geography. According to the given options, sentence B or C can follow the given sentence A. Sentence B refers to 'cognitive abilities' and 'those mental maps'. But the subject of 'mental maps' is not mentioned in sentence A. So, this sentence should be placed somewhere else in the order. So, C follows A. There is only one option that contains the order. Also, sentences CBE form a mandatory sequence. This is because sentence C explains the advantage of using 'mapping exercises' and mentions 'mental maps'. Sentence B refers to 'those mental maps'. The use of the pronoun signals that this sentence follows C. Sentences C and B focus on the advantage of our 'cognitive abilities' and drawing 'mental maps'. Sentence E gives additional information about our 'cognitive abilities'. So, E follows CB. Sentence D presents the contrary situation that presently exists in 'today's classrooms'.

Hence, Option (c) is the correct answer.

67.

(a): The size of the population is irrelevant to the argument.

(b): Correct: Greatly reducing first-year infant mortality will have a large impact on the average life expectancy of the population as a whole. That, rather than grown adults living twice as long, is enough to account for a large portion of the doubling in average life expectancy.

(c): This point supports rather than weakens the argument.

(d): This point supports the argument.

Hence, Option (b) is the correct answer.

68. The argument presented by the writer is talking about purchasing patterns of ice creams for forty to five-year-old people. Based on this it is making a fallicious conclusion that consumption patterns would also mirror purchasing patterns. Thus the argument is talking about purchasing and consuming in the same breath without distinguishing between them. In the option we have to look for an option that points this out.

Option (a) talks about this fallacy and hence is the correct answer.

The other options are irrelevant in this context although option (c) could be a reason but the question is asking for a primary reason and hence cannot be the correct answer in the presence of option (a). Hence, Option (a) is correct.

69. Beam: Option (b) is wrong because 'beam in' is an incorrect phrasal verb; 'beam with' joy is the right usage.

Hence, Option (b) is the correct answer.

70. Face: Option (c) is wrong. 'Flew in the face of…' is the right idiom to use.

Hence, Option (c) is the correct answer.

71. It is no doubt critical. Hence, Option (b) is correct.

72. The 4th paragraph is suggesting that definitely the government should start interfering and the reasons are given for it. Hence, Option (b) is correct.

73. It is clearly written in the passage. Hence, Option (c) is correct.

74. "It means to bear or to put up with". Hence, Option (d) is correct.

75. Clearly the first paragraph says that if artists have to be successful, then they should keep on changing. Hence, Option (b) is correct.

76. 3rd paragraph is only talking about Madonna's new record. Hence, Option (c) is correct.

77. This is a contrast shown in the paragraph. Hence, Option (b) is correct.

78. Clearly stated in the paragraph. Hence, Option (a) is correct.

79. Option (c) is the correct.

80. She is saying whether the findings are going to help her teaching. Hence, Option (b) is correct.

81. Constraints mean limitations. Hence, Option (c) is correct.

82. (b) is the best way of expressing the idea. Hence, Option (b) is correct.

83. The correct answer corrects the incorrect use of I in the other sentences.

84. The improper use of the pronouns one and you is correct in Option (c).

85. Option (c), i.e. ACDB.

The question is an example of constraint- based matching. We have been given 3 direct clues which are related to *A*, *E* and *C*. The colours and companies can directly be matched from these clues [(iii), (v) and (vi)] for *A*, *E* and *C*. Now for rest of the friends matching is done based on the constraints given. From clue (i) Sunmet and Blue vest are matched, similarly pentasoft and green vest are matched. From clue (ii) it is given that *F* does not work in MINDWORKZZ and Raymonds; here the reaction should be that since *A* works in Quark, *E* works in Udupi and *C* works in pentasoft, so *F* must work in Sunmet and he wears the Blue colour vest from clue (i). Now from clue (iv) *D* does not work in MINDWORKZZ and we already have established the color of vest and company for *A*, *C*, *E* and *F*, hence here the reaction should be that of elimination. When all the companies except for Raymonds have been eliminated for *D* so *D* must have worked in Raymonds. Thus B works in MINDWORKZZ. Now to match the remaining colors with the remaining companies look study the clues (iv), (v) and (iv), the reaction should that since MINDWORKZZ does not sponsor purple and Yellow and we know that pink, Green and blue colours have already been matched so MINDWORKZZ must shave sponsored the Red colour and Raymond now must sponsor Yellow [clue (iv)], hence Udupi sponsors Purple colour. Now we can create the table as follows:

A	B	C	D	E	F
PINK	RED	GREEN	YELLOW	PURPLE	BLU
QUARK	Mindworkzz	PENTASOFT	RAYMOND	UDUPI	SUNM

Hence, the answers are:

86. Option (d)

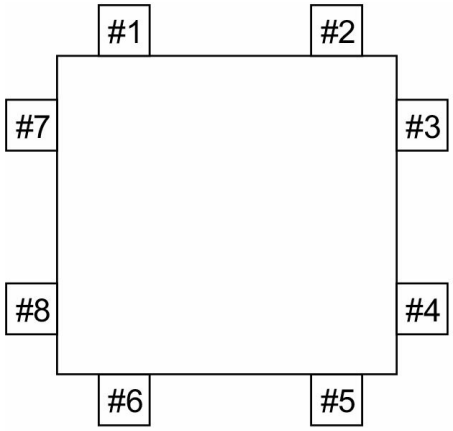
87. Option (b)

Solutions for 88 to 91

The question is an example of arrangement based on constraints that require case based analysis. Going through the information we can conclude that the first step while resolving the question is to match the couples. For this the information to resolve is provided in clue (ii). Given that Renu, Surbhi and Pammi are not wives of Bhumi this means that Quindal is the wife of Bhumi. Also Renu and Surbhi are not wives of Chanderprakash and now Quindal has also been eliminated as a possibility so Pammi must be the wife of Chanderprakash. Similarly for Dhani the only possibility left is that of Surbhi hence Surbhi is the wife of Dhani and Renu is the wife of Amit.

AMIT	BHUMI	CHANDERPRAKASH	DHANI
RENU	QUINDAL	PAMMI	SURBHI

The next task is to analyse the seating arrangement of the couples. Look at the clue (i) which says that only one couple did not sit next to each other, reaction to this information should be that since only one couple did not sit next to each other this means that all other couples must sit next to each other also the couple that did not sit next to each other they did not sit opposite each other. Thus all other couples can only sit next to each other and not opposite to each other. Now look at clues (iii), (iv) and (v). Clue (v) gives a starting point to the arrangement where it is fixing the position of Renu at seat 1 or seat 2. Thus we need to analyse two separate cases for Renu.



CASE 1: RENU AT SEAT-1

If Renu sits at seat no. 1 then Bhumi must sit on seat no. 5 and on seat no. 6 a man is sitting. From clue (iv) we can conclude that Pammi can sit on seat no. 3 or seat 4 or seat 8. Thus again we need to analyze 3 sub cases.

Case 1A: Pammi sitting on seat no. 3:

If Pammi sits on seat no. 3 then her left hand seat is seat 2 and opposite which a man is sitting who is Bhumi. But according to the information Dhani must sit in front of seat no. 2. So this case can be neglected.

Case 1B: Pammi sits on seat no. 4:

If Pammi sits on seat no 4 then on seat no. 3 a man is sitting opposite which Dhani is sitting thus on seat no. 7, Dhani is sitting. So at seat no. 3 and seat no. 6 either Amit or Chanderprakash is sitting. Similarly at seat no. 2 and 8 either Quindal or Surbhi is sitting. Fixing either of the positions we can conclude that when we fix A at seat 3 and Q at seat 2 all the couples sit either next to each other or opposite to each other. So this case can be neglected.

Case 1C: Pammi sits on seat no. 8:

If Pammi sits on seat no. 8 then on seat no. 7 a man will sit opposite which Dhani is sitting hence on seat no. 3 Dhani is sitting. Then on seat no. 6 and 7 either Amit or Chanderprakash are sitting. Similarly on seats 2 and 4 either Quindal or Surbhi are sitting. Thus if we fix the positions we will see that all the couples are sitting either next to each other or opposite each other. Hence, this case can also be neglected.

CASE 2: RENU AT SEAT-2:

If Renu sits on seat no. 2 then Bhumi will sit on seat no. 4 and on seat no. 5 a man will sit. Now look at clue (iv), according to this clue Pammi can sit either on seat no. 3, 6, 7 or 8. Thus, again we need to analyze three sub cases.

Case 2A: Pammi sits on seat no. 3:

If Pammi sits on seat no. 3 then on seat no. 7 Dhani is sitting. And on seat 5 either Amit or Chanderprakash is sitting. Thus, on seats 6, 8 and 1 either Amit or Chanderprakash or Quindal or Surbhi may sit and thereby we do not have a definite seating arrangement from this case. Hence, this case can be eliminated.

Case 2B: Pammi sits on seat no. 6:

If Pammi sits on seat no. 6 on her left is seat no. 7 on which a man should sit who is sitting opposite to Dhani. But on seat 4 Bhumi is already sitting, hence, this case is invalid.

Case 2C: Pammi sits on seat no. 8:

If Pammi sits on seat no. 8 then Dhani should sit on seat no. 3 and on seats 7 and 5 either Amit or Bhumi is sitting, similarly on seats 6 and 1 either Quindal or Surbhi are sitting. On resolving according to clue (i) we get that it is not satisfied, hence, this case can be eliminated.

Case 2D: Pammi sits on seat no. 7:

If Pammi sits on seat no 7 then on seat no. 1 either Amit or Bhumi are sitting. Similarly on seats 8 and 3 either Quindal or Surbhi are sitting. Thus analyzing according to Clue (i), we get seating arrangement as follows:

Seat 1–Amit, Seat 2–Renu, Seat 3–Quindal, seat 4–Bhumi, Seat 5–Chanderprakash, Seat 6–Dhani, Seat 8–Surbhi and Seat 7–Pammi.

This is the only possible arrangement that can be resolved satisfying all the clues given in the question.

Note to Student:

This type of question requires a systematic approach. The question under time bounds would only be completed if you attempt the question systematically and go case by case. Speed of solving such questions

can be increased only by exposing to similar pattern questions.

88. Option (a)

89. Option (c)

90. Option (a)

91. Option (d)

Solutions for 92 and 93

Weights of the people based on the clues provided can be calculated in Revs. They come out as:

Doga – 63.8

Jaja – 50.6

Radon – 45.1

Bega – 42.9

Naga – 15.4

92. The difference can be seen to be 18.7 $\frac{3}{2}$ 11= 205.7. Hence. Option (b) is correct.

93. It can be seen to be between Naga and Jaja – 35.2 $\frac{3}{2}$ 11 = 387.2 Higa ounces.

Hence, Option (c) is correct.

94. From statement (A) alone, 350 people came on time and 600 left late. But how many came late is not known. Hence statement (A) alone is not sufficient. From statement (B) alone, we know that 200 people came either late and 200 left early, but, how many came late and left on time cannot be determined. Hence, statement (B) alone is not sufficient. By combining both statements also we can determine how many out of 200, who came late, left on time i.e., (200 – 120 = 80). Hence, both the statements together are sufficient. Hence, Option (c) is correct.

95. From statement (A), atleast one of Chanda and Dushyant must be rejected. Atleast two of Arun, Bimal and Elangovan must be selected. Atleast one of Arun and Bimal must be selected in the team, but that can be either Arun or Bimal. Hence, statement (A) alone is not sufficient. From statement (B), if Elangovan is selected, then Arun

must be selected but none of Chanda or Dushyant is selected. The teams can be Arun, Bimal, Elangovan; Arun, Chanda, Dushyant or Bimal, Chanda, Dushyant. Hence, statement (B) alone is not sufficient to answer. From (A) and (B), we can conclude that Bimal must always be selected (as only one of Chanda, Dushyant and Elangovan can be selected). Hence, statements (A) and (B) together are sufficient. Hence, Option (c) is correct.

Solutions for 96 to 98

96. The arrangement would be as follows: