SELLER





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VERBAL ABILITY

A COMPLETE PREPARATION FOR CAT VERBAL ABILITY









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Grammar



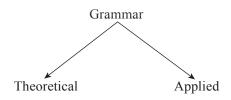
LEARNING OBJECTIVES

After going through this chapter, you should have a thorough understanding of the following:

- 1. To get conceptual clarity on different topics of grammar and their usage
- 2. To be able to identify the grammatical errors in the questions
- 3. To increase accuracy in the questions that test grammar application

ENGLISH GRAMMAR

English grammar can be divided into two broad categories:



When we talk of the CAT, it is the application of the grammar that is of relevance. The kind of questions that are asked are tricky so one needs to be clear with the fundamentals. In this chapter, we shall discuss the latest rules of British grammar inasmuch detail as relevant to the CAT. The examples given will make the application clear.

For the last couple of years, in the CAT, the English Usage Chapter (composition as given in this book), comprise almost half of the English section. Therefore, the time given to the preparation of English Usage portion should be in proportion.

In this chapter, we are going to discuss:

- 1. Parts of Speech
- 4. Articles
- 2. Tenses
- 5. Plural Noun Forms
- 3. Subject-Verb Agreement

Parts of Speech

			'
Parts of speech	Function	Examples	Usage
Verb	action or state	(to) be, have, do, like, work, sing, can, must	I like piz- zas.
Noun	thing or person	pen, dog, work, music, town, London, teacher, John	Rohan lives in my house.
Adjective	describes a noun	a/an, the, some, good, big, red, well, interesting	My cat is big.
Adverb	describes a verb, adjective or adverb	quickly, silently, well, badly, very, really	He eats quickly.
Pronoun	replaces a noun	I, you, he, she, some	Mr D Singh is our Director. He is clever.
Preposition	links a noun to another word	to, at, after, on, but	He went to movie on Monday.



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Parts of speech	Function	Examples	Usage
Conjunction	joins clauses or sentences or words	and, but, when	I like dogs and I like cats.
Interjection	short exclamation, sometimes inserted into a sentence	Oh!, ouch!, hi!, well	Hi! How are you?

Let us see some of these one by one:

Noun

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

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

Noun Gender

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

Noun Plurals

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

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

Possessive Nouns

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

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

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

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

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

Types of Nouns

Proper Nouns

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

Common Nouns

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

Concrete Nouns

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

Abstract Nouns

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

Countable Nouns

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

Non-Countable Nouns

A **non-countable noun** (or **mass noun**) is a noun which does not have a plural form, and which refers to something that could (or would) not be usually



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counted. A non-countable noun always takes a singular verb in a sentence. Non-countable nouns are similar to collective nouns and are the opposite of countable nouns. Example, furniture, hair, coffee, ink, etc.

Collective Nouns

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

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

Pronoun

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

Grammarians classify pronouns into several types, including the personal pronoun, the demonstrative pronoun, the interrogative pronoun, the indefinite pronoun, the relative pronoun, the reflexive pronoun, and the intensive pronoun.

Personal Pronouns

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

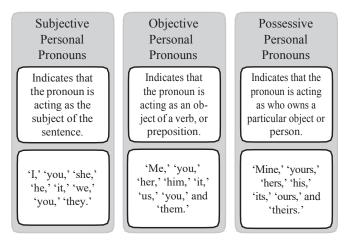
Various ways in which they are used are illustrated below:

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

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

- a. Inanimate objects
- **b.** Animals without name

- c. Babies without name
- **d.** Human beings (when the gender is not clear).



Demonstrative Pronouns

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

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

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

Interrogative Pronouns

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

'Who,' 'whom,' and occasionally 'that' are used to refer to people, and 'which' and 'what' are used to refer to things and to animals.

'Who' acts as the subject of a verb, while 'whom' acts as the object of a verb.

Relative Pronouns

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



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Indefinite Pronouns

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

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

Reflexive Pronouns

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

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

Errors in Pronouns

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

Verb

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

Example

Monster bites his victims on the neck.

The verb 'bites' describes the action monster takes.

I will marry in 2013.

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

Kapil Dev played in 3 World Cups, but his diaries were destroyed.

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

Adverb

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

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

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

Here 'bright' is an adverb qualifying the adjective 'red'.

Conjunctive Adverbs

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

Adjective BBA

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

Possessive Adjectives

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

Demonstrative Adjectives

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

Preposition

They show the position of a subject with its object, or show the relation that a noun or pronoun shares with other noun or pronoun in a sentence.



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Example

The book is **on** the table.

The book is **beneath** the table.

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

The book is **beside** the table.

He is at the theatre.

Some of the usage of prepositions are given below:

1. All, of

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

All the men belong to the club.

All of us belong to the club.

All of us boys belong to H10.

2. Among/between

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

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

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

The election commission is divided evenly between the two groups.

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

- a. While packing these glass sheets, be sure to place paper between them.
- b. The funds were distributed between Sri Lanka, China, Pakistan and India.

3. At/in

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

He lives at Patel Nagar in Patna.

He lives in Delhi.

4. In/into/in to

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

The correspondence is in the file.

He walked into my office/He jumped into the pool. Varun came in to see me.

5. Besides, beside

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

Beside, we also require your support for this movement.

I sat beside river Nile.

Besides being fined, he was also jailed.

6. On/upon/up on

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

Please place the book on the table.

His statements were based upon the scientific data. It will be necessary to step up on the school.

Some word like senior, junior, prefer, prior, superior, inferior, etc., are followed by to and not than.
 He was senior to me in college.
 Health is more preferable to wealth.
 This cloth is inferior to that cloth.

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

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

I prohibited him from positing his cor peer the

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

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

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

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

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

He enjoys playing cards. (and not 'to play'). Stop writing as the time is over. (and not 'to stop'). I dislike playing with Raman. (and not 'to play'). Many people avoid drinking before their elders. (and not 'to drink').

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

I agree with Mr Saxena.

I agree to your proposal.

In the above example, the word 'agree' is used with two different prepositions, with and to. 'Agree with' is used for agreement with a person,



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whereas 'agree to' is used for agreement to a plan, or proposal.

Similarly, we angry 'with' a person, however we angry 'at' something.

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

We use at to designate specific times.

■ The train is due at 2:15 a.m.

We use *on* to designate days and dates.

- Hari is coming on Monday.
- We're going to Mussoorrie on 15th August.

Tenses

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

Subject-Verb Agreement

A sentence has the following properties:

it contains a subject

it contains a verb

it expresses a complete thought

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

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

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

Common rules and errors

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

Let us see some of the examples:

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

Incorrect usage	Correct usage	Explanation
All of the team were there.	All of the team was there.	'Team' is singular, so the verb should be also.
All the players was present.	All the players were present.	'Players' is plural, so the verb should be also.

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

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

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

Exception I

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

Example

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

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

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

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

Exception 2

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

Example

- (a) I pray every day.
- (b) We pray every

Exception 3

Case of I and You - I and You both take a verb 'do not' (which is plural in nature) and not 'does not' (which is singular in nature).



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Example

- (a) I do not smoke.
- (b) You do not smoke.

However, with 'He', which is 3rd person singular, 'does not' is used.

(c) He does not smoke.

Exception 4

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

Example

- (a) Sam along with his family members is going.
- (b) My teachers and my best friend is invited to my wedding party.

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

1. Names of diseases, sports and field of study.

Example

- (a) Diabetes is a common disease. (Other Example: mumps, arthritis etc.)
- (b) Aerobics provides receration. (Other Example: athletics, olympics etc.)
- (c) Mathematics is an interesting subject. (Other Example: politics, civics etc.)
- **2.** Period of time, sum of money and unit of distance is singular.

Example

- (a) One lakh rupee is a big amount.
- (b) Five kms is a long distance to be covered by foot.
- (c) Two hours is a long time to wait.

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

Let us look at another example:

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

Expansion I

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

Example

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

Expansion 2

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

Example

- (a) He or his friends have done it.
- (b) Has he or his friends done it?

Expansion 3

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

Example

- (a) The principal and the secretary are out of town.
- (b) The principle and secretary is out of town.

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

Expansion 4

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

Example

- (a) Everybody is invited.
- (b) Somebody is there.

Expansion 5

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

Example

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



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Articles

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

Use of A and An

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

We use \boldsymbol{a} before singular count-nouns that begins with consonants (a cow, a barn, a sheep); we use \boldsymbol{an} before singular count-nouns that begin with vowels or vowel-like sounds (an apple, an urban blight, an open door). Words that begin with an \boldsymbol{h} sound often require an \boldsymbol{a} (as in a horse, a History book, a hotel), but if an h-word begins with an actual vowel sound, use an \boldsymbol{an} (as in an hour, an honour).

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

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

Use of 'The'

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

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

The moon circles the earth.

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

Plural Noun Forms

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

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

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

- **2.** There are several nouns that have irregular plural forms. Plurals formed in this way are sometimes called **mutated (or mutating) plurals**. Some of the examples are given below:
- more than one child—children
- more than one woman—women
- more than one man—men
- more than one person—people
- more than one goose—geese
- more than one mouse—mice
- more than one ox—oxen
- **3.** There are nouns that maintain their Latin or Greek form in the plural.
- more than one nucleus—nuclei
- more than one syllabus—syllabi
- more than one focus—foci
- more than one fungus—fungi
- more than one thesis—theses
- more than one phenomenon—phenomena
- more than one index—indices (indexes is acceptable)
- more than one criterion—criteria
- **4.** A handful of nouns appear to be plural in form but take a singular verb:
- The news is bad.
- Gymnastics is fun to watch.
- Economics/Mathematics/Statistics is said to be difficult. ('Economics' can sometimes be a plural concept, as in 'The Economics of the situation demand that ').
- **5.** Numerical expressions are usually singular, but can be plural if the individuals within a numerical group are acting individually:
- Fifty thousand dollars is a lot of money.
- One-half of the faculty is retiring this summer.
- Fifty per cent of the students have voted already.
- **6.** Another set of nouns might seem to be singular in nature but take a plural form and always use a plural verb:

Α.

- Her scissors were stolen.
- The glasses have slipped down his nose again.
- Other egs include tongs, spectacles, trousers, shears, pliers, shoes, pants.

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



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- **B.** The use of adjectives as noun.
- The rich are arrogant.
- The intelligent are blessed.
- 7. There is a category of nouns that do not change in form.

Example

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

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

PARALLEL STRUCTURES

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

Consider the sentences below:

play carrom. (Correct)

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

 The idea is fantastic but dangerous. (Correct)

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



Sentence Correction



LEARNING OBJECTIVES

After going through this chapter, you should have a thorough understanding of the following:

- 1. Types of questions asked in this chapter
- 2. Different types of error and how to identify those
- 3. Modifiers Error/Parallelism Error

CAT tests only a limited number of grammar error types. Questions from this chapter are asked in two ways:

(A) Grammar Based Error

Almost all the questions asked from this type can be solved if a student is aware of a limited number of rules. Needless to say, that one is not expected to master every grammar rules.

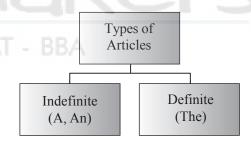
- i. Articles
- ii. Adjectives and Adverb
- iii. Subject-Verb Agreement
- iv. Pronoun Error
- (B) Usage Based Error
 - i. Modifiers
- ii. Parallelism

Now we will see these one by one:

Grammar Based Error

i. Articles

A or An or The, which are demonstrative adjectives, are called Articles.



Definite Article - The

'The' is a definite article because it points to a specific thing. It is used before proper nouns and also used when we believe that the hearer/reader knows exactly what we are referring to.

Indefinite Article – A or An

A or An is the indefinite Article because it points to a non-specific thing. Ex: A cow, A river, An elephant.

Usage of 'A' or 'An' is determined by the sound. A word beginning with a vowel sound takes 'An' before it.

Example

An honest politician, An hour, An umbrella, An heir, etc.



1.14 Verbal Ability

Note:

The words like hours, honest, heir begin with the consonant 'h', but they are pronounced with a vowel sound and the initial consonant 'h' is silent. Hence, the article 'An' precedes them.

Words beginning a vowel but pronounced with consonant sound take article 'a' before them.

Example

A University, A European, A Unicorn, A Useful Article, A Union

The words university, unicorn, union begin with a sound 'yu', so despite they start with a vowel 'U', article 'A' precedes them. Similarly, the words like we use 'A one-rupee note' instead of 'An one-rupee note' or 'A one-eyed man' instead of 'An one-eyed man'.

Correct	A one-eyed man	A one rupee note	A one dollar bill
Incorrect	An one-eyed man	An one rupee note	An one dollar bill

Indefinite Article's Usage

It is used:

(a) In its initial numerical sense of one.

Ex: (i) Three feet make a yard.

(ii) Not a word was uttered.

(b) In the uncertain sense of certain.

Ex: One fine evening a rat knocked at my door as if it were a human being.

(c) In the meaning of 'any' to indicate an individual as the representative of a group.

Ex: A student should pay respect to his/her parents.

(d) To convert a proper noun into a common noun. Ex: A Kiran Bedi is required to curb the crime.

Definite Article - The

THE is called the Definite Article because it refers to some particular person or thing.

Ex: The office: that is some particular officer.

Definite Article's Usage

THE is used in the following cases:

(a) With a particular person or thing or the one already denoted.

Ex: i. I like the gift.

ii. The shirt you wanted has been sold.

(b) With a singular noun means to represent a whole class

Ex: The dog thrives on tender care.

Two nouns man and woman used in the general sense to denote the whole class never have either article.

Ex: Many a time woman is behind man's success.

(c) With name of gulfs, rivers, seas, oceans, group of islands, and mountain-ranges.

Ex: The Arabian Sea, The Ganges, The Atlantic Ocean, etc.

(d) With names of certain books
Ex: The Bible, The Mahabharata, The Ramayana, etc.

(e) Before names of things, unique of their kind although they are common nouns.

Ex: The Volcano, The Sun, The Ocean, etc.

(f) A common noun takes 'The' to make it an abstract noun.

Ex: Ultimately the poet in him came to the forefront.

(g) Before a proper noun only when it is qualified by an adjective or an adjectival clause.

Ex: The great Satyajit Ray, The immortal Premchand

(h) With superlatives
Ex: The darkest night has a bright morning.

(i) With ordinals

Ex: Seth was the 3rd person to speak.

(j) Before an adjective which works as a noun. Ex: The brave are on our side.

(k) Before a noun to give the force of a superlative Ex: Compressor is the heart (the chief part) in an AC.

(l) As an adverb with comparative Ex: The higher the better, The more they have etc.

'THE' (Article) is omitted in the following cases

(a) Before names of materials Ex: Copper is a soft metal.

(b) Before proper nouns

Ex: Mumbai is the Manchester of India.

When the article is used with proper nouns, they become common nouns.

Ex: This author is a second Sartre.

(c) Before a common noun used in its widest sense. Ex: Only man has the power.



Sentence Correction I.15

- (d) Before Languages Ex: He likes Devanagari.
- (e) Before abstract nouns used in a general sense Ex: (i) Truth cannot be hidden for a long time.
 - (ii) Wisdom shines from all sides.
- Before words of relations like father, mother, aunt, uncle (and also cook and nurse).

Test Your Learning I

Fill up the blanks with an appropriate article.

1.	One should behonourable man.
2.	Ganga islegendary river.
3.	able man is not always rewarded in life.
4.	It is honest man's policy to speak truth.
5.	We have no time to see blue sky.
6.	Aladdin hadmagic lamp.
7.	She returned after hour.
8.	college will shortly close for the Holi holidays.
9.	Beneras is holy city.
10.	Tomorrow European will meet at the Taj.
11.	Who says Portuguese is easy language?
12.	French defeated the Britishers.
13.	She had come in rains withoutumbrella.
14.	This is untidy room.
15.	The boys foundegg in the room.
16.	If you happen to meet him, give himmessage
17.	The traveller knows way.
18.	Sri Lanka isisland.
19.	We should discuss matter seriously.
20.	He looks as expressionless as owl.
21.	The man ishonour to the institution.
	ii. Adjectives and adverbs

Adjectives are words that describe nouns and pronouns. They may come before the word they describe (That is a cute baby) or they may follow the word they describe (That baby is cute).

Adverbs are words that modify everything but nouns and pronouns. They modify adjectives, verbs and

other adverbs. A word is an Adverb it is answers how, when or where.

Example

He walks slowly.

Rule I

Generally, if a word answers the question 'How', it isan adverb. If it can have an ly added to it, place it

Example

He thinks slowly. (answers the question "how does she think").

He is a *slow* thinker. (Slow does not answer how. So no ly is attached. Slow is an adjective here).

They performed badly. (Here badly describes how they performed).

Rule 2

A special 'ly' rule applies when four of the senses taste, smell, look and feel - are the verbs. Do not ask if these senses answer the question how to determine if ly should be attached. Instead, ask if the sense verb is being used actively. If so, use the 'ly'.

Example

Flowers smell (sweet or sweetly)?

Do the flowers actively smell with noses? No, so no ly. So it is flowers smell sweet.

The woman looked angry/angrily? - Did the woman actively look with eyes or are we describing her appearance, so, no ly. So it is "The woman looked angry".

The woman looked angry/angrily at the paintings? - Here the woman did actively look with eyes, so the ly is needed. So it is "The woman looked angrily at the paintings".

Rule 3

The word good is an adjective while well is an adverb.

Example

He did a *good* job. (Good describes the job). He did the job well. (Well answers how).



1.16 Verbal Ability

Rule 4

When referring to health, always use well.

Example

I am not feeling well today.

Rule 5

A common error—Using the wrong form for comparison.

Example

To describe one thing, for example rich, as in, "he is *rich*". To compare two things, we should say *richer*, as in, "he is the richer of the two men". To compare more than two things, we should say *richest*, as in, "he is the richest of them all".

Rule 6

Never drop the *ly* from an adverb when using the comparison form.

Correct—She spoke quickly.

She spoke more quickly than he did.

Incorrect—She spoke quicker than he did.

Rule 7

This and That are singular, whether they are being used as adjectives or as pronouns. This points to something nearby while that points to something 'over there'.

This cat is mine.

That cat is hers.

Rule 8

These and those are plural, whether they are being used as adjectives or as pronouns. *These* points to something nearby while *those* points to something 'over there'.

Example

These are mine. Those are yours.

Rule 9

Using than and then—Use 'than' to show comparison. Use 'then' to answer the question 'when'.

I would rather go skiing than swimming.

First we went to play cricket; then we went skiing.

Test Your Learning 2

Direction: Decide whether each word in bold is being used correctly. If not, correct it.

- 1. Come quick or we will miss the bus.
- 2. My father drives the car so **slow** that I am afraid someone will hit the car from behind.
- 3. I have never been **more surer** of anything in my life.
- 4. Sama was the **best** of the two sisters.
- 5. You did that act so **good**.
- 6. Rumana felt **badly** about forgetting Faisal's birthday.
- 7. This is the **worst** oil spill I have ever seen.
- 8. The jasmine has bloomed and smells very **sweet**.
- 9. You look **angrily**. What did I do?
- 10. She looked **suspiciously** at the man wearing the coat.
- 11. **These** tree looks as though it is infested with insects.
- 12. Those bushes need to be trimmed.
- 13. When was the last time Tanay had no allergy symptoms and felt **good**?
- 14. In the library, you have to be **more quieter** than when you are outside.
- 15. Priyanka felt **good** about getting her puppy.
- 16. She has a **more better** approach to solving that problem.
- 17. Which is the worst, a toothache or a headache?
- 18. She reached **swift**, which made him feel badly about insulting her.
- 19. The herbs in the food tasted **bitter**.
- 20. Ria fought **bitterly** against her in-laws for custody of their daughter.

Test Your Learning 3

Fill in the blanks with "Few", "A Few", or "The Few".

1.	There are	friends	who	remain	faithful
	in hard times.				

He has only	friends



Sentence Correction ☐ 1.17

	friends he has are really faithful to
him.	
accident.	_ passengers were injured in the
have been given t	_ passengers injured in the accident first-aid.
	_books I had have all gone out of
course.	
	1 1 11
	_ books would serve my purpose.
A good man has	_ books would serve my purpose enemies.

iii. Subject-Verb agreement

Essence of SVA lies with the fact that "Subjects and Verbs must Agree". The 'subject' of a sentence, noun or a pronoun, and the verb in the given sentence must agree in number. Singular subjects must be paired with singular verbs; and plural subjects, with plural verbs. Though it might appear very simple, but questions asked use tricky and complex constructions making it difficult to decode the Subject/Verb and its singularity/plurality.

Some of the examples of putting tricky questions are given below:

i. Some words qualifying the subject given inserted between Subject and Verb.

For example

- (a) The child, together with his grandfather and his parents, is going to multiplex.
 - Given statement is correct. Subject here is child, and hence, 'is' is correct. The accompanying words "his grandfather and his parents", just provides the extra information.
- (b) Ritu, alongwith her friends, have gone to movie. This statement is **incorrect**. Subject here is Ritu, and hence, verb should be singular has.
- ii. Usage of deflectors

For example

(a) His mastery of several sports and the social graces make him a sought-after coach.

What is the subject here – 'His mastery' is the subject. Hence, verb should be 'makes'.

In this statement, "of several sports and the social graces" is a deflector. These words are put just to confuse you in identifying the subject.

So the correct statement would be - His mastery of several sports and the social graces **makes** him a sought-after coach.

iii. Presence of Collective nouns

Collective nouns like family, majority, audience, and committee are singular when they act in a collective fashion or represent one group. They are plural when the members of the collective body act as individuals.

For example

- (a) The flock of birds is flying north. This sentence is correct as it mentions "flock of birds", as a singular entity. We are not talking about the direction of flying of one bird, but of the whole flock in unison. Hence, using singular verb 'is' is correct.
- (b) The team are always fighting amongst themselves. This sentence is correct. Since the members of the team are not shown as a singular entity, rather they have been presented as individuals, hence, plural verb 'are' is required.
- iv. Use of 'And'/'Or'/'Nor'

If 'and' has been used, verb should be plural.

For example

Maulik and Vikas are going to watch a movie. (Movie) If 'or'/'nor' has been used, verb should be singular.

For example

- (a) Maulik or Vikas is going. (Correct)
- V. Use of 'Neither Nor'/Either Or'
 If two subjects are joined by 'Either Or' or 'Neither Nor', the verb should agree with the subject that is closer to it.

For example

(a) Neither the principal nor the staff members were able to find the mistake.

This sentence is correct, as the verb follows the subject 'staff members' which is plural. Hence, 'are' is being used.



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vi. Except for the pronouns (few, many, several, both, all, some) that always take the plural form.

For example

Few were left alive after the flood.

vii. If two subjects are joined by *and*, they typically require a plural verb form.

The cow and the pig are jumping over the moon.

viii. The verb is singular if the two subjects separated by *and* refer to the same person or thing.

Red beans and rice is my Mom's favourite dish.

See more on the Subject-Verb Agreement in Chapter 1 – Grammar.

iv. Pronoun error

See Chapter 1 – Grammar for Pronoun Rules and Error.

Usage Based Error Modifiers

A modifier is a word or a phrase that describes another word or phrase. The most familiar examples are adjectives and adverbs.

Errors in Modifiers

Normally, errors in modifier are not the grammatical error; rather they are the error of English usage giving an altogether different meaning than what they are supposed to.

For example, consider the statement:

Example I

A signboard at a restaurant says:

We provide rest rooms for the ladies that are clean and comfortable.

 \Rightarrow Analyzing this sentence, there is no grammatical error, but the phrase is wrongly, placed giving rise to

ambiguity in the meaning. Restaurant meant to propagate the message that they provide clean and comfortable rest rooms for the ladies, but what is conveyed is entirely different message – that they provide the restrooms only to clean and comfortable ladies

So, the correct message should be—We provide clean and comfortable rest rooms for ladies.

Example 2

Incorrect usage—Walking back from the village my wallet was lost.

In the given sentence it appears that the wallet lost itself—which cannot happen.

Correct usage

- **a.** While 'I' was walking back from the village my wallet was lost.
- **b.** Walking back from the village, I lost my wallet.

Example 3

Incorrect usage—Blinded by the storm, the car was steered in the wrong direction.

In this sentence, there is no clarity as to who steered the car.

Correct usage—Blinded by the storm, driver steered the car in the wrong direction.

Example 4

Read the following sentences and identify which one is correct:

- 1. I only eat pizzas and burgers.
- 2. Only I eat pizzas and burgers.
- 3. I eat only pizzas and burgers.
- **4.** I eat pizzas and burgers only.

Solution

Grammatically, all the four sentences are correct.

- 1. 1st sentence conveys that all I do 24 hours is to eat pizzas and burgers.
- 2. 2nd sentence conveys that only I (and nobody else on the earth) eat pizzas and burgers.
- 3. 3rd sentence conveys that I eat nothing except pizzas and burgers.
- **4.** 4th sentence means that I eat only pizzas and burgers.

So, it is important to choose the sentence that imparts logical and sensible meaning. Care should be taken to choose the most appropriate option as the answer.

Types of modifier errors:

There are two types of modifier errors:



Misplaced Modifier Error

There may be an adjective, an adverb or a phrase which is inappropriately placed in a sentence causing a mismatch between the intended and perceived meaning of the sentence. There can be various ways to correct the sentence.

Dangling Modifier Error

As name suggests, this type of modifier "hangs" without a subject. The word or phrase that modifies a word is not clearly stated in the sentence. To make such sentences sensible we need to insert a subject.

Misplaced Modifiers

Incorrect usage	Correct usage	Explanation
I could almost run all the way up the hill.	I could run almost all the way up the hill.	The first sentence does not mean what it is intended to mean. The modifier "almost" is misplaced.
I only want one.	I want only one.	Same as given above.

Dangling Modifiers

Incorrect usage	Correct usage	Explanation
While walking in the garden, Ravi arrived.	While <i>I was</i> walking in the garden, Ravi arrived.	The modifying phrase "while walking in the garden", does not refer to a particular noun or pronoun (i.e., it dangles).

How to approach modifier question

- 1. Objective is to make the meaning clear.
- **2.** First step to identify the modifier whether its a phrase, adjective or adverb.
- **3.** Analyse the meaning intended to be conveyed.
- **4.** Modify the sentence by placing the modifier next to what it is modifying.
- 5. Check if the ambiguity has been done away with (making meaning clear).

Parallelism

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

Consider the sentences below:

- 1. I like to play guitar and singing. (Incorrect)
 I like playing guitar and singing. (Correct)
- Mansi likes to watch television, ice-creams and carrom. (Incorrect)
 Mansi likes to watch television, eat ice creams and play carrom. (Correct)
- The idea is fantastic but a danger. (Incorrect)
 The idea is fantastic but dangerous. (Correct)
 The concept of parallel structures is very important in the English usage section and sometimes two tothree options can be eliminated because they do notfollow a parallel structure in a sentence. If you seea window in a room of which one pane is paintedand the other is not. This will look non-symmetricaland to make it look symmetrical you would wantto paint the other pane also. This is exactly whatparallelism in language does, it makes the structuresymmetrical!



1.20 Verbal Ability

Practice Exercise

Direction for questions 1 to 16: In each of the following sentences, a part of the sentence is underlined. Beneath each sentence, four/five different ways of phrasing the underlined part are indicated. Choose the best alternative from among the four/five.

- Q 1. <u>Amar, Binod, Chand and me were all cited</u> for contempt of Court.
 - (a) Amar, Binod, Chand and me were all cited
 - (b) Amar, Binod, Chand and I were all cited
 - (c) Amar, Binod, Chand and I were the ones cited
 - (d) Amar, Binod, Chand and I were cited
- Q 2. It is often better to try repairing an old vehicle than to junk it.
 - (a) to try repairing an old vehicle than to junk it
 - (b) to repair an old vehicle than to have it junked
 - (c) to try repairing an old vehicle than to junking it
 - (d) to try to repair an old vehicle than to junk it
- Q 3. Vijayendra eats faster than me.
 - (a) Vijayendra eats faster than me
 - (b) Vijayendra eats the fastest of us two
 - (c) Vijayendra eats the fastest of us both
 - (d) Vijayendra eats faster than I
- Q 4. I think everybody in this office works faster than me.
 - (a) everybody in this office works faster than me
 - (b) everybody in this office works faster than I
 - (c) everybody in this office works more quickly than me
 - (d) everybody in this office works more quickly than I do
- Q 5. Neither of the two boys' explanations were satisfactory.
 - (a) neither of the two boys' explanations were
 - (b) neither of the two boys' explanation were
 - (c) neither of the two boys' explanations was
 - (d) neither of the two boy's explanations were
- Q 6. I have to admit that she is smart of all the students.
 - (a) she is smart of all the students
 - (b) she is smartest of all the students
 - (c) she is most smartest of all the students
 - (d) she is the smartest of all the students
- Q 7. I want Prakash and she to be the house captains for the rest of the year.

- (a) she to be the house captains
- (b) her to be the house captains
- (c) she to lead the project
- (d) her as the house captains
- Q 8. You may appoint whoever you think is the best of us.
 - (a) whoever you think
 - (b) anybody you think
 - (c) someone you think
 - (d) whomever you think
- Q 9. Neither the winner nor the sponsors is prepared to face the press reporters.
 - (a) neither the winner nor the sponsors is
 - (b) neither the winner nor the sponsors are
 - (c) neither the winner nor the sponsors was
 - (d) either the winner nor the sponsors is
- Q 10. It was us who had left before he arrived.
 - (a) we who had left before time he had arrived
 - (b) us who had went before he arrived
 - (c) us who had went before had arrived
 - (d) we who had left before he arrived
- Q 11. The MP rose up to say that, in her opinion, she thought the Women's Reservation Bill should be passed on unanimously.
 - (a) rose to say that she thought the Women's Reservation Bill should be passed
 - (b) rose up to say that, the Women's Reservation Bill should be passed on
 - (c) rose to say that, in her opinion, she thought that the Women's Reservation Bill should be passed
 - (d) rose to say that, in her opinion, the Women's Reservation Bill should be passed on
- Q 12. Mr Pillai, the president of the union <u>and who is</u> <u>also a member of the community group,</u> will be in charge of the negotiations.
 - (a) since he is a member of the community group
 - (b) also being a member of the community group
 - (c) a member of the community group
 - (d) in addition, who is a member of the community group
- Q 13. Since the advent of cable television, at the beginning of this decade, the entertainment industry took a giant stride forward in our country.



Sentence Correction I.21

- (a) this decade saw the entertainment industry taking
- (b) this decade, the entertainment industry has taken
- (c) this decade, the entertainment industry had taken
- (d) this decade, the entertainment industry took
- Q 14. Bacon believes that the medical profession should be permitted to ease and quicken death where the end would otherwise only delay for a few days and at the cost of great pain.
 - (a) be delayed for a few days
 - (b) be delayed for a few days and
 - (c) be otherwise only delayed for a few days and
 - (d) otherwise only delay for a few days and
- Q 15. If you are on a three-month software design project and, in two weeks, you've put together a programme

- <u>that solves part of the problem</u>, show it to your Boss without delay.
- (a) and, you've put together a programme that solves part of the problem in two weeks
- (b) and, in two weeks, you've put together a programme that solves part of the problem
- (c) and, you've put together a programme that has solved part of the problem in two weeks
- (d) and, in two weeks you put together a programme that solved only part of the problem
- Q 16. Many of these environmentalists proclaim to save nothing less than the planet itself.
 - (a) to save nothing lesser than
 - (b) that they are saving nothing lesser than
 - (c) to save nothing less than
 - (d) that they save nothing less than





1.22 Verbal Ability

Answers

Q. No.	Answer						
1	(b)	2	(d)	3	(d)	4	(b)
5	(c)	6	(d)	7	(b)	8	(a)
9	(b)	10	(d)	11	(a)	12	(c)
13	(b)	14	(c)	15	(b)	16	(d)





Fill in the Blanks



LEARNING OBJECTIVES

After going through this chapter, you should have a thorough understanding of the following:

- 1. Types of questions asked
- 2. Skills tested, i.e., reasoning and vocabulary
- 3. How to eliminate the options in reference to the context

Fill in the blanks (FIB) questions have been a regular feature on the CAT and other examinations. Purpose of asking these questions is to check how much a student is comfortable with Vocabulary and can s/he possess the reasoning ability required to check the compatibility between/among the words to be filled in the blanks.

There are different types of FIB questions asked on the CAT. We will see it one by one:

Type 1: Single Blank Questions

Mostly, these questions are asked to test the vocabulary or preposition usage of a student. Usage of Vocabulary can be tested in two ways: (a) Meaning of word, (b) Appropriate usage of the word in the given context.

Example I

He deals_____vegetables these days.

(a) out

(b) to

(c) for

(d) in

Solution

This question requires the student to fill in the blanks the appropriate preposition. "Deals in" is the right usage. Hence, option (d) is the answer.

Example 2

Police the thief red-handed.

(a) Apprehended

(b) Reprehended

(c) Comprehended (d) Secluded

Solution

Students can solve this question either by selection of the right option or by eliminating the unlikely options. In any case, student is required to know the meaning of the words given.

Apprehension means "An act of seizure" (among other meanings of apprehension)

Reprehension means "find fault with" or "blame" Comprehension means "understand the meaning of" Seclusion means "isolation".



1.24 Verbal Ability

Option (a) is most appropriate in this case. Hence, option (a) is the answer.

Example 3

Not wanting to present an unwarranted optimistic picture in the board meeting, the CEO estimated the sales growth_____. (CAT 2012)

- (a) Strictly
- (b) Liberally
- (c) Fancifully
- (d) Pessimistically
- (e) Conservatively

Solution

This question is testing you upon the appropriateness of the word in the given context. You may also observe that the options given are quite "day-to-day" usage words.

Let us understand the tone of the statement – CEO does not want to present an unwarranted optimistic picture. So the estimates of sales growth should be explained by a word having "not – so – positive" connotation.

Options (b) and (c) can be ruled out on this ground. Option (a) can be ruled out because it is inappropriate. Estimates are conservative or optimistic or pessimistic. Conservative estimation is cautious estimation – not going overboard – this is what CEO wanted to do. Hence, option (e) is the answer.

Type 2: Double Blank Questions

Consider the following question:

There are two blanks in the following statement, and options are given in the next line. Choose the options that fills in the blanks appropriately.

When I went to meet him on ____(a) ____ , he was playing (b) .

- (a) Sunday, Monday, Tuesday, Wednesday
- (b) Chess, Tennis, Football, Cricket.

What would be your answer?

This question can have any of the possible combinations as the answer as the two blanks are not logically related.

CAT and other B-school examinations will ask you questions to test either your vocabulary or reasoning ability to connect the theme.

How To Approach the Questions

Every sentence contains hints that will help you select the correct answer. Each of the following strategies will help you decipher those hints, but remember that any given question might require you to use more than one approach:

- 1. Predict the best fit for the sentence
- 2. Identify the indicators
- 3. Use connotation
- 4. Select an answer

1. Predict the Best Fit for the sentence

Before you look at the answer choices, think of a word that "Fits" the sentence. CAT sentence completion questions usually test the standard meaning of a word. Pay attention to the logic and context of the sentence. Try to predict a word to insert in the blank or blanks as you read the sentence, and then look for your word or a *synonym* of your word among the answer choices. A synonym is a word with the same or a similar meaning. You should also look for *antonyms*, which are words that have the opposite meaning of your predicted word. If you locate any words among the answer choices that have a meaning opposite to the word that you would like to insert in the blank, eliminate those answer choices.

Example 4

Crestfallen by having done poorly on the CAT, Gaurav Karanwal began to question his abilities. His self-confidence was

- (a) appeased (b) destroyed
- (c) placated (d) elevated
- (e) sustained

Solution

If somebody is crestfallen (despairing) and has begun to question herself, then his self-confidence would be destroyed. Hence, option (b) is the answer.

2. Identify the Indicators

Indicators tell you what is coming up. They indicate that the question setter is now moving to draw a contrast with something stated previously, or support something stated previously.

A. Contrast Indicators

Why do we contrast two things? We contrast two things to point out how they differ. In this type of questions, we look for a word that has the opposite meaning of key



Fill in the Blanks | 1.25

word or phrase in the sentence. Following are some of the most common contrast indicators:

But	Yet
Despite	Although
However	Nevertheless

Example

Although the warring parties had settled a number of disputes, past experience made them_____ to express optimism that the talks would be a success.

- (a) rash
- (b) ambivalent
- (c) scornful
- (d) overjoyed
- (e) reticent

"Although" sets up a contrast between what has occurred—success on some issues—and what can be expected to occur—success for the whole talks. Hence, the parties are reluctant to express optimism. The common word "reluctant" is not offered as an answer-choice, but a synonym—reticent—is. Hence, option (e) is the answer.

B. Support Indicators

Supporting words support or further explain what has already been said. These words often introduce synonyms for words elsewhere in the sentence. Following are some common supporting words:

And	Also
Furthermore	Likewise
In Addition	For

Example 5

Neha is an opprobrious and _____speaker, equally caustic toward friend or foe—a true curmudgeon.

- (a) lofty
- (b) vituperative
- (c) unstinting
- (d) retiring
- (e) laudatory

Solution

"And" in the sentence indicates that the missing adjective is similar in meaning to "opprobrious," which is very negative. Now, vituperative—the only negative word—means "abusive." Hence, option (b) is the answer.

C. Cause and Effect Indicators

These words indicate that one thing causes another to occur. Some of the most common cause and effect indicators are:

Because	For
Thus	Hence
Therefore	If, Then

Example 6

Because the House has the votes to override a presidential veto, the President has no choice but to

- (a) objects
- (b) abdicate
- (c) abstain
- (d) capitulate
- (e) compromise

Solution

Since the House has the votes to pass the bill or motion, the President would be wise to compromise and make the best of the situation. Hence, option (e) is the answer.

Example 7

Man has no choice but to seek truth, he is made uncomfortable and frustrated without truth—thus, the quest for truth is part of what makes us_____.

- (a) noble
- (b) different
- (c) human
- (d) intelligent
- (e) aggressive

Solution

If man has no choice but to seek truth, then this is an essential characteristic of man. In other words, it is part of what makes us human. Hence, option (c) is the answer.

Example 8

Though he claimed the business was_____, his irritability_____that claim.

- (a) sound, belied
- (b) expanding, supported
- (c) downsizing, vindicated
- (d) static, contradicted
- (e) booming, affirmed



1.26 Verbal Ability

Solution

If the business was not sound, his irritability would belie (contradict) his claim that the business was sound. Hence, option (a) is the answer.

3. Use Connotation

Each word expresses two things: a *definition* and a *connotation*. A *connotation* is a positive, negative, or neutral feeling that is implied by or associated with a word. Although context is the part of a sentence that surrounds a particular word or passage and determines its meaning, *connotation* refers to the emotion that is suggested by the word itself. For example, the adjective "thrifty" implies a positive connotation, whereas the adjective "cheap" implies a negative connotation. Both words have similar definitions, but very different connotations.

Using connotations can help you determine the correct answer or at least eliminate a few wrong answers.

Example 9

Because of his______, Rahul's guests felt very welcome and comfortable staying at his house for the weekend.

- (a) animosity
- (b) hospitality

- (c) determination
- (d) wittiness
- (e) severity

Solution

The sentence has a positive connotation-Rahul's guests feel welcome and comfortable. In addition, the transition "because" indicates that something that belongs to Rahul has caused his guests to feel welcome and comfortable. "Animosity" and "severity" have a negative connotation and "determination" has a neutral connotation. "Hospitality" and "wittiness" both have positive connotations, but "hospitality" best fits the context of the sentence. Hence, option (b) is the answer.

4. Select an Answer

Analyze the tone of the statements-look at the answer choices – and then try to predict an answer. Though you must consider all of the choices before you confirm your answer, even if your predicted answer is among the choices. The difference between the best answer and the second-best answer is sometimes very subtle. When you think that you have the correct answer, read the entire sentence to yourself, using your choice(s).

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Practice EXERCISE

from	tion: Pick out the most effective pair of words the given pair of words to make the sentence/aces meaningfully complete.	Q 7.	Unless new reserves are found soon, the world's supply of coal is being in such a way that with demand continuing to grow at present rates
Q 1.	The teacher must the unique style of a learner in order to it to the desired knowledge. (a) advocate, direct (b) perpetuate, develop	Q 8.	reserves will beby the year 2050. (a) consumed, completed (b) depleted, exhausted (c) reduced, argument (d) brunt, destroyed If you are ayou tend to respond to stressful
Q 2.	(c) appreciate, focus(d) absorb, maintainNot all countries benefitfrom liberalization.	Q 0.	situations, in a calm secure, steady andway. (a) resilient, rational (b) obdurate, manageable
	The benefits tend tofirst to the advantaged and to those with the right education to be able to		(c) propitious, stable(d) delectable, flexible
	benefit from the opportunities presented. (a) equally, generate (b) richly, downgrade (c) suitably, ascribe (d) uniformly, percolate	Q 9.	Management can be defined as the process of organizational goals and non-human resources to Improve value added to the world. (a) getting, deliberately (b) managing, purposefully
Q 3.	He hassense of words. Therefore, the sentence he constructs are alwayswith rich meaning. (a) profound, pregnant	Q 10.	(c) targeting, critically (d) reaching, continuously If you are an introvert, youto prefer working alone and, if possible, willtowards
	(b) distinguished, loaded(c) terrific, tempted(d) meaningful, full	РМА	projects where you can work by yourself or with as few people as possible. (a) like, depart
Q 4.	He was anMusician, had been awarded the George Medal during the second world war and with the title of Rai Bhadur.		(b) advocate, move(c) tend, gravitate(d) express, attract
	(a) outstanding, popularize(b) underestimated, declared(c) accomplished, honoured(d) impressive, assigned	Q 11.	Theplaying of loud music has led the angry residents of this vicinity to file a police complaint and move court against the organiser's lack offor the people's need for a peaceful
Q 5.	Whether it be shallow or not, commitment is thethe bedrock of anyloving relationship. (a) expression, perfunctory (b) foundation, genuinely		neighbourhood. (a) peaceful, thought (b) abrupt, hope (c) incessant, consideration (d) fashionable, friendliness
	(c) manifestation, deep(d) key, alarmingly	Q 12.	Theof the chronic balance of
Q 6.	Many people take spirituality very seriously and about those who do not worrying about them and them to believe. (a) think, criticizing (b) pride, appraising (c) rationalize, enabling (d) wonder, prodding		payments deficit which has the Finance Ministry under three Prime Ministers is very real. (a) temptation, reviled (b) understanding, menaced (c) impact, underestimated (d) dilemma, plagued



I.28 Verbal Ability

Q 13. Britain for the present, is deeply	(c) aware, of
in economic troubles, and the economic future,	(d) favourable, those
heavilylooks uncertain.	Q 17. Althoughis not a very desirable feeling we
(a) engrossed, responsive	need a certain amount of it towell.
(b) ingrained, skeptical	(a) anxiety, exist
(c) saturate, enveloped	(b) grief, enjoy
(d) mired, mortgaged	
	(c) impatience, preach
Q 14. Our Constitution was based on the belief that the	(d) anger, define
free of ideas people and cultures	Q 18. Although he is aperson, he occasionally
is essential to the of a democratic	loses his
society.	(a) quiet, power
(a) selection, concurrence	
(b) interchange, preservation	(b) cheerful, grief
(c) reversal, upholding	(c) balanced, temper
(d) dissemination, congruence	(d) thoughtful, anxiety
O 15. As this country has become more	Q 19. In atone, the leader made a powerful
Q 15. As this country has become more	
industrial and internationalized, it has like all	to the mob.
Western democracies in theof the	(a) realistic, zeal
executive.	(b) lower, conviction
(a) urbanized, role	(c) loud, argument
(b) objective, wealth	(d) soft, appeal
(c) synthesized, efficiency	A ' 1
(d) civilized, convenience	Q 20. The tunnel was soand congested, that we
Q 16. More is of conditions of the tribals in	became
Maharashtra than conditions of those in the	(a) long, enthusiastic
other parts of the country.	(b) deep, cautious
	(c) dark, frightened
(a) certain, the (b) known, of	(d) crowded, isolated
Practice Exercise 2	
ractice Exercise Z	
Direction: Pick out the most effective pair of words	Q 3. The RBI hasa statement that the
from the given pair of words to make the sentence/	implementation of KYC forms should not lead to
sentences meaningfully complete.	the denial of bankingto customers.
	(a) released, asset
Q 1the activities of moneylenders could	(b) issued, services
have an adverse impact on those who	(c) drafted, clearing
access to bank credit.	(d) made, tariff
(a) Encouraging, enjoying	
(b) Permitting, denied	Q 4. The new schemeall persons with
(c) Confining, entitled	disabilities definedthe Disabilities Act.
(d) Curbing, lack	(a) discriminates, according
0.2 77	(b) recognizes, beneath
Q 2. The government has decided not to make any	(c) profits, within
changes in the country's tax	(d) covers, under
(a) sweeping, regime	
(b) transparent, hike	Q 5. A good management will decide not only the
(c) drastically, net	for equipment but also itsfor deciding
(d) constitutional, revenue	priorities.



Fill in the Blanks 1.29

	(a) need, urgency(b) usefulness, utility(c) cost, value(d) requirement, necessities		(a) compelled, necessary(b) refused, dangerous(c) did, avoidable(d) committed, inevitable
Q 6.	appears to be a small error in the beginning may turn out to be ain the long run. (a) It, disaster (b) What, blunder (c) That, debacle (d) It, slip	Q 14.	Many teachers the lack for leaving the job. (a) cited, reason (b) explained, force (c) claimed, understanding (d) argued, culprit
Q 7.	Being veryin nature, he always uses hisskills. (a) adamant, soft (b) polite, basic (c) humble, experimental (d) mild, aggressive	Q 15.	Skeptics would notthat the earth actually moves, let alone that it around the sun. (a) permit, orbits (b) accept, revolves (c) experience, circles (d) assume, went
Q 8.	Demand and supply do notthe same relationship as the one thatbetween height and weight. (a) possess, has (b) incur, is (c) defend, volunteers (d) bear, borne	-	Unpredictableof the child could not lead the consultants to any (a) performance, setting (b) belief, judgment (c) operation, purpose (d) behaviour, conclusion
Q 9.	If the systemto yield the desired result, try tothe whole procedure in the given sequence. (a) entitles, dump (b) ignores, reproduce (c) fails, reoperate (d) imitates, generate	V١	A public servant who is guilty will not punishment and no person will be punished. (a) be, sincere (b) flee, guilty (c) defend, common (d) escape, innocent
Q 10.	He is soin his approach that not a single point everhis attention. (a) meticulous, escapes (b) casual, erodes (c) fanatic, brings (d) deliberate, attracts	Q 18.	Few professions canthe sheer variety and constantof being a doctor. (a) like, struggle (b) share, enthusiast (c) match, challenge (d) draw, workload
	Generally, students those who are mediocre. (a) humble, surmount (b) meritorious, surpass (c) bright, overestimate (d) studious, respect	Q 19.	The organizationto popularize Indian classical music among the youth which has lost with its cultural roots. (a) endeavours, touch (b) wishes, interest (c) efforts, experience
Q 12.	and should not be tolerated in our country which boasts of 'Ahimsa' as its way of life. (a) Politicking, elections (b) Dishonour, efficiency (c) Lethargy, procrastination (d) Hatred, violence	Q 20.	 (d) exerts, intrigue One of the major critiques of the examination system is that it to a spirit of competition among the students. (a) results, defective (b) accompanies, adequate
Q 13.	Hea wrong act because it was for him to do so due to circumstantial forces.		(c) develops, intense (d) leads, unhealthy



Q 13. After_____payrolls and tightening perks to cope with the economic slowdown last year,

software companies are finding that and

1.30 Verbal Ability

Practice Exercise 3

(b) requested, wishful (c) invited, aware (d) forced, meaningful

	the most effective pair of words of words to make the sentence/y complete.	Q 7.	to listen to the sounds of nature, we find that we can afterwards carry on with whatever we were doing in a more and loving
	ral light displays in the sky, usually ight, in the Polar		way.(a) Feeling, helpful(b) Waiting, rough(c) Dreaming, dramatic(d) Pausing, attentive
(b) noticed, pec(c) observed, or(d) found, most	nly	Q 8.	My inward petition was instantly First, a delightful cold wave descended over my back and under my feet,all discomfort.
	xaminations, students areus entrance examinations		(a) acknowledged, banishing(b) repudiated, infuriating(c) acceded, exacerbating(d) decimated, assuaging
(b) gearing, sch (c) prepared, pr (d) set, duration	eduled ogrammed	Q 9.	Arunaher team with a lot of skill and theincrease in the sales by the team is a measure of her success. (a) dominates, poor
Q 3. The governmen improvements in out in m (a) rule, thrown	any hospitals.	M	(b) condemns, sudden (c) manages, significant (d) directs, worthless
(b) plans, condu(c) crusade, doi(d) efforts, carr	ict ne	Q 10.	On being asked for the passport, heto his dismay that he hadto bring it along with him to the airport. (a) shocked, failed
the Court on all	an immediate stay from otment of the flats till of the alleged irregularities.		(b) realized, forgotten(c) pleaded, neglected(d) understood, stood
(b) sought, com (c) propagated, (d) demanded,	pletion finish	Q 11.	Helen quickly the career ladder and is now the managing director, the company has ever appointed. (a) jumped, shortest
and who (a) gather, evad	e		(b) entered, oldest(c) started, junior most(d) climbed, youngest
(b) needed, refl(c) create, disposition(d) multiply, disposition	erse	Q 12.	A famous economist says that the government should do more tojobs in the area in order to curb therate of unemployment.
			(a) create, rising(b) need, increasing(c) employ, high(d) invent, growing



Fill in the Blanks | 1.31

	management graduates are transferring their to vocations such as manufacturing and banking. (a) trimming, loyalties (b) reducing, accounts (c) hiking, services (d) increased, affections	Q 17.	The varsity's poll process for of new candidates has poor response with only ten thousand applications being received till date. (a) entrusting, seen (b) registration, evoked (c) entrance, made (d) admission, made
Q 14.	It is very important to that when the swine flu virus enters a human body. It takes a minimum of one day to a maximum of eight days for the disease to develop (a) gauge, extensively (b) ascertain, further (c) understand, fully (d) verify, remarkably	Q 18.	The organization takes its cue from the person on the top. I always told our business leaders their personal determined their organizations (a) serendipity, faux pas (b) predilection, despair (c) intensity, success (d) oddity, conformity
Q 15.	Scientists, working to save the earth, have dry water that soaks carbon three times better than water, and hence, helps global warming. (a) aided, cut (b) created, combat (c) built, stop (d) produced, increase	Q 19.	The Himalayas ran from east to west and cut off the cold winds from the north. This allowed agriculture to proper and wealth, but it also barbarian invaders from the north. (a) attracted, dissipated (b) created, attracted (c) created, restricted (d) attracted, evicted
Q 16.	The first round of the contest had the students themselves and about their hobbies. (a) introducing, talking (b) sensitizing, sketching (c) showcasing, planning (d) acclimatizing, mentioning	Q 20.	Ourdiversity may also be of some value. Because we have always learned to live with pluralism, it is possible that we may be better prepared tothe diversity of global economy. (a) stupefying, negotiate (b) plural, alleviate (c) variegated, annihilate (d) dreary, exasperate
Pract	ice Exercise 4		
has o somet four l set of	tion for questions 1 to 10: Each sentence below one or two blanks, each blank indicating that hing has been omitted. Beneath the sentence are ettered words or sets of words. Choose the word or words for each blank that best fits the meaning of intence as a whole.	Q 2.	The old man could not have been accused of his affection; his conduct toward the child betrayed his her. (a) lavishing, fondness for (b) sparing, tolerance of (c) rationing, antipathy for (d) stinting, adoration of

Q 3. A leading chemist believes that many scientists have

(a) obscure, interrelated

(b) specialized, intact

(d) imprecise, discrete

(c) subtle, inviolate

difficulty with stereochemistry because much of the

relevant nomenclature is______, in that it

combines concepts that should be kept _____

Q 1. While the delegate clearly sought to_____the

(a) substantiate

(b) dampen

(d) rekindle

(c) encourage

optimism that has emerged recently, she stopped

short of suggesting that the conference was near

collapse and might produce nothing of significance



I.32 🖵 Verbal Ability

expense project' (a) hig	the manyof the project, e cannot be numbered; the goals of the spromoters can be achieved with impressive thlights, efficiency savings		its long dormancy before its recent eruption its violent nature. (a) awe-inspiring, restrained (b) gaseous, confirmed (c) explosive, belied (d) familiar, moderated
	advantages, innovation fects, economy	Q 8.	Changes of fashion and public taste are often and resistant to analysis, and yet they
cutbehavio	that describe the appropriate our of children and adults, but there seems to about what constitutes appropriate our for adolescents.		are among the mostgauges of the state of the public's collective consciousness. (a) transparent, useful (b) ephemeral, sensitive (c) faddish, underutilized (d) arbitrary, problematic
(b) est (c) noi	imates, indirectness rms, confusion gulations, certainty	Q 9.	Heavily perfumed white flowers, such as gardenias, were favourites with collectors in the eighteenth century, when was valued much more highly than it is today.
enough	g as nations cannot themselves accumulate physical power to dominate all others, they epend on		(a) scent(b) beauty(c) elegance(d) colour
(b) res (c) free (d) edu	edom	Q 10.	Dependence on foreign sources of heavy metals, though, remainsfor United States foreign policy. (a) deepening, a challenge
	gh Mount Saint Helens has been more during the last 4,500 years than any volcano in the coterminous United States,	PMA	(b) diminishing, a problem(c) excessive, a dilemma(d) debilitating, an embarrassment



Fill in the Blanks 📮 1.33

Answers

Practice Exercise 1

Q. No.	Answer						
1	(c)	2	(a)	3	(a)	4	(c)
5	(b)	6	(d)	7	(b)	8	(a)
9	(d)	10	(c)	11	(c)	12	(d)
13	(b)	14	(b)	15	(a)	16	(b)
17	(b)	18	(c)	19	(d)	20	(c)

Practice Exercise 2

Q. No.	Answer						
1	(d)	2	(a)	3	(b)	4	(d)
5	(a)	6	(b)	7	(d)	8	(d)
9	(c)	10	(a)	11	(d)	12	(d)
13	(d)	14	(a)	15	(b)	16	(d)
17	(d)	18	(c)	19	(a)	20	(d)
				VIC			

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Q. No.	Answer						
1	(c)	2	(b)	3	(d)	4	(b)
5	(d)	6	(c)	7	(d)	8	(d)
9	(c)	10	(b)	11	(d)	12	(a)
13	(a)	14	(c)	15	(b)	16	(a)
17	(b)	18	(c)	19	(b)	20	(a)

Practice Exercise 4

Q. No.	Answer						
1	(b)	2	(d)	3	(d)	4	(d)
5	(c)	6	(a)	7	(c)	8	(b)
9	(a)	10	(b)				



Hints And Explanations

Practice Exercise 4

- (b) The sentence is talking about the conference of delegates which was near collapse and produce nothing significance, option (b) substantiate means to prove which the author does not indicate, option (c) encourage also not fit in the sentence similarly rekindle means revive which is not suited. Option (b) dampen means reduce which fits in the sentence.
- 2. (d) Stinting means restrict amount of someone. Besides, statement given in the question is divided into two parts by semi colon so they are now two different parts. In option (a) lavishing means give someone in generous amount which the sentence does not indicate, also options (b) and (c) both are mot going with the sentence. Hence the answer is option (d).
- 3. (d) Sentence is talking about a chemist who believes that many scientists found difficulty with stereochemistry. In option (a), obscure means not clear which the author does not indicate as the author is talking about difficult. Option (b) does not match with the sentence at all and in option (c) subtle means ultrafine which does not go with what the sentence is talking about. Option (d) imprecise means indefinit and is the answer because in other part of the sentence discrete means distinct which clearly define the sentence. Hence the answer is option (d).
- 4. (d) The sentence is divided into two parts by semicolon so have two different meanings, option (a) highlight for 1st blank don't fit (positive trait) for expense, options (b) and (c) does not fit in the sentence and option (d) defects is fit for 1st blank and economy for 2nd blank fits as it contradicts the expense where economy means cheaply. Hence the answer is option (d).
- 5. (c) Sentence is talking about the social scientists that have established and describe the appropriate behaviour of the children and adults. In option (a), rigidity means quality found in people and objects which the author is not talking about, 'but' in the sentence indicates that the sentence is in negative tone, option (b) also does not match with sentence, similarly option (d). Hence the answer is option (c).

- 6. (a) In option (a), allies means a state formally cooperating with another for a military or other purpose which the author is indicating about the nations that they cannot accumulate (gather) themselves. Other options (b), (c), (d) do not fit into the context. Hence the answer is option (a).
- 7. (c) Sentence is comparing Mount Saint Helens of last 4,500 years with respect to any other volcano in US. Option (c) is the answer as volcano is explosive which the author indicated in the sentence and belied means contradicting the 'violent nature' fits in the sentence. In case of option (a), both awe inspiring (meaning amazing) and restrained do not fit together. Similarly option (b) gaseous (related to gas) also does not fit in the sentence. Option (d) familiar also cannot be the answer. Hence the answer is option (c).
- 8. (b) Sentence is talking about the changes in fashion and public taste, option (b) ephemeral means lasting for a very short time which the author is indicating and 'yet' in the sentence brings the negative tone, so sensitive is best fit. Option (a) transparent is relating to fashion, similarly option (c) faddish means fashionable which is not mentioned the sentence and option (d) is also not fit in the sentence. Hence the answer is option (b).
- 9. (a) Sentence talks about the perfumed white flowers. Option (a) scent means smell which the author indicates. Options (b), (c), (d) do not match with the smell. Hence the answer is option (a).
- 10. (b) Sentence is talking about the dependence on foreign sources of heavy metals. Presence of word though in the sentence indicates the negative tone. Option (a) deepening is not fit for negative word. In case of option (b), diminishing (means declining) fits in the sentence that despite the dependence on foreign resources is declining, still it is a problem for United States foreign policy. Option (c) excessive does not fits into the context. In option (d), debilitating (means to weaken something) may fit at the 1st blank space, but "an embarrassment", does not fit into the 2nd blank space. Hence the answer is option (b).





Confusing Words



LEARNING OBJECTIVES

After going through this chapter, you should have a thorough understanding of the following:

- 1. Understanding the nuances of confusable words
- 2. Approaching questions based on them accurately

Mark Twain said, "The difference between the right word and the almost right word is the difference between lightning and the lightning bug".

Confusing words questions have been designed to check primarily for mental alertness – differentiating between two similar words.

To excel in this chapter, having a good vocabulary only may not be sufficient. A good vocabulary can be useful when used to trigger a word already in your vocabulary bank. But simply plucking out a near-synonym can result in some disastrous situation because the word may not fit the context of the question. And there comes the need of understanding the usage of words and having mental alertness to identify the minor differences between/among them.

Specially, in today's time, when students have got access to computer/MS Word/T9 in mobiles, which prompt predictive typing or suggested right word for every wrong word, at a very early-stage mental alertnessis of much more importance.

We start this chapter by providing a list of Commonly Mistaken Word followed by exercises. Though, needless to say, any such list cannot be exhaustive, and students are advised to keep looking for such words in their day-to-day reading too.

List OF commonly Mistaken Word

1. Emigrant A person who leaves one country to

move to another.

The Bangladeshi emigrants got on to

the boat at Chittagong.

Immigrant A person who enters one country

from another.

The immigrants to India got off the

boat in Howrah.

2. Eminent Well-known

Newton is an eminent scientist.

Imminent About to happen

Dam999, A documentary movie, predicted that a flood was imminent.

3. Feign To give a false appearance of

To feign ignorance

Faint To lose consciousness briefly

Some people often faint at the sight of

a mouse.



1.36 Verbal Ability

4.	Farther	At a greater distance		Proscribe	To ban something
		I can see him going farther.			Doctor proscribed curd for the patient.
	Further	More	12.	Principal	(1) Major, capital as opposed to interest.
5	Flaunt	I have nothing further to tell you. To make a gaudy display			Carelessness is a principal cause of highway accidents.
3.	Taunt	Paris likes to flaun her wealth.			The principal was Rs 10,000 and the interest was 5% a year.
	Flout	To defy			(2) Head of a school or college.
		Flouting traffi rules may put you in problem.			The principal of the school attended our concert.
6.	Ideal	Perfect		Principle	A general rule or truth
		There is no ideal solution to the poverty problem in India.			A principled life is required to lead a happy life.
	Idol	Object of worship	13.	Quiet	Calm, Still, silent
		Idol worship has made him blind to			Keep quiet, you might altert the birds.
7	т .	his coach's faults.		Quit	To stop doing something
7.	Ingenious	Clever, imaginative			People who quit smoking has the
		Ingenious minds dream ambitious plans.			higher chances of survival in case of heart attack.
	Ingenuous	Frank and open		Quite	Entirely, Really, Noticeably
		Deenanath Chauhan has an ingenuous			Preeti felt quite ill during dinner.
0	Manal	way of believing everything he hears.	14.	Rain	Liquid Precipitation
8.	Moral	Having high moral values as prescribed in religious books.			There will be rain today – as per MET forecast.
		Immorality has permeated in the lives of politicians to a great extent.		Rein	A device used to guide a horse. Adjust the saddle and reins.
	Morale	State of mind in terms of		Reign	The rule of a sovereign
		confidenceand courage. The morale of our troops is high.			It happened in the reign of Lord Mountbatten.
9.	Ordinance	Rule of order	15.	Raise	To lift something
		A new ordinance has been issued regarding the economic policy.			Police ordered the thief to raise both the hands and surrender.
	Ordnance	Arms, arsenal		Raze	To demolish
		The ordnance factory at army HQ is quite old.			The wreckers began to raze the illegal complex.
10.	Precede	To go in advance of	16.	Septic	A bacterial infection
		A precedes B in the alphabet.			The wound developed into a septic
	Proceed	To go on or go forward			because of negligence.
		If there are no doubts, I will proceed		Skeptic	A person who always doubts
11.	Prescribe	with the next concept. To recommend or set down a rule to			Fake placement records of B-schools make students skeptical.
		be followed.	17.	Simulate	To imitate or pretend
		The doctor prescribed complete rest for the patient.			Nowadays, drivers can get themselves trained on simulators.



Confusing Words 1.37

	Stimulate	Excite, provoke, inspire		Urbane	Refined Polished, Cultured
		Anna's speech could stimulate the whole nation.			Having an urbane personality is desirable for all the salespeople.
18.	Sore	Unhappy, bitter	24.	Vain	Conceited, useless
		He was quite sore over his defeat.			That model is an unusually vain girl.
	Sour	Not sweet, pungent The grapes were quite sour.			He made several vain attempts to get a job.
	Soar	To rise high		Vane	A direction pointer
	Soai	His spirits soared when he got the call letter.			The weekend farmers bought a new weathervane for the barn.
10	Stationary	Static, Motionless		Vein	A blood vessel
17.	Stationary	The car rammed into the stationary truck.			In today's medical class, we were told about veins and arteries.
	Stationery	Writing material	25.	Venal	Evil, corrupt, immoral
	Stationery	Mr. Randhir owns the best stationeryshop in town.			The venal acts of bureaucrats have damaged the nation.
20	Straight	Not curved or crooked		Venial	Something that can be pardoned
20.	Straight	A straight line is the shortest distance between two points.			The venial mischief of the child were often overlooked.
	Strait	A narrow passage of water connecting two large bodies of water, a distressing	26.	Waist	The narrow part of the body above the hips.
		situation.	V		He has a 34-inch waist.
		We passed through the Strait of		Waste	Needless consumption or destruction
		Gibraltar.	PM/		Facebook is a total waste of time.
		Our next-door neighbour is in dire financia straits.	27.	Weather	Day-to-day climate What is the weather forecast for today?
21.	Suit	A coat with matching trousers or		Whether	If it be the case that
		skirt, a proceeding in a law court. Grandfather still wears a blue suit			I do not know whether she would marry me or not?
		every Sunday.	28.	Whose	The possessive of the pronoun Who
		Ram Bikemalani argued his suit eloquently.			Whose book is this?
	Suite	A set of rooms, of matching furniture		Who's	'Who is'
	Suite	They reserved the bridal suite at The Taj.			Who's going to dinner with me?
22	Tamper	To meddle with	29.	Your	The possessive of the pronoun You.
22.	ramper	Ask children not to tamper with the			Is this your book?
		equipments.		You're	'You are'
	Temper	Disposition, Nature			You're late for work.
	_	He has a bad temper and that is why	30.	Can	Capable
		he is not very popular.			Despite the warning, hooligans can
23.	Urban	Belonging to the city or town.		Mov	create problems. Permission
		The villagers are fastly migrating to urban areas.		May	May I go out Sir?



1.38 Verbal Ability

31.	Able	Power or strength in general Despite going through Chemotherapy,			The pilot informed us that we were about to begin our descent.
		Yuvraj is able to play cricket.			What is the descent of Mother Terrara?
	Capable	Power or strength in particular		Dissent	To differ
		He is capable of running for 2 hours continuously.			BJP and congress parties holds dissent views on many issues.
32.	Advice	Suggestion (Noun)	35.	Desert	(1) Waterless land
		People who give unsolicited advice are not respected in the society.			Sahara is one of the biggest desert in the world.
	Advise	Counsel (Verb)			(2) to abandon
		I advise you to try to stay in the hostel.		Dessert	The course at the end of the dinner
33.	Beside	Adjacent, nearby			The dessert was just as good as was
		My house is beside church.			the dinner.
	Besides	Also, as well as	36.	Dual	Double
		Besides getting a technical know- how, doing MBA will also give me			All long range aircrafts have dual engine.
		practical exposure.		Duel	Contest between two people
34.	Decent	Suitable; respectable			Duel between MSD and VS for
		Ram is a decent boy.			captaincy is detrimental for Team
	Descent	(1) Act of coming down			performance.
		(2) Person's origin or nationality			

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Practice Exercise I

Direction for questions 1 to 10: Each question contains one sentence. Each sentence has a pair of words/phrases that are italicized/highlighted. From the italicized/highlighted word(s)/phrase(s), select the most appropriate word(s)/phrase(s) to form correct sentences. Then choose the best option.

- Q 1. Lawyer's *spacious [A]/specious [B]* argument was lengthy but it could not convince the judge.

 Answer = A/B
- Q 2. Agencies have informed us that he was one of those **whom [A]/who [B]** they arrested last month.

 Answer = A/B
- Q 3. Usually it is junior managers who are not able to *conform* [A]/confirm [B] to the prevailing pattern of thinking and norms.

 Answer = A/B
- Q 4. Trends in consumer behaviour and the individual's preference for one brand name *affect* [A]/effect [B] the situation.

Answer = A/B

- Q 5. Persistent questioning by the lawyer failed to **elicit** [A]/illicit [B] a clear answer from the respondent.

 Answer = A/B
- Q 6. Frustration is *implicit [A]/explicit [B]* in any attempt to express the deepest self.

 Answer = A/B
- Q 7. In this invoice *is [A]/are [B]* included the charges for the past billing cycle.

 Answer = A/B
- Q 8. With our granting of this credit *go [A]/goes [B]* our best wishes for the success in your business venture. Answer = A/B
- Q 9. The judge warned the prisoner that he will *countermand* [A]/countervail [B] the bail of the offender if he misbehaved in the court.

 Answer = A/B
- Q 10. It is important to **cite [A]/site [B]** as many examples as possible in your answer to fetch good marks.

 Answer = A/B

Practice Exercise 2

Direction for questions 1 to 25: There are few sentences in each question. Each sentence has pairs of words/phrases that are italicized/highlighted. From the italicized/highlighted word(s)/phrase(s), select the most appropriate word(s)/phrase(s) to form correct sentences. Then choose the best option.

- Q 1. i. Several pages of the book have come *loose* [A]/lose [B].
 - ii. I am totally *uninterested [A]/disinterested [B]* in grammar.
 - (a) AA
- (b) AB
- (c) BA
- (d) BB
- Q 2. i. Almost every decade someone or the other comes out with the *prophecy [A]/prophesy [B]* that the world is going to end.
 - ii. I *loath [A]/loathe [B]* to admit that I was totally jealous.
 - (a) AB
- (b) BA
- (c) BB
- (d) AA
- Q 3. i. The storm *wreaked [A]/wrecked [B]* havoc along the coast.

- ii. Accessory [A]/Excess [B] minerals are disregarded by petrologists while classifying rocks
- iii. I hope we have good *whether [A]/weather [B]* during our trip.
- (a) AAB
- (b) ABB
- (c) BAB
- (d) BAA
- Q 4. i. Though the story was focused on *historic [A]/historical [B]* figures, it was mainly fiction.
 - ii. The accused made a passionate effort before the judge to *ensure* [A]/assert [B] his innocence.
 - (a) AB
- (b) BB
- (c) BA
- (d) AA
- Q 5. i. The authorities complemented [A]/ complimented [B] her for completing the project ahead of schedule.
 - ii. The invasion was *preceded [A]/proceeded [B]* by a massive mobilization of armed forces at the site.
 - (a) AB
- (b) BA
- (c) AA
- (d) BB



I.40 Verbal Ability

- Q 6. i. We had to offer our house as a *guarantee* [A]/ warranty [B] for getting loan.
 - ii. The golfer *waddled [A]/waggled [B]* the club before hitting the ball.
 - iii. I was so *ticked [A]/pickled [B]* at the party that I sat down.
 - iv. Everything in the room was covered by [A]/ with [B] dust.
 - v. I cannot *tolerate [A]/endure [B]* your laziness anymore.
 - (a) BBBBA
- (b) ABABA
- (c) ABBBA
- (d) BBABB
- Q 7. i. I do not think I can proceed with the matter without your expert *advise [A]/advice [B]*.
 - ii. Election dates in Uttarakhand were decided after taking into account the *climatic [A]/climactic [B]* conditions.
 - iii. Did he ever *prophesy [A]/prophecy [B]* anything but bad news for me?
 - iv. The poor nations are finding it difficult to reconcile concerns about the environment with *economic [A]/economical [B]* growth.
 - (a) ABBA
- (b) BBAA
- (c) BABA
- (d) BAAA
- Q 8. i. Malaria is *pandemic [A]/endemic [B]* to the areas where mosquitoes breed.
 - ii. The cleaner *scunged* [A]/scrunched [B] the trash cans for reuse.
 - iii. His work consists in [A]/of [B] dealing with people.
 - iv. The child *tumbled [A]/stumbled [B]* over the stone
 - v. He and I intend to leave to [A]/for [B] USA after two days.
 - (a) BBABB
- (b) ABABB
- (c) BBABA
- (d) BAABB
- Q 9. i. Daily wagers pay *continuous [A]/constant [B]* attention to the weather.
 - ii. This year's rains that persisted *continuously* [A]/continually [B] in winter are attributed to climate change.
 - iii. She has a habit of talking to her *imaginative* [A]/imaginary [B] friend.
 - iv. The General declared that the victory came with the *minimum [A]/minimal [B]* loss of lives.
 - (a) ABAB
- (b) ABBB
- (c) BBBB
- (d) BBBA
- Q 10. i. He hired several *aids [A]/aides [B]* to help him in his work.

- ii. Her *masterful [A]/masterly [B]* personality soon dominated the movement.
- iii. The chartered accountant went through the *maize* [A]/maze [B] of papers to file tax return.
- iv. During the high *tide* [A]/tied [B] the fishermen tied [A]/tide [B] their boats to the pier.
- (a) ABABA
- (b) ABBAB
- (c) BABAA
- (d) BAABA
- Q 11. i. The college *affected [A]/effected [B]* a new policy on leave encashment by teachers.
 - ii. The *rationale [A]/rational [B]* behind current curricula is that students need to learn language and thinking skills, not specific information.
 - (a) AA
- (b) BB
- (c) BA
- (d) AB
- Q 12. i. All the bickering and noise we witness in the legislature over petty politics is pure *bathos* [A]/pathos [B].
 - ii. After the accident the victim went into comma [A]/coma [B] for several days.
 - (a) BB
- (b) AB
- (c) BA
- (d) AA
- Q 13. i. Our confidence in cricket has been seriously undermined [A]/underrated [B] by the recent match fixing scandal.
 - ii. His *valid [A]/vapid [B]* talk failed to impress the investors.
 - iii. It was so hot that he walked in the *shade* [A]/ *shadow* [B] of the tree.
 - (a) BBA
- (b) ABA
- (c) ABB
- (d) BAB
- Q 14. i. The messenger gave him a letter written in a hurried *scroll [A]/scrawl [B]*.
 - ii. You are *deflecting [A]/detracting [B]* from the agenda of discussion.
 - iii. The receptionist *scowled [A]/screamed [B]* at me when I made a vacuous inquiry.
 - iv. The items I liked most were the rosewood carvings and the teak wood *furnitures* [A]/ *furniture* of Gothic style.
 - (a) BABB
- (b) BAAB
- (c) BBAB
- (d) BAAB
- Q 15. i. The *warp [A]/woof [B]* of India's economic structure is still agriculture.
 - ii. My friend always does the opposite of [A]/to [B] what I advise him.



Confusing Words 1.41

- iii. Compact disks with prurient [A]/prudish [B] content are secretly in circulation in the assembly.
- iv. He believed that the existence of God cannot be proved; he was not an atheist [A]/agnostic [B].
- (a) AAAA
- (b) ABAA
- (c) ABBB
- (d) BAAB
- O 16. i. I have kept the book besides [A]/beside [B] the computer on the table.
 - ii. You can attempt 20 questions from among [A]/between [B] 30 questions.
 - iii. It was so hot in the sun that they moved into the shadow [A]/shade [B].
 - iv. Although [A]/Despite [B] his having known her for years, he behaved like a stranger.
 - (a) ABAB
- (b) ABBA
- (c) BAAA
- (d) BABB
- Q 17. i. I do not know who discovered [A]/invented [B] the computer.
 - ii. You should get your car's breaks [A]/brakes [B] repaired before the long drive to Ladakh.
 - iii. As long as [A]/As far as [B] my opinion is concerned, I will not say anything against the case.
 - iv. Lack of awareness of environmental policies of the government has led the company tangle [A]/dangle [B] into the legal problems.
 - (a) ABAB
- (b) BBBA
- (c) BABB
- (d) BAAB
- Q 18. i. Within a short time span, she became his trusted confident [A]/confident [B].
 - ii. We were required to make a custom [A]/ costume [B] design for the online shop.
 - iii. He was declared illegible [A]/eligible [B] for the post despite not having required work experience.
 - iv. Several eminent [A]/imminent academicians are expected to be present for the seminar.
 - (a) ABAB
- (b) ABBA
- (c) BABA
- (d) BAAB
- Q 19. i. On television, we have been witnessing the baneful [A]/baleful [B] results of war as Syrian army attacks civilians.
 - ii. The wrestler appeared to be tall and burly [A]/burley [B] as he stood by the referee.
 - iii. Clouds smoke billowed [A]/bellowed [B] into the air as the fire engulfed the building.
 - iv. The old patriarch uttered a malediction [A]/ benediction [B] against the rival clan.

- (a) BAAA
- (b) AAAA
- (c) ABAB
- (d) AAAB
- Q 20. i. The English poem has been translated [A]/ transliterated [B] in Devanagri script.
 - ii. The valuation [Al/evaluation [B]] of a building is made by a team of engineers and MBAs.
 - iii. No sooner did he start talking about his personal achievements, then [A]/than [B] his students began to yawn.
 - iv. He has a great zeal [A]/zest [B] to go to America for a pleasure trip.
 - (a) BABB
- (b) BBBB
- (c) BAAB
- (d) BABA
- Q 21. i. The boy told his mother that he would agree to go to school only if she took [A]/takes [B] him by a cab.
 - ii. She cried [A]/wailed [B] over her sudden elevation to headmistress.
 - (a) AA
- (b) AB
- (c) BB
- (d) BA
- i. It is *ingenuous [A]/ingenious [B]* to suppose O 22. that money did not play a part in his decision.
 - ii. A luxuriant [A]/luxurious [B] growth of grass makes the park attractive.
 - iii. Moral transgression [A]/violation [B] is sinful.
 - (a) AAB
- (b) AAA
- (c) BAB
- (d) BAA
- Q 23. i. Gates beneficent [A]/beneficial [B] activities have resulted in many organizations that help
 - ii. She could not think of any earthly [A]/earthy [B] reason to go out with him in such heavy rain.
 - iii. His egoism [A]/egotism [B] prevented him from making practical decisions.
 - iv. To go out of the building, you are requested to use the egress [A]/ingress [B] behind the building.
 - (a) AABA
- (b) BBBA
- (c) BABB
- (d) BBAA
- Q 24. i. She demonstrated immanent [A]/imminent **[B]** good sense in her dress and behaviour.
 - ii. The thunder was heard *immediately [A]*/ imminently [B] after they saw lighting.
 - iii. Her nervousness was obvious with her forehead damp [A]/dank [B] with perspiration.



1.42 Verbal Ability

- (a) ABA
- (b) BBA
- (c) AAA
- (d) BBB
- Q 25. i. To confirm the reason of death, the body was exhumed [A]/exuded [B] after three months.
 - ii. Neither of these letters contains [A]/contain [B] information about the exact model number and the date when he purchased the equipment.
- iii. This is one of those unfortunate errors which commonly occurs [A]/occur [B] in bulk mailing.
- iv. Mohan Singh is Boss of the organization in virtuality [A]/virtuosity [B] only.
- (a) AABA
- (b) BABA
- (c) AABB
- (d) AABA





Confusing Words 1.43

Answers

Practice Exercise I

Q. No.	Answer						
1	В	2	В	3	A	4	A
5	A	6	В	7	В	8	A
9	A	10	A				

Practice Exercise 2

Q. No.	Answer						
1	(a)	2	(a)	3	(a)	4	(b)
5	(b)	6	(c)	7	(d)	8	(a)
9	(c)	10	(c)	11	(a)	12	(a)
13	(b)	14	(b)	15	(d)	16	(d)
17	(b)	18	(a)	19	(a)	20	(b)
21	(d)	22	(b)	23	(a)	24	(c)
25	(a)	MAN					

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distinction,

LEARNING OBJECTIVES

After going through this chapter, you should have a thorough understanding of the following:

- 1. Helps to develop competency in English Language
- 2. Enables to handle variety of questions across English section in examinations
- 3. Improves ability to express and communicate in English

List of Frequently Used Vocabulary

A

Abase (v.)—to humiliate, to degrade

Abate (v.)—to reduce or to lessen

Abdicate (v.)—to give up a position, usually one of great power or authority

Abduct (v.)—to kidnap, take by force

Aberration (n.)—something that differs from what's normal

abet (v.)—to encourage or assist (someone)—to do something wrong, in particular to commit a crime

Abhor (v.)—to hate, detest

Abide—To agree

Abject (adj.)—wretched, pitiful

Abjure (v.)—to reject, renounce

Abort (v.)—to give up on a half-finished project or effort

Abridge a. (v.)—to cut down, shorten;

b. (adj.)—shortened

Abrogate (v.)—to abolish, usually by authority

Abscond (v.)—to sneak away and hide

Absolution (n.)—freedom from blame, guilt, sin

Abstain (v.)—to freely choose not to commit an action

Abstruse (adj.)—hard to comprehend

Accede (v.)—to agree

Accentuate (v.)—to stress, highlight

Accessible (adj.)—obtainable, reachable

Acclaim (n.)—high praise

Accolade (n.)—high praise, special

approbation

Accord (n.)—an agreement

Accost (v.)—to confront verbally

Accretion (n.)—slow growth in size or amount

Acerbic (adj.)—biting, bitter in tone or taste

Acquiesce (v.)—to agree without protesting

Acrimony (n.)—bitterness, discord

Acumen (n.)—keen insight

Acute a. (adj.)—sharp, severe;

b. (adj.)—having keen insight

Adamant (adj.)—impervious, immovable, unvielding

adept (adj.)—extremely skilled

adhere a. (n.)—to stick to something;

b. (n.)—to follow devoutly

admonish (v.)—to caution, criticize, reprove, to warn lightly

adorn (v.)—to decorate

adroit (adj.)—skillful, dexterous, deft



1.46 Verbal Ability

adulation (n.)—extreme praise adverse (adj.)—antagonistic, unfavourable, dangerous aesthetic (adj.)—artistic, related to one's sense of beauty affable (adj.)—friendly, amiable affinity (n.)—a spontaneous feeling of closeness affluent (adj.)—rich, wealthy affront (n.)—an insult aggrandize (v.)—to increase or make greater aggregate a. (n.)—a whole or total; b. (v.)—to gather into a mass aggrieved (adj.)—distressed, wronged, injured agile (adj.)—quick, nimble agnostic (adj.)—doubting the existence of God aisle (n.)—a passageway between rows of seats alacrity (n.)—eagerness, speed allay (v.)—to soothe, ease, put to rest allege (v.)—to assert, usually without proof alleviate (v.)—to relieve, make more bearable [Opposite – Aggravate] aloof (adj.)—reserved, distant altercation (n.)—a dispute, fight amalgamate (v.)—to bring together, unite ambiguous (adj.)—uncertain, variably interpretable ambivalent (adj.)—having opposing feelings ameliorate (v.)—to improve amenable (adj.)—willing, compliant amiable/amicable (adj.)—friendly anachronistic (adj.)—out of its proper time analgesic (n.)—something that reduces pain analogous (adj.)—similar to, so that an analogy can be anarchist (n.)—one who opposes and wants to eliminate all forms of government and law anathema (n.)—something cursed, a detestable person anecdote (n.)—a short, humorous account anguish (n.)—extreme sadness, torment annex a. (v.)—to incorporate a space; b. (n.)—a space attached to a larger space annul (v.)—to make void or invalid anomaly (n.)—something that does not fit into the normal order anonymous (adj.)—being unknown, unrecognized antagonism (n.)—hostility antecedent (n.)—something that came before anthology (n.)—a selected collection of writings, songs, etc. antipathy (n.)—a strong dislike, repugnance antiquated (adj.)—old, out of date antiseptic (adj.)—clean, sterile

antithesis (n.)—the absolute opposite apathetic (adj.)—lacking concern, non-emotional apocryphal (adj.)—probably fictitious, probably false or appalling (adj.)—inspiring shock, horror, disgust appease (v.)—to calm, satisfy appraise (v.)—to assess worth or value apprehend a. (v.)—to seize, arrest; b. (v.)—to perceive, understand, grasp arable (adj.)—suitable for growing crops arbiter (n.)—one who can resolve a dispute or make a decision arbitrary (adj.)—based on random factors arboreal (adj.)—of or relating to trees arcane (adj.)—obscure, secret, known only by a few archaic (adj.)—of or relating to an earlier period in time, outdated archetypal (adj.)—the most representative or typical example of something ardor (n.)—extreme vigor, energy, enthusiasm arid (adj.)—excessively dry arrogate (v.)—to take without justification artifact (n.)—a remaining piece from an extinct culture or place artisan (n.)—a craftsman ascetic (adj.)—practicing restraint as a means of selfdiscipline, usually religious ascribe (v.)—to assign, credit, attribute to aspersion (n.)—a curse, expression of ill-will aspire (v.)—to long for or to aim toward assail (v.)—to attack assiduous (adj.)—hard-working, diligent assuage (v.)—to ease, pacify astute (adj.)—very clever, crafty atone (v.)—to repent, make amends atrophy (v.)—to wither away, decay attribute a. (v.)—to credit, assign; b. (n.)—a facet or trait audacious (adj.)—excessively bold, brave augment (v.)—to add to, expand auspicious (adj.)—favourable, indicative of good things austere (adj.)—very bare, bleak, strict in manner avenge (v.)—to seek revenge aversion (n.)—a particular dislike for something

B

balk (v.)—to stop, block abruptly banal (adj.)—dull, commonplace



bane (n.)—a burden [Opposite – Boon – Blessing] bashful (adj.)—shy, excessively timid battery a. (n.)—a device that supplies power; b. (n.)—assault, beating beguile (v.)—to trick, deceive behemoth (n.)—large creature; something of tremendous power or size benevolent (adj.)—marked by goodness or doing good benign (adj.)—favourable, not threatening, mild bequeath (v.)—to pass on in a will, give or donate legally berate (v.)—to scold vehemently bereft (adj.)—devoid of, without beseech (v.)—to beg, plead, implore bias (n.)—a tendency, inclination, prejudice blandish (v.)—to coax by using flattery blemish (n.)—an imperfection, flaw blight a. (n.)—a plague, disease; b. (n.)—a scar or mark of discoloration boisterous (adj.)—loud and full of energy bombastic (adj.)—excessively confident, pompous bourgeois (n.)—an upper middle-class person, a successful capitalist brazen (adj.)—excessively bold, brash brusque (adj.)—short, abrupt, dismissive buffet a. (v.)—to strike with force; b. (n.)—arrangement of food on a table burnish (v.)—to polish, shine buttress a. (v.)—to support, hold up b. (n.)—something that offers support C

cacophony (n.)—tremendous noise, disharmonious sound cadence (n.)—a rhythm, progression of sound cajole (v.)—to urge, coax calamity (n.)—an event with disastrous consequences calibrate (v.)—to set, standardize callous (adj.)—harsh, cold, unfeeling camaraderie (n.)—brotherhood, partnership, jovial unity candor (n.)—honesty, frankness canny (adj.)—shrewd, careful canvas a. (n.)—a strong, coarse unbleached cloth; b. (v.)—to cover, inspect capacious (adj.)—very spacious capitulate (v.)—to surrender capricious (adj.)—subject to whim, fickle captivate (v.)—to get the attention of, hold

catalyze (v.)—to charge, inspire

caucus (n.)—a meeting usually held by people working toward the same goal caustic (adj.)—bitter, biting, acidic cavort (v.)—to leap about, behave boisterously censure a. (n.)—harsh criticism; b. (v.)—to rebuke formally cerebral (adj.)—related to the intellect chaos (n.)—absolute disorder chastise (v.)—to criticize severely cherish (v.)—to feel or show deep affection toward something chide (v.)—to voice disapproval chronicle a. (n.)—a written history; b. (v.)—to write a detailed history chronological (adj.)—arranged in order of time circuitous (adj.)—roundabout circumlocution (n.)—indirect and wordy language circumspect (adj.)—cautious; aware of what's around you circumvent (v.)—to go around an established route or authority clairvoyant (adj.)—able to perceive things that normal people cannot clandestine (adj.)—secret clemency (n.)—mercy clergy (n.)—members of Christian holy orders cloying (adj.)—sickeningly sweet coagulate (v.)—to thicken, clot coalesce (v.)—to fuse into a whole coerce (v.)—to make somebody do something by force or threat cogent (adj.)—intellectually convincing cognizant (adj.)—aware, mindful coherent (adj.)—logically consistent, intelligible collateral a. (adj.)—secondary. b. (n.)—security for a debt colloquial (adj.)—characteristic of informal conversation collusion (n.)—secret agreement, conspiracy colossus (n.)—a gigantic statue or thing commendation (n.)—a notice of approval or recognition commensurate (adj.)—corresponding in size or amount commodious (adj.)—roomy compelling (adj.)—forceful, demanding attention compensate (v.)—to make an appropriate payment for something complacency (n.)—self-satisfied ignorance of danger complement (v.)—to complete, make perfect or whole compliment (n.)—an expression of esteem or approval compliant (adj.)—ready to adapt oneself to another's

wishes



1.48 Verbal Ability

complicit (adj.)—being an accomplice in a wrongful act comprehensive (adj.)—including everything compress (v.)—to apply pressure, squeeze together compunction (n.)—distress caused by feeling guilty concede (v.)—to accept as valid conciliatory (adj.)—friendly, agreeable concise (adj.)—brief and direct in expression concoct (v.)—to fabricate, make up concomitant (adj.)—accompanying in a subordinate fashion concord (n.)—harmonious agreement condolence (n.)—an expression of sympathy in sorrow condone (v.)—to pardon, deliberately overlook conformist (n.)—one who behaves the same as others confound (v.)—to frustrate, confuse congeal (v.)—to thicken into a solid congenial (adj.)—pleasantly agreeable Congenital—(of a disease or physical abnormality) present from birth congregation (n.)—a gathering of people, especially for religious services congruity (n.)—the quality of being in agreement connive (v.)—to plot, scheme consecrate (v.)—to dedicate something to a holy purpose consensus (n.)—an agreement of opinion consign (v.)—to give something over to another's care consolation (n.)—an act of comforting consonant (adj.)—in harmony constituent (n.)—an essential part constrain (v.)—to forcibly restrict construe (v.)—to interpret consummate (v.)—to complete a deal or ceremony contemporaneous (adj.)—existing during the same time contentious (adj.)—having a tendency to quarrel or dispute contravene (v.)—to contradict, oppose, violate contrite (adj.)—penitent, eager to be forgiven contusion (n.)—bruise, injury conundrum (n.)—puzzle, problem convene (v.)—to call together convention a. (n.)—an assembly of people; b. (n.)—a rule, custom convivial (adj.)—characterized by feasting, drinking, merriment convoluted (adj.)—intricate, complicated copious (adj.)--profuse, abundant cordial (adj.)—warm, affectionate coronation (n.)—the act of crowning

corpulence (adj.)—extreme fatness corroborate (v.)—to support with evidence corrosive (adj.)—having the tendency to erode or eat cosmopolitan (adj.)—sophisticated, worldly counteract (v.)—to neutralize, make ineffective coup a. (n.)—a brilliant, unexpected act; b. (n.)—the overthrow of a government and assumption of authority coup de grâce—a final blow or shot given to kill a wounded person or animal coup d'état—the overthrow of a government and assumption of authority covert (adj.)—secretly engaged in credulity (n.)—readiness to believe crescendo (n.)—a steady increase in intensity or volume culmination (n.)—the climax toward which something progresses culpable (adj.)—deserving blame cultivate (v.)—to nurture, improve, refine cumulative (adj.)—increasing, building upon itself cunning (adj.)—sly, clever at being deceitful cupidity (n.)—greed, strong desire cursory (adj.)—brief, to the point of being superficial and inadequate curt (adj.)—abruptly and rudely short curtail (v.)—to lessen, reduce [Capricious-sudden and unaccountable changes of mood or behaviour.]

D

daunting (adj.)—intimidating, causing one to lose courage dearth (n.)—a lack, scarcity debacle (n.)—a disastrous failure, disruption debase (v.)—to lower the quality or esteem of something debauch (v.)—to corrupt by means of sensual pleasures debunk (v.)—to expose the falseness of something decorous (adj.)—socially proper, appropriate decry (v.)—to criticize openly in an effort to devalue deface (v.)—to ruin or injure something's appearance defamatory (adj.)—harmful toward another's reputation defer (v.)—to postpone something; to yield to another's wisdom deferential (adj.)—showing respect for another's authority defile (v.)—to make unclean, impure defunct (adj.)—no longer used or existing delegate (v.)—to hand over responsibility for something deleterious (adj.)—harmful deliberate (adj.)—intentional, reflecting careful consideration



delineate (v.)—to describe, outline, shed light on demarcation (n.)—the marking of boundaries or categories demean (v.)—to lower the status or stature of something demure (adj.)—quiet, modest, reserved denigrate (v.)—to belittle, diminish the opinion of denounce (v.)—to criticize publicly deplore (v.)—to feel or express sorrow, disapproval depravity (n.)—wickedness deprecate (v.)—to belittle, depreciate derelict (adj.)—abandoned, run-down deride (v.)—to laugh at mockingly, scorn derivative (adj.)—taken directly from a source, unoriginal desecrate (v.)—to violate the sacredness of a thing or place desiccated (adj.)—dried up dehydrated desolate (adj.)—deserted, dreary, lifelessdesolate (adj.)—deserted, dreary, lifeless despondent (adj.)—feeling depressed, discouraged. hopeless despot (n.)—one who has total power and rules brutally destitute (adj.)—impoverished, utterly lacking deter (v.)—to discourage, prevent from doing devious (adj.)—not straightforward, deceitful dialect (n.)—a variation of a language diaphanous (adj.)—light, airy, transparent didactic a. (adj.)—intended to instruct; b. (adj.)—overly moralistic diffident (adj.)—shy, quiet, modest diffuse a. (v.)—to scatter, thin out, break up; b. (adj.)—not concentrated, scattered or disorganized dilatory (adj.)—tending to delay, causing delay diligent (adj.)—showing care in doing one's work diminutive (adj.)—small or miniature disaffected (adj.)—rebellious, resentful of authority disavow (v.)—to deny knowledge of or responsibility for discern (v.)—to perceive, detect disclose (v.)—to reveal, make public discomfit (v.)—to thwart, baffle discordant (adj.)—not agreeing, not in harmony with discrepancy (n.)—difference, failure of things to correspond discretion (n.)—the quality of being reserved in speech or action; good judgment

discursive (adj.)—rambling, lacking order

disdain a. (v.)—to scorn, hold in low esteem; b. (n.)—scorn, low esteem

disgruntled (adj.)—upset, not content disheartened (adj.)—feeling a loss of spirit or morale disparage (v.)—to criticize or speak ill of disparate (adj.)—sharply differing, containing sharply contrasting elements dispatch (v.)—to send off to accomplish a duty dispel (v.)—to drive away, scatter disperse (v.)—to scatter, cause to scatter dissemble (v.)—to conceal, fake disseminate (v.)—to spread widely dissent a. (v.)—to disagree. b. (n.)—the act of disagreeing dissipate a. (v.)—to disappear, cause to disappear. b. (v.)—to waste dissonance (n.)—lack of harmony or consistency dissuade (v.)—to persuade someone not to do something dither (v.)—to be indecisive divine (adj.)—godly, exceedingly wonderful divisive (adj.)—causing dissent, discord divulge (v.)—to reveal something secret docile (adj.)—easily taught or trained dormant (adj.)—asleep or temporarily inactive dubious (adj.)—doubtful, of uncertain quality duress (n.)—hardship, threat dynamic (adj.)—actively changing; powerful

\mathbf{E}

ebullient (adj.)—extremely lively, enthusiastic eclectic (adj.)—consisting of a diverse variety of elements ecstatic (adj.)—intensely and overpoweringly happy edict (n.)—an order, decree efface (v.)—to wipe out, obliterate, rub away effervescent (adj.)—bubbly, lively efficacious (adj.)—effective effrontery (n.)—impudence, nerve, insolence effulgent (adj.)—radiant, splendorous egregious (adj.)—extremely bad elaborate (adj.)—complex, detailed, intricate elated (adj.)—overjoyed, thrilled elegy (n.)—a speech given in honour of a dead person elicit (v.)—to bring forth, draw out, evoke eloquent (adj.)—expressive, articulate, moving elucidate (v.)—to clarify, explain elude (v.)—to evade, escape



1.50 Verbal Ability

emaciated (adj.)—very thin, enfeebled looking

embellish a. (v.)—to decorate, adorn.

b. (v.)—to add details to, enhance

embezzle (v.)—to steal money by falsifying records

eminent (adj.)—distinguished, prominent, famous

emollient (adj.)—soothing

emote (v.)—to express emotion

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

empirical a. (adj.)—based on observation or experience;

b. (adj.)—capable of being proved or disproved by experiment

emulate (v.)—to imitate

enamour (v.)—to fill with love, to fascinate (usually used with "of" or "with")

encore (n.)—a repeat performance at the audiences' insistence.

encumber (v.)—restrict, impede, obstruct

enigmatic (adj.)—mysterious, inexplicable, baffling

enmity (n.)—ill will, hatred, hostility

ennui (n.)—boredom, weariness

entail (v.)—to include as a necessary step

enthral (v.)—to charm, hold spellbound

ephemeral (adj.)—short-lived, fleeting

epistolary (adj.)—relating to or contained in letters

epitome (n.)—a perfect example, embodiment

equanimity (n.)—composure

equivocal (adj.)—ambiguous, uncertain, undecided

erudite (adj.)—learned

eschew (v.)-to shun, avoid

esoteric (adj.)—understood by only a select few

espouse (v.)—to take up as a cause, support

ethereal (adj.)—heavenly, exceptionally delicate or refined

etymology (n.)—the history of words, their origin and development

euphoric (adj.)—elated, uplifted

evanescent (adj.)—fleeting, momentary

evince (v.)—to show, reveal

exacerbate (v.)—to make more violent, intense

exalt (v.)—to glorify, praise

exasperate (v.)—to irritate, irk

excavate (v.)—to dig out of the ground and remove

exculpate (v.)—to free from guilt or blame, exonerate

execrable (adj.)—loathsome, detestable

exhort (v.)—to urge, prod, spur

exigent (adj.)—urgent, critical

exonerate (v.)—to free from guilt or blame, exculpate

exorbitant (adj.)—excessive

expedient (adj.)—advisable, advantageous, serving one's self-interest

expiate (v.)—to make amends for, atone

expunge (v.)—to obliterate, eradicate

expurgate (v.)—to remove offensive or incorrect parts, usually of a book

extant (adj.)—existing, not destroyed or lost

extol (v.)—to praise, revere

extraneous (adj.)—irrelevant, extra, not necessary

extricate (v.)—to disentangle

exult (v.)—to rejoice

F

fabricate (v.)—to make up, invent

façade a. (n.)—the wall of a building.

b. (n.)—a deceptive appearance or attitude

facile a. (adj.)—easy, requiring little effort.

b. (adj.)—superficial, achieved with minimal thought or care

fallacious (adj.)—incorrect, misleading

fastidious (adj.)—meticulous, demanding, having high and often unattainable standards

fathom a. (v.)—to understand, comprehend.

b. (n.)—six feet deep

fatuous (adj.)—silly, foolish

fecund (adj.)—fruitful, fertile

felicitous a. (adj.)—well suited, apt;

b. (adj.)—delightful, pleasing

fervent (adj.)—ardent, passionate

fetter (v.)—to chain, restrain

fickle (adj.)—shifting in character, inconstant

fidelity (n.)—loyalty, devotion

figurative (adj.)—symbolic

flagrant (adj.)—offensive, egregious

florid (adj.)—flowery, ornate

flout (v.)—to disregard or disobey openly

foil (v.)—to thwart, frustrate, defeat



forbearance (n.)—patience, restraint, toleration forestall (v.)—to prevent, thwart, delay forlorn (adj.)—lonely, abandoned, hopeless forsake (v.)—to give up, renounce fortitude (n.)—strength, guts fraught (adj.)—(usually used with "with")—filled or accompanied with frenetic (adj.)—frenzied, hectic, frantic frivolous (adj.)—of little importance, trifling frugal (adj.)—thrifty, economical furtive (adj.)—secretive, sly

G

garrulous (adj.)—talkative, wordy genial (adj.)—friendly, affable gluttony (n.)—overindulgence in food or drink goad (v.)—to urge, spur, incite to action gourmand (n.)—someone fond of eating and drinking grandiose (adj.)—on a magnificent or exaggerated scale gratuitous (adj.)—uncalled for, unwarranted gregarious (adj.)—drawn to the company of others, sociable grievous (adj.)—injurious, hurtful; serious or grave in nature

garish (adj.)—gaudy, in bad taste

guile (n.)—deceitfulness, cunning, sly behavior H hackneyed (adj.)—unoriginal, trite, cliché hallowed (adj.)—revered, consecrated hapless (adj.)—unlucky hardy (adj.)—robust, capable of surviving through adverse conditions harrowing (adj.)—greatly distressing, vexing haughty (adj.)—disdainfully proud hedonist (n.)—one who believes pleasure should be the primary pursuit of humans, lotus-eaters hegemony (n.)—domination over others heinous (adj.)—shockingly wicked, repugnant heterogeneous (adj.)—varied, diverse in character hiatus (n.)—a break or gap in duration or continuity hierarchy (n.)—a system with ranked groups hypocrisy (n.)—pretending to believe what one does not I

iconoclast (n.)—one who attacks commonly held beliefs or institutions idiosyncratic (adj.)—peculiar to one person; highly individualized idolatrous (adj.)—excessively worshipping one object or person ignominious (adj.)—humiliating, disgracing illicit (adj.)—forbidden, not permitted immerse (v.)—to absorb, deeply involve, engross immutable a. (adi.)—not changeable: b. (adj.)—stoic, not susceptible to suffering impeccable (adj.)—exemplary, flawless impecunious (adj.)—desperately poor imperative a. (adj.)—necessary, pressing; b. (n.)—a rule, command, or order imperious (adj.)—commanding, domineering impertinent (adj.)—rude, insolent impervious (adj.)—impenetrable, incapable of being affected impetuous (adj.)—rash; hastily done impinge a. (v.)—to impact, affect, make an impression; b. (v.)—to encroach, infringe implacable (adj.)—incapable of being appeared or mitigated implement a. (n.)—an instrument, utensil, tool; b. (v.)—to put into effect, to institute implicit (adj.)—understood but not outwardly obvious: implied [Opposite-Explicit] impregnable (adj.)—resistant to capture or penetration impudent (adj.)—casually rude, insolent, impertinent inane (adj.)—silly and meaningless inarticulate (adj.)—incapable of expressing oneself clearly through speech incarnate a. (adj.)—existing in the flesh, embodied; b. (v.)—to give human form to incendiary a. (n.)—a person who agitates; b. (adj.)—inflammatory, causing combustion incessant (adj.)—unending inchoate (adj.)—unformed or formless, in a beginning stage incisive (adj.)—clear, sharp, direct inclination (n.)—a tendency, propensity incontrovertible (adj.)—indisputable incorrigible (adj.)—incapable of correction, delinquent increment (n.)—an enlargement; the process of increasing



1.52 Verbal Ability

incumbent a. (n.)—one who holds an office;

b. (adj.)—obligatory

indelible—(of ink or a pen)—making marks that cannot be removed

indefatigable (adj.)—incapable of defeat, failure, decay

indigenous (adj.)—originating in a region

indigent (adj.)—very poor, impoverished

indignation (n.)—anger sparked by something unjust or unfair

indolent (adj.)—lazy

indomitable (adj.)—not capable of being conquered

induce (v.)—to bring about, stimulate

ineffable (adj.)—unspeakable, not able to be expressed in words

inept (adj.)—unsuitable or incapable, not qualified

inexorable (adj.)—incapable of being persuaded or placated

inextricable (adj.)—hopelessly tangled or entangled

infamy (n.)—notoriety, extreme ill repute

infusion (n.)—an injection of one substance into another

ingenious (adj.)—clever, resourceful

ingenuous (adj.)—innocent and candid

inhibit (v.)—to prevent, restrain, stop

inimical (adj.)—hostile, enemy-like

iniquity (n.)—wickedness or sin

injunction (n.)—an order of official warning

innate (adj.)—inborn, native, inherent

innocuous (adj.)—harmless, inoffensive

innovate (v.)—to do something in an unprecedented way

innuendo (n.)—an insinuation

inoculate (v.)—to vaccinate against a disease

inquisitor (n.)—one who inquires, especially in a hostile manner

insatiable (adj.)—incapable of being satisfied

insidious (adj.)—appealing, but imperceptibly harmful, seductive

insinuate (v.)—to suggest indirectly or subtly

insipid (adj.)—dull, boring

insolent (adj.)—rude, arrogant, overbearing

instigate (v.)—to urge, goad, provoke

insular (adj.)—separated and narrow-minded; tight-knit, closed off

insurgent (n.)—one who rebels

integral (adj.)—necessary for completeness

interject (v.)—to insert between other things

interlocutor (n.)—someone who participates in a dialogue or conversation

interminable (adj.)—without possibility of end

intimation (n.)—an indirect suggestion

intractable (adj.)—difficult to manipulate, unmanageable

intransigent (adj.)—refusing to compromise, often on an extreme opinion

intrepid (adj.)—brave in the face of danger

inundate (v.)—to flood with abundance

inure (v.)—to cause one to become accustomed or acclimated

invective (n.)—an angry verbal attack

inveterate (adj.)—stubbornly established by habit

irascible (adj.)—easily angered

iridescent (adj.)—showing rainbow colours

irreverence (n.)—disrespect

irrevocable (adj.)—incapable of being taken back

J

jubilant (adj.)—extremely joyful, happy judicious (adj.)—having or exercising sound judgment juxtaposition (n.)—two things placed beside each other for the sake of implicit comparison

KAT - BBA

knell (n.)—the solemn sound of a bell, often indicating a death

kudos (n.)—praise for an achievement

L

laceration (n.)—a cut, tear

laconic (adj.)—terse in speech or writing

languid (adj.)—sluggish from fatigue or weakness

largess (n.)—great and lavish generosity in the giving of gifts

latent (adj.)—hidden, but capable of being exposed

laudatory (adj.)—expressing admiration or praise

lavish a. (adj.)—given without limits;

b. (v.)—to give without limits

lenient (adj.)—demonstrating tolerance or gentleness

lethargic (adj.)—in a state of sluggishness or apathy

liability a. (n.)—legal responsibility;

b. (n.)—a handicap, burden



libertarian (adj.)—advocating principles of liberty and free will

licentious (adj.)—displaying a lack of moral or legal restraints

limpid (adj.)—clear, transparent

litigant (n.)—someone engaged in a lawsuit

lucid (adj.)—clear, easily understandable

luminous (adj.)—brightly shining

lurid (adj.)—ghastly, sensational

M

magnanimous (adj.)—noble, generous

malediction (n.)—a curse

malevolent (adj.)—wanting harm to befall others

malleable (adj.)—capable of being shaped or transformed

mandate (n.)—an authoritative command

manifest a. (adj.)—easily understandable, obvious;

b. (v.)—to show plainly

manifold (adj.)—diverse, varied

maudlin (adj.)—weakly sentimental

maverick (n.)—an independent, nonconformist person

maxim (n.)—a common saying expressing a principle of conduct

meager (adj.)—deficient in size or quality

medley (n.)—a mixture of differing things

mendacious (adj.)—having a lying, false character

mercurial (adj.)—characterized by rapid change or temperament

meritorious (adj.)—worthy of esteem or reward

metamorphosis (n.)—the change of form, shape, substance

meticulous (adj.)—extremely careful with details

mitigate (v.)—to make less violent, alleviate

moderate a. (adj.)—not extreme;

b. (n.)—one who expresses moderate opinions

modicum (n.)—a small amount of something

modulate (v.)—to pass from one state to another, especially in music

mollify (v.)—to soften in temper

morose (adj.)-gloomy or sullen

multifarious (adj.)—having great diversity or variety

N

nadir (n.)—the lowest point of something [Opposite-Zenith]

nascent (adj.)—in the process of being born or coming into existence

nebulous (adj.)—vaguely defined, cloudy

nefarious (adj.)—heinously villainous

negligent (adj.)—habitually careless, neglectful

neophyte (n.)—someone who is young or inexperienced.

nocturnal (adj.)—relating to or occurring during the night [Diurnal – occurring during the day]

noisome (adj.)—unpleasant, offensive, especially to the

noisome (adj.)—unpleasant, offensive, especially to the sense of smell

nomadic (adj.)—wandering from place-to-place

nonchalant (adj.)—having a lack of concern, indifference

nondescript (adj.)—lacking a distinctive character

novice (n.)—a beginner, someone without training or experience

noxious (adj.)—harmful, unwholesome

nuance (n.)—a slight variation in meaning, tone, or expression

nurture (v.)—care for and protect (someone or something) while they are growing

0

obdurate (adj.)—unyielding to persuasion or stubbornly insensitive to change

obfuscate (v.)—to render incomprehensible

oblique (adj.)—diverging from a straight line or course, not straightforward

oblivious (adj.)—lacking consciousness or awareness of something

obscure (adj.)—unclear, partially hidden

obsequious (adj.)—excessively compliant or submissive

obsolete (adj.)—no longer used, out of date

obstinate (adj.)—not yielding easily, very stubborn

obtuse (adj.)—lacking quickness of sensibility or intellect

odious (adj.)—instilling hatred or intense displeasure

officious (adj.)—insisting on helping when it's neither wanted nor needed

ominous (adj.)—foreboding or foreshadowing evil; threatening

onerous (adj.)—burdensome

opulent (adj.)—characterized by rich abundance verging on ostentation



1.54 Verbal Ability

oration (n.)—a speech delivered in a formal or ceremonious manner ornate (adj.)—highly elaborate, excessively decorated orthodox (adj.)—conventional, conforming to established protocol oscillate (v.)—to sway from one side to the other ostensible (adj.)—appearing as such, seemingly ostentatious (adj.)—excessively showy, glitzy ostracism (n.)—exclusion from a group, pariah P pacific (adj.)—soothing palatable (adj.)—agreeable to the taste or sensibilities palette (adi.)—a range of colours or qualities palliate (v.)—to reduce the severity of, ameliorate panacea (n.)—a remedy for all ills or difficulties paradigm (n.)—an example that is a perfect pattern or model paradox (n.)—an apparently contradictory statement that is perhaps true paragon (n.)—a model of excellence or perfection paramount (adj.)—greatest in importance, rank, character pariah (n.)—an outcast, a repulsive person parody (n.)—a satirical imitation parsimony (n.)—frugality, stinginess partisan (n.)—a follower, adherent patent (adj.)—readily seen or understood, clear pathos (n.)—an emotion of sympathy paucity (adj.)—small in quantity pejorative (adj.)—derogatory, uncomplimentary pellucid (adj.)—easily intelligible, clear penchant (n.)—a tendency, partiality, preference penitent (adj.)—remorseful, regretful, repentant, contrite penultimate (adj.)—next to last, second last penurious (adj.)—miserly, stingy perfidious (adj.)—disloyal, unfaithful perfunctory (adj.)—showing little interest or enthusiasm, doing just for the sake of doing permeate (v.)—to spread throughout, saturate pernicious (adj.)—extremely destructive or harmful perplex (v.)—to confuse perspicacity (adj.)—shrewdness, perceptiveness perusal (n.)—a careful examination, review pervasive (adj.)—having the tendency to spread throughout

petulance (n.)—rudeness, irritability philanthropic (adj.)—charitable, giving phlegmatic (adj.)—uninterested, unresponsive pillage (v.)—to seize or plunder, especially in war pinnacle (n.)—the highest point pithy (adj.)—concisely meaningful pittance (n.)—a very small amount, especially relating to money placate (v.)—to ease the anger of, soothe placid (adj.)—calm, peaceful platitude (n.)—an uninspired remark, cliché plaudits (n.)—enthusiastic approval, applause plausible (adj.)—believable, reasonable plenitude (n.)—an abundance plethora (n.)—an abundance, excess pliable (adj.)—flexible poignant (adj.)—deeply affecting, moving polemic (n.)—an aggressive argument against a specific opinion portent (n.)—an omen potable (adj.)—suitable for drinking potentate (n.)—one who has great power, a ruler precipice (n.)—the face of a cliff, a steep or overhanging place preclude (v.)—to prevent precocious (adj.)—advanced, developing ahead of time predilection (n.)—a preference or inclination for somepreponderance (adj.)—superiority in importance or quantity prepossessing (adj.)—preoccupying the mind to the exclusion of all else prescient (adj.)—to have foreknowledge of events prescribe (v.)—to lay down a rule Proscribe (v.)—forbid, especially by law presumptuous (adj.)—disrespectfully bold pretense (n.)—an appearance or action intended to deprimeval (adj.)—original, ancient probity (n.)—virtue, integrity proclivity (n.)—a strong inclination toward something procure (v.)—to obtain, acquire profane (adj.)—lewd, indecent profligate (adj.)—dissolute, extravagant profuse (adj.)-plentiful, abundant



promulgate (v.)—to proclaim, make known propagate (v.)—to multiply, spread out propensity (n.)—an inclination, preference propitious (adj.)—favorable propriety (n.)—the quality or state of being proper, decent prosaic (adj.)—plain, lacking liveliness protean (adj.)—able to change shape; displaying great variety prowess (n.)—extraordinary ability prudence (n.)—cautious, circumspect puerile (adj.)—juvenile, immature pugnacious (adj.)—quarrelsome, combative punctilious (adj.)—eager to follow rules or conventions pungent (adj.)—having a pointed, sharp quality (often describing smells) punitive (adj.)—involving punishment putrid (adj.)—rotten, foul

O

quagmire (n.)—a difficult situation
quaint (adj.)—charmingly old-fashioned
quandary (n.)—a perplexing, bad situation
quell (v.)—to control or diffuse a potentially explosive
situation
querulous (adj.)—whiny, complaining
quixotic (adj.)—extremely idealistic, impractical
quotidian (adj.)—daily

R

rail (v.)—to scold, protest rancid (adj.)—having a terrible taste or smell rancid (adj.)—having a terrible taste or smell rancour (n.)—deep, bitter resentment rapport (n.)—mutual understanding and harmony rash (adj.)—hasty, incautious raucous (adj.)—loud, boisterous raze (v.)-to demolish, level rebuke (v.)—to scold, criticize recalcitrant (adj.)—defiant, unapologetic recapitulate (v.)—to sum up, repeat reciprocate (v.)—to give in return reclusive (adj.)—solitary, shunning society reconcile a. (v.)—to return to harmony; b. (v.)—to make consistent with existing ideas

rectitude (n.)—uprightness, extreme morality redoubtable a. (adj.)—formidable. b. (adj.)—commanding respect refract (v.)—to distort, change refurbish (v.)—to restore, clean up refute (v.)—to prove wrong relegate a. (v.)—to assign to the proper place. b. (v.)—to assign to an inferior place relish (v.)—to enjoy remedial (adj.)—intended to repair gaps in students' basic knowledge remiss (adj.)—negligent, failing to take care renovate a. (v.)—restore, return to original state; b. (v.)—to enlarge and beautify renown (n.)—honour, acclaim renunciation (n.)—a rejection repentant (adj.)—penitent, sorry replete (adj.)—full, abundant repose (v.)-to rest, lie down reprehensible (adj.)—deserving rebuke repudiate (v.)—to reject, refuse to accept repulse a. (v.)—to disgust; b. (v.)—to push back rescind (v.)—to take back, repeal reservoir a. (n.)—reserves, large supply; b. (n.)—a body of stored water respite (n.)—a break, rest resplendent (adj.)—shiny, glowing restitution (n.)—restoration to the rightful owner restive (adj.)—resistant, stubborn, impatient retract (v.)—withdraw revel (v.)—to enjoy intensely rife (adv.)—abundant ruminate (v.)—to contemplate, reflect ruse (n.)—a trick

S

sacrosanct (adj.)—holy, something that should not be criticized sagacity (n.)—shrewdness, soundness of perspective salient (adj.)—significant, conspicuous salutation (n.)—a greeting sanctimonious (adj.)—giving a hypocritical appearance sanguine (adj.)—optimistic, cheery satiate (v.)—to satisfy excessively



1.56 Verbal Ability

scathing (adj.)—sharp, critical, hurtful scintillating (adj.)—sparkling scrupulous (adj.)—painstaking, careful in conduct or manner scurrilous (adj.)—vulgar, coarse sedentary (adj.)—sitting, settled seminal (adj.)—original, important, creating a field sensual (adj.)—involving sensory gratification, usually related to sex sensuous (adj.)—involving sensory gratification serendipity (n.)—luck, finding good things without looking for them serene (adj.)—calm, untroubled servile (adj.)—subservient sinuous (adj.)—lithe, serpentine sobriety (n.)—sedate, calm solicitous (adj.)—concerned, attentive solvent a. (n.)—substances that dissolve other substances; b. (adj.)—able to pay debts somnolent (adj.)—sleepy, drowsy sophomoric (adj.)—immature, uninformed sovereign (adj.)—having absolute authority in a certain realm speculative (adj.)—not based upon facts, based upon conjecture spurious (adj.)—false but designed to seem plausible stagnate (v.)—to become or remain inactive, not develop, not flow staid (adj.)—sedate, serious, self-restrained stingy (adj.)—not generous, not inclined to spend or give stoic (adj.)—unaffected by passion or feeling stolid (adj.)—expressing little sensibility, unemotional strenuous (adj.)—requiring tremendous energy or stamina strident (adj.)—harsh, loud stupefy (v.)—to astonish, make insensible subjugate (v.)—to bring under control, subdue sublime (adj.)—lofty, grand, exalted submissive (adj.)—easily yielding to authority succinct (adj.)—marked by compact precision superfluous (adj.)—exceeding what is necessary surmise (v.)—to infer with little evidence surreptitious (adj.)—stealthy surrogate (n.)—one acting in place of another sycophant (n.)—one who flatters for self-gain

\mathbf{T}

tacit (adj.)—expressed without words taciturn (adj.)—not inclined to talk; peevish tangential (adj.)—incidental, peripheral, divergent tantamount (adj.)—equivalent in value or significance tedious (adj.)—dull, boring temerity (n.)—audacity, recklessness temperance (n.)—moderation in action or thought tenable (adj.)—able to be defended or maintained tenuous (adj.)—having little substance or strength terrestrial (adj.)—relating to the land timorous (adj.)—timid, fearful tirade (n.)—a long speech marked by harsh language toady (n.)—one who flatters in the hope of gaining favours torpid (adj.)—lethargic, dormant, lacking motion torrid (adj.)—giving off intense heat, passionate tortuous (adj.)—winding tractable (adj.)—easily controlled tranquil (adj.)—calm transgress (v.)—to violate, go over a limit transient (adj.)—passing through briefly; moving in and out of existence transmute (v.)—to change or alter in form travesty (n.)—a grossly inferior imitation trepidation (n.)—fear, apprehension trite (adj.)—not original, overused truculent (adj.)—ready to fight, cruel truncate (v.)—to shorten by cutting off turpitude (n.)—depravity, moral corruption

IJ

ubiquitous (adj.)—existing everywhere, widespread umbrage (n.)—resentment, offense uncanny (adj.)—of supernatural character or origin uncouth (adj.)—lacking good manners, refinement, or grace unctuous (adj.)—smooth or greasy in texture, appearance, manner undulate (v.)—to move in waves upbraid (v.)—to criticize or scold severely usurp (v.)—to seize by force, take possession of without right utilitarian (adj.)—relating to or aiming at usefulness utopia (n.)—an imaginary and remote place of perfection



\mathbf{V}

vacillate (v.)—to fluctuate, hesitate vacuous (adj.)—lack of content or ideas, stupid validate (v.)—to confirm, support, corroborate vapid (adj.)—lacking liveliness, dull vehemently (adv.)—marked by intense force or emotion veneer (n.)—a superficial or deceptively attractive appearance, façade, top layer venerable (adj.)—deserving of respect because of age or achievement venerate (v.)—to regard with respect or to honour veracity (n.)—truthfulness, accuracy verbose (adj.)—wordy, impaired by wordiness, loud vestige (n.)—a mark or trace of something lost or vanished vex (v.)—to confuse or annoy vicissitude (n.)—alternation between opposite or contrasting things vigilant (adj.)—watchful, alert vilify (v.)—to lower in importance, defame vindicate (v.)—to avenge; to free from allegation; to set free vindictive (adj.)—vengeful

virtuoso (n.)—one who excels in an art; a highly skilled musical performer

viscous (adj.)—not free flowing, syrupy

vituperate (v.)—to berate

vivacious (adj.)—lively, sprightly

vocation (n.)—the work in which someone is employed, profession

vociferous (adj.)—loud, boisterous

\mathbf{W}

wane (v.)—to decrease in size, dwindle
wanton (adj.)—undisciplined, lewd, lustful
whimsical (adj.)—fanciful, full of whims, acting or behaving in a capricious manner
wily (adj.)—crafty, sly
winsome (adj.)—charming, pleasing
wistful (adj.)—full of yearning; musingly sad
wrath (n.)—vengeful anger, punishment

Z

zealous (adj.)—fervent, filled with eagerness in pursuit of something

zenith (n.)—the highest point, culminating point zephyr (n.)—a gentle breeze

A list of 'o logies'

Ology – It is the study of...

anthropology—humansapiology—bees

archaeology—past culture of humans astrology—stars(for making predictions)bacteriology—bacteria biology—life

cartology-maps and map-making

cetology—whales climatolgy—

climate conchology—shells

cosmetology—cosmetics cosmology—universe criminology—crime and criminals cryptology—codes ecology—interactions in environments entomology—

insects

embryology—embryos eschatology—

death, judgement, afterlife

ethnobiology—life pertaining to certain people

ethnology—cultural heritage ethology—

animal behaviour

etiology—causes and reasons

etymology-a word

geology—earth graphology—

handwriting herpetology—

reptiles hippology—horses

hydrology—water

ichthyology—fish ideology—

ideas mammalogy—mammals

meteorology—climate and weather

microbiology-microscopic life

morphology-structure of organisms

musicology—music mycology—

fungi myrmecology—ants

nephology—clouds neurology—

brain ornithology—birds

ophiology—snakes ophthalmology—

eyes

otology—ears



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paleoanthropology—ancient human-like creatures paleobiology—ancient life paleontology—ancient life, studied through fossils paleozoology—ancient animals pathology—disease pedology—children petrology—rocks phantomology—supernatural beingspharmacology—drugs pharyngology—pharynx(part of throat) phenology—periodic biological phenomena phenomenology—phenomenons philology—historical language phonology—speech sounds phraseology—use of words and phrases

physical anthropology—human characteristics physiology—characteristics of organisms phytology—plants(usually called botany) pomology—fruit psychology—mind and behavior pyrology—fire seismology—earthquakes sociology—society somatology—human characteristics speleology—caves storiology—stories and legends topology—characteristics and history of a place tropical biology—tropical life vulcanology—volcanoes zoology—animals





Antonyms

Q 1.	Fickle (a) aggressive (c) miraculous (e) timid	(b) (d)	persistent hard working	Q 12.	Nascent (a) primal (c) primordial (e) loud	(b) (d)	senescent modish
Q 2.	Tranquil (a) serene (c) cowardly (e) sumptuous	(b) (d)	disturbed beautiful	Q 13.	Brood (a) support (c) slander (e) vermin		exult fragmented
Q 3.	Gloomy (a) disgusting(c) versatile(e) dark	(b) (d)	comical spirited	Q 14.	Blasphemy (a) irreverence (c) cursing (e) assail	(b) (d)	scandalous respect
Q 4.	Cacophonous (a) loud(c) raucous(e) loud	(b) (d)	melodious harsh	Q 15.	Shelter (a) pillar (c) security (e) protégé		imperil refuge
Q 5.	Zenith (a) crest (c) interior (e) acme	(b) (d)	pinnacle nadir	Q 16.	Condescend (a) surrender (c) laud (e) come down		resist disdain
Q 6.	Advance (a) retreat (c) plod (e) cash		goad defeat — A B A	Q 17.	Profound (a) minnow (c) shallow (e) excessive	(b) (d)	deep
Q 7.	Coy (a) shy (c) optimistic (e) comely		reserved brazen	Q 18.	Archetype (a) unique (c) duplicate (e) ancient		quixotic modern
Q 8.	Dearth (a) terror (c) paucity (e) life	(b) (d)	abundance levity	Q 19.	Frugal (a) wasteful (c) provident (e) miserly	(b) (d)	ugly stylish
Q 9.	Alleviate (a) motivate (c) aggravate (e) godly		pep up malign	Q 20.	Repugnant (a) odious (c) sensitive (e) repulsive	. /	coercive agreeable
Q 10.	Callous (a) frugal(c) sensitive(e) cellular		nonchalant stingy	Q 21.	Scramble (a) simplify (c) cook eggs (e) jumble		decipher denigrate
Q 11.	Oriental (a) fatal (c) fatalistic (e) bank	(b) (d)	occidental actuarial	Q 22.	Elite (a) plebeian (c) boring (e) top class		ignoble gentry



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O 23. Ostensible Q 27. Congenital (b) apparent (b) societal (a) crooked (a) inborn (c) hidden (d) avian (c) acquired (d) hereditary (e) equine (e) genetic Q 28. Hilarious Q 24. Modest (a) complacent (b) haughty (a) eulogistic (b) morose (c) jovial (d) barbaric (c) paltry (d) sportive (e) decent (e) comical Q 25. Irrevocable Q 29. Impecunious (b) ultimate (a) affluent (a) alterable (b) comatose (c) fixed (d) moving (c) ruthless (d) superficial (e) permanent (e) ravenous Q 26. Ludicrous Q 30. Absolve (a) awesome (b) awful (b) charge (a) confront (c) lively (d) grave (c) accuse (d) confuse (e) somber (e) vindicate

Tactice Exercise E						
Q 1. Ratify (a) abrogate	(b)	pass		(c) platonic(e) approving	(d)	negative
(c) rat race (e) pass a law	(d)	competition	Q 9.	Ambiguous (a) unequivocal	(b)	perplexing
Q 2. Fruitful (a) productive	(b)	abortive	V	(c) befuddled(e) uncertain	(d)	murky
(c) messy (e) prolific	(d)	dingy	Q 10.	Abhorrence		
Q 3. Amplify (a) rake	(b)	CAT- MBA abbreviate	РМА	(a) disgust(c) animus(e) loathsome	(b) (d)	admiration pathos
(c) assail (e) magnify	(d)	mark	Q 11.	Meagre (a) insufficient	(b)	ample
Q 4. Abstract (a) confused	(b)	perplexed		(c) marginal (e) scanty	(d)	extraneous
(c) concrete(e) derives	(d)	open	Q 12.	Analysis (a) dissection	(b)	criticize
Q 5. Clumsy (a) adroit	(b)	messy		(c) projection(e) dialysis	(d)	synthesis
(c) convoluted(e) gauche	(d)	boorish	Q 13.	Condemn (a) penalize	(b)	censure
Q 6. Ally (a) adversary	(b)	partner		(c) punish(e) castigate	(d)	approve
(c) fence-sitter(e) relax	(d)	almighty	Q 14.	Apposite (a) opposite	(b)	ruddy
Q 7. Oblivious (a) apparent	(b)	unperturbed		(c) truthful(e) apt	(d)	inappropriate
(c) nonchalant (e) absent-minded	(d)	alert	Q 15.	Inflexibl (a) rigid	(b)	caustic
Q 8. Affirmativ	(1.)			(c) amenable	(d)	acrid
(a) obliging	(b)	uncivilized		(e) infirm		



Q 16. Disparage (a) indict	(b)	slander		(c) affable (e) relaxed	(d)	morose
(c) appreciate(e) downsize	(d)	honour	Q 24.	Coalesce (a) converge	(b)	assimilate
Q 17. Impede (a) tolerate (c) assist	(b) (d)	recede bother	0.25	(c) disperse (e) assemble	(d)	moderate
(e) cripple Q 18. Dissent	4.		Q 25.	Antediluvian (a) modern (c) stylish	(b) (d)	antiquated artistic
(a) fall(c) approval(e) ascent	(b) (d)	debacle antagonism	Q 26.	(e) lucky Overbearing (a) servile	(b)	dictatorial
Q 19. Reasoned (a) logical	(b)	arbitrary		(c) haughty (e) arrogant	(d)	irate
(c) nurtured (e) objective Q 20. Fetid	(d)	confused	Q 27.	Lucid (a) diurnal (c) indifferent	(b) (d)	pellucid obscure
(a) rotten(c) gibberish	(b) (d)	aromatic bucolic	Q 28.	(e) transparent Puerile	(u)	obscure
(e) fowl smelling Q 21. Ardent (a) zealous	(b)	fanatical		(a) obliging(c) platonic(e) credulous	(b) (d)	uncivilized mature
(c) apathetic (e) spirited	(d)	bullish	Q 29.	Pulchritude (a) ugliness	(b)	fitness
Q 22. Contentious (a) irascible (c) jaundiced	(b) (d)	placatory myopic	0.20	(c) daintiness (e) charm	(d)	robustness
(e) irritable Q 23. Buoyant	()	CAT- MBA I	Q 30.	Eschew (a) taunt (c) possess	(b) (d)	embrace castigate
(a) lively Practice Exercise 3	(b)	disinterested		(e) abstain		
Q 1. Fledgling			0.5	Vitriolic		
(a) lobbyist	(b)	sophomoric	Q J.	(a) humble	(b)	retiring
(c) veteran(e) green horn	(d)	sapling		(c) pleasant(e) bitter	(d)	pure
Q 2. Apathy	(1.)	1 4/1	Q 6.	Soporifi	(1.)	
(a) nonchalance(c) antipathy(e) fortune	(b) (d)	rebuttal empathy		(a) mature(c) exciting(e) dull	(b) (d)	impervious steep
Q 3. Bucolic (a) penalize	(b)	censure	Q 7.	Ameliorate (a) conquer	(b)	worsen
(c) punish (e) rustic	(d)	civic		(c) circumvent(e) better	(d)	exaggerated
Q 4. Veneration (a) dissuasion (c) passivity		ignorance contempt	Q 8.	Voluble (a) tender (c) fragile	(b) (d)	capacious taciturn
(e) honour	(u)	Contempt		(e) garrulous	(u)	monum



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	·					. 10	
Q 9.	Fission (a) splitting	(b)	ioinina		(c) satirical(e) ardent	(d)	ironical
	(a) splitting(c) spinning	(b)	joining discursive	0.40			
	(e) nuclear	(u)	discursive	Q 18.	Perfid	(h)	116
0.10	Paucity				(a) felony(c) mockery	(d)	loyalty antagonism
Q 10.	(a) intricacy	(b)	glut		(e) agnosticism	(u)	untugomsm
	(c) suffering	(d)	fastidious	O 10	Fatuous		
	(e) scarcity			Q 17.	(a) silly	(b)	inane
Q 11.	Platitude				(c) sensible	\ /	perplexed
	(a) genuine		unoriginal		(e) impressive		
	(c) boring	(d)	jejune	Q 20.	Heretical		
	(e) abundance				(a) heroic	(b)	
Q 12.	Sober	(1.)			(c) villainous	(d)	climactic
	(a) egalitarian(c) morose	(b) (d)	gory inebriated		(e) rebellious		
	(e) smart	(u)	mediated	Q 21.	Gregarious	(1.)	
O 13	Invigorate				(a) unsociable(c) motivating	(b) (d)	sociable ecstatic
Q 13.	(a) debilitate	(b)	enliven		(e) enlightened	(u)	cestatie
	(c) revel	(d)	carouse	0.22	Furtive		
	(e) animate			Q 22.	(a) clandestine	(b)	fugitive
Q 14.	Insalubrious				(c) expatriate	(d)	open
	(a) pale	(b)	sickly		(e) hidden		
	(c) morbid	(d)	wholesome	Q 23.	Fleeting		
0.45	(e) diseased				(a) vanishing	` '	passing
Q 15.	Spiritual (a) stellar	(b)	apocryphal		(c) affable(e) mesmerizing	(d)	permanent
	(c) carnal	(d)	vornal	0.04			
	(e) humane	(u)	CAI- MBA	Q 24.	Flowery (a) decorated	(b)	magical
0.16	Diaphanous				(c) heavenly	(d)	fragrant
Q 10.	(a) flimsy	(b)	thin		(e) unadorned	(4)	iiwgiwiii
	(c) opaque	(d)	angry	0.25	Fecund		
	(e) lamenting			Q 20.	(a) sterile	(b)	poor
Q 17.	Facetious				(c) amateur	(d)	debacle
	(a) comical	(b)	grave		(e) damsel		
Pract	tice Exercise 4						
	- 3.00						

Q 1. Imperious	Q 4. Inculpate
(a) docile (b) unimportant (c) pacific (d) sloppy (e) puerile	(a) exonerate (b) arraign (c) incarcerate (d) indict (e) debase
Q 2. Illustrious (a) nasty (b) hazy (c) respectful (d) rich (e) undistinguished	Q 5. Impudent (a) saucy (b) respectful (c) irreverent (e) crazy (d) onerous
Q 3. Immaculate (a) contaminated (b) charge (c) incarcerate (d) virgin (e) germinal	Q 6. Invective (a) humour (b) praise (c) honour (d) grace (e) divine



Q 7.	Indigent (a) crooked (c) wealthy (e) occidental	(b) (d)	reserved saintly	Q 19.	Jaundiced (a) optimistic (c) vulnerable (e) meek	(b) (d)	diseased strong
Q 8.	Imperturbable (a) stoic (c) peaceful (e) excitable	(b) (d)	calm tranquil	Q 20.	Malignant (a) pernicious (c) rigid (e) impervious	(b) (d)	benign roomy
Q 9.	Impeach (a) allege (c) invoke (e) vindicate	(b) (d)	extradite slander	Q 21.	Nullify (a) eradicate (c) expedite (e) motivate	(b) (d)	ratify activate
Q 10.	Imminent (a) likely (c) possible (e) inevitable	(b) (d)	probable remote	Q 22.	Lax (a) lenient (c) rigorous (e) refractory	(b) (d)	easy intractable
Q 11.	Guileful (a) ingenuous (c) malicious (e) vague	(b) (d)	spiteful insidious	Q 23.	Macrocosm (a) equable (c) balanced (e) behemoth	(b) (d)	equitable microcosm
Q 12.	Intelligible (a) perceptive (c) insipid (e) incomprehensib	(b) (d) le	insightful sagacious	Q 24.	Munificen (a) generous (c) stingy (e) prudent		lavish provident
O 13.	Languid			O 25.	Benevolent		
Q 13.	Languid (a) energetic (c) jocular (e) lachrymose	(b) (d)	jaded delighted A. F. A.	Q 25.	Benevolent (a) cheerful (c) malevolent (e) bad tempered	(b) (d)	optimistic edgy
	(a) energetic(c) jocular			PMA	(a) cheerful(c) malevolent	. /	
Q 14.	(a) energetic(c) jocular(e) lachrymoseInnocuous(a) genetic(c) cursing	(d) (b)	delighted M.B.A. genuine malicious	Q 26.	(a) cheerful(c) malevolent(e) bad temperedPiquant(a) tangy(c) risqué	(d) (b) (d)	edgy
Q 14.	(a) energetic (c) jocular (e) lachrymose Innocuous (a) genetic (c) cursing (e) harmful Indigenous (a) restive (c) crafty	(d) (b) (d) (b) (d)	delighted MBA genuine malicious foreign	Q 26.	(a) cheerful (c) malevolent (e) bad tempered Piquant (a) tangy (c) risqué (e) vulgar Perseverance (a) patience (c) harmony	(d) (b) (d)	edgy racy bland
Q 14. Q 15.	(a) energetic (c) jocular (e) lachrymose Innocuous (a) genetic (c) cursing (e) harmful Indigenous (a) restive (c) crafty (e) awkward Jocular (a) comical (c) solemn	(d) (b) (d) (b) (d)	delighted MBA genuine malicious foreign wicked insular	Q 26. Q 27.	(a) cheerful (c) malevolent (e) bad tempered Piquant (a) tangy (c) risqué (e) vulgar Perseverance (a) patience (c) harmony (e) love Unobstrusive (a) arcane (c) noticeable	(d) (b) (d) (b) (d) (b) (d)	racy bland joy inconstancy

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synonyms

Practice Exercise I

Direction for questions 1 to 20: In the following questions, a word is given followed by four alternatives marked a–d. Select the alternative that conveys the same meaning as the word given.

- Q1. Amply
 - (a) sufficiently
 - (b) to dress
 - (c) prior
 - (d) a brief account of some interesting event or incident
- Q 2. Comport
 - (a) abnormal; straying from the normal or usual path
 - (b) fitting in
 - (c) too dirty or discoloured
 - (d) with no shape; unorganized
- Q 3. Abjure
 - (a) hard coal
 - (b) to recant, renounce, repudiate under oath
 - (c) a book whose leaves are so made to form paper frames for holding photographs
 - (d) one who or that which accompanies
- Q 4. Hostility; opposition
 - (a) cacophonous
- (b) comeliness
- (c) bombastic
- (d) antagonism
- Q 5. Alley
 - (a) quantity or extent of land, especially of cultivated land
 - (b) a narrow street, garden path, walk, or the like
 - (c) largeness
 - (d) to represent beforehand in outline or by emblem
- Q 6. Wrong; awry
 - (a) contentious
- (b) collusion
- (c) amiss
- (d) conglomeration
- Q 7. Anglophobia
 - (a) hatred or dread of England or of what is English
 - (b) having the right or privilege of entry
 - (c) to make shorter in words, keeping the essential features, leaning out minor particles
 - (d) sourness, with bitterness and astringency

- Q 8. Touching; or adjoining and close, but not touching
 - (a) Contiguous
- (b) abase
- (c) antagonism
- (d) apposite
- Q 9. Advent
 - (a) cheerful willingness
 - (b) the coming or arrival, as of any important change, event, state, or personage
 - (c) a portable free-reed musical instrument
 - (d) the act or state of lying concealed for the purpose of surprising or attacking the enemy
- Q 10. Trite; without freshness or originality
 - (a) baroque
- (b) boor
- (c) chimera
- (d) banal
- Q 11. Alter
 - (a) flood
 - (b) one chosen to act in place of another, in case of the absence or incapacity of that other
 - (c) to make change in
 - (d) the act of cutting off, as in a surgical operation
- Q 12. Analogy
 - (a) unnecessary activity or ceremony
 - (b) induction or elevation, as to dignity, office, or government
 - (c) reasoning in which from certain and known relations or resemblance, others are formed
 - (d) that which is near or bordering upon
- O 13. Corroborate
 - (a) to confirm the validity
 - (b) tasting sour; harsh in language or temper
 - (c) unselfish devotion to the welfare of others
 - (d) controversy; dispute
- Q 14. Augment
 - (a) one who is skeptical of the existence of know ability of a god or any ultimate reality
 - (b) urge; plead for
 - (c) increase
 - (d) pertaining to soil deposits left by running water
- Q 15. To become a semisolid, soft mass; to clot
 - (a) coagulate
- (b) advocate
- (c) copious
- (d) abysmal
- Q 16. Amazement or terror that causes confusion
 - (a) conjure
- (b) appease
- (c) analogy
- (d) consternation

FundaMakers

Frequently Used Vocabulary 1.65

O 17. To determine the quality of a substance O 19. To go away hastily or secretly; to hide (a) consequential (a) abaft (b) abscond (c) clemency (d) aseptic (b) cacophonous (c) assay Q 20. Airy (a) slight sickness (d) agrarian (b) delicate, ethereal Q 18. A fortifie place or strong defense (c) to hate violently (a) adamant (b) astringent (d) anything gained, or made one's own, usually by effort or labour (c) bungler (d) bastion Practice Exercise 2 Direction for questions 1 to 20: In the following questions, Q 8. Aide-de-camp a word/phrase is given followed by four alternatives (a) a white or delicately tinted fine-grained gypsum marked a-d. Select the alternative that conveys the same (b) profound devotion meaning as the word/phrase given. (c) an officer who receives and transmits the orders of the general Q 1. Eager readiness or speed (d) goodbye; farewell (a) cloying (b) bode Q 9. To move towards one point (opposite:diverge) (c) alacrity (d) arbiter (a) askance (b) converge Q 2. Acknowledgement (d) asperity (c) analogy (a) recognition Q 10. Annuity (b) willing and ready to submit (a) an annual allowance, payment, or income (c) very hateful (b) the superior of a community of monks (d) answering yes; to a question at issue (c) to warn of a fault O 3. Of the land (d) to pile or heap together (a) complacent (b) approbatory O 11. Accede (d) agrarian (c) beholden (a) without determinate shape O 4. Anachronism (b) misfortune (a) pertaining to the act or sense of hearing (c) of unknown authorship (b) anything occurring or existing out of its (d) to agree proper time Q 12. To overlook; to forgive (c) self-denial (a) charisma (b) condone (d) the entire number, sum, mass, or quantity of (c) contempt (d) consecrate something Q 13. Arrogant Q 5. Being too long, as in a description or expression; a (a) allure (b) cacophony roundabout, indirect, or ungainly way of expressing (d) conjoin (c) bumptious something. Q 14. To forgive; to acquit (a) abysmal (b) circumlocutory (a) chary (b) aghast (c) complacent (d) awry (c) absolve (d) accretion Q 6. Acquit O 15. Afoot (a) able to move or act quickly, physically, or (a) in progress mentally (b) to warn of a fault (b) to free or clear, as from accusation

(c) to refer incidentally

Q 16. Something that is abnormal

(a) cohesion

(c) atypical

(d) an adulterating substance

(b) connotative

(c) the art or practice of flying aircraft

Q 7. To come down from one's position or dignity

(b) condescend

(d) abandon

(d) portion

(a) adage

(c) cajole



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- Q 17. Aggregate
 - (a) a series of tables giving the days of the week together with certain astronomical information
 - (b) the entire number, sum, mass, or quantity of something
 - (c) the practical unit of electric current strength
 - (d) the state of being attached or joined
- Q 18. To acknowledge; admit
 - (a) concede
- (b) communal
- (c) attenuate
- (d) arrogate

O 19. Anode

- (a) the point where or path by which a voltaic current enters an electrolyte
- (b) friendship
- (c) of or pertaining to the times, things, events before the great flood in the days of Noah
- (d) sharpness or bitterness of speech or temper
- Q 20. With no shape; unorganized
 - (a) asperity
- (b) amorphous
- (c) conviviality
- (d) constrain

Practice Exercise 3

Direction for questions 1 to 20: In the following questions a word/phrase is given followed by four alternatives marked a-d. Select the alternative that conveys the same meaning as the word/phrase given.

- O 1. Lack of emotion or interest
 - (a) apathy
- (b) complacent
- (c) calibre
- (d) anecdote
- O 2. Ailment
 - (a) colourless
 - (b) a discharge from accusation by judicial action
 - (c) slight sickness
 - (d) having fine and penetrating discernment
- Q 3. Changeable; fickl
 - (a) condescend
- (b) complaisance
- (c) cascade
- (d) capricious
- O 4. Abhorrent
 - (a) very repugnant; hateful
 - (b) a member of an academy of literature, art, or science
 - (c) easy to approach
 - (d) profound devotion
- Q 5. Acrimonious
 - (a) full of bitterness
 - (b) not conformed to the ordinary rule or standard
 - (c) a book whose leaves are so made to form paper frames for holding photographs or the like
 - (d) to cause to appear greatly
- Q 6. One who believes that a formal government is unnecessary
 - (a) confluence
- (b) anarchist
- (c) compromise
- (d) aghast
- Q 7. Abdominal
 - (a) one who manages affairs of any kind
 - (b) not mandatory

- (c) a condensed form as of a book or play
- (d) of, pertaining to, or situated on the abdomen
- Q 8. A symbolic description
 - (a) conjure
- (b) amiss
- (c) allegory
- (d) chaffing
- Q 9. To lump together, causing confusion; to damn
 - (a) confound
- (b) abbreviate
- (c) arcane
- (d) candid
- Q 10. Americanism
 - (a) beginning, ending, or changing suddenly or with a break
 - (b) opposing or opposed
 - (c) a charge of crime, misdemeanour, or error
 - (d) a peculiar sense in which an English word or phrase is used in the United States
- Q 11. Suitable (as land) for plowing
 - (a) amity
- (b) arable
- (c) adjure
- (d) blatant
- O 12. Alabaster
 - (a) before noon
 - (b) of, pertaining to, or involving an accusation
 - (c) a white or delicately tinted fine-grained gypsum
 - (d) a condensed form as of a book or play
- Q 13. Not yielding, fir
 - (a) awry
- (b) contrite
- (c) abase
- (d) adamant
- Q 14. Antipathy
 - (a) urge; plead for
 - (b) calm; pacify
 - (c) aversion; dislike
 - (d) increase
- Q 15. Advert
 - (a) to speak to
 - (b) to make explanatory or critical notes on or upon



(b) beginning, ending, or changing suddenly or

(c) the branch of pneumatics that treats of the

equilibrium, pressure, and mechanical properties.

- (c) to fight
- (d) to refer incidentally
- Q 16. Fitting in
 - (a) comport
- (b) attenuate
- (c) allure
- (d) beholden
- O 17. Abdicate
 - (a) an officer who receives and transmits the orders of the general.
 - (b) a person or thing that aids the principal agent.
 - (c) primitive; unsophisticated.
 - (d) to give up (royal power or the like).
- Q 18. Conferring benefits kindly
 - (a) beneficent
 - (b) amortize

Q 20. Ablution

Q 19. Abrupt

(a) a manually skilled worker

(a) designed to excite love.

with a break.

(d) to move faster.

(b) dry; barren

(c) carte blanche

(d) audacious

- (c) ash-coloured; deadly pale
- (d) washing

Practice Exercise 4

Direction for questions 1 to 20: In the following questions, a word/phrase is given followed by four alternatives marked a–d. Select the alternative that conveys the same meaning as the word/phrase given.

- O1. Abbot
 - (a) a discharge from accusation by judicial action
 - (b) a white or delicately tinted fine-grained gypsum
 - (c) the superior of a community of monks
 - (d) sufficiently
- Q 2. Friendly; amiable
 - (a) affiliate
- (b) abstemious
- (c) affable
- (d) abeyance
- Q 3. Academy
 - (a) any institution where the higher branches of learning are taught
 - (b) induction or elevation, as to dignity, office, or government
 - (c) the act of detesting extremely
 - (d) to refer incidentally
- Q 4. Erratic
 - (a) irresponsible, eccentric; lacking a fixed purpose erratic behaviour
 - (b) display or wave boastfully
 - (c) relating to the countryside
 - (d) dry; barren
- Q 5. Affront
 - (a) the setting forth of a subject under the guise of another subject of aptly suggestive likeness
 - (b) a record of events in their chronological order, year by year
 - (c) the character '&'; and
 - (d) an open insult or indignity

Q 6. Benevolent

- (a) art authoritative statement; a saying
- (b) kindly; charitable
- (c) to pierce through with a pointed instrument
- (d) a distortion of the face to express an attitude or feeling

Q 7. Affi

- (a) to contend angrily or zealously in words
- (b) practising an art or occupation for the love of it, but not as a profession
- (c) to stick fast or together
- (d) to fasten

Q 8. Expound

- (a) to express sorrow or grief over
- (b) to set forth in detail; to explain
- (c) to make gestures, or indicate feelings by motions
- (d) a God

Q 9. Alienable

- (a) occurring or existing before birth
- (b) to make inefficient or worthless; muddle
- (c) anything forbidden, as by social usage
- (d) capable of being aliened or alienated, as lands

O 10. Acute

- (a) historian
- (b) of, pertaining to, or involving an accusation
- (c) estrangement
- (d) having fine and penetrating discernment

O 11. Devout

- (a) devoted to religious observances
- (b) to beg earnestly



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- (c) pertaining to public discussion or law courts
- (d) a picture or other description of a person which exaggerates ludicrously one or more of his distinctive features

Q 12. Abet

- (a) to use for one's selfish purpose
- (b) to encourage or support
- (c) origin
- (d) rudely abrupt

O 13. Condole

- (a) sociable, courteous, and agreeable in manner
- (b) despotic
- (c) to express sympathy with another in sorrow, pain, or misfortune
- (d) inclined to believe anything; easily imposed upon

O 14. Affiliat

- (a) some auxiliary persons or thing
- (b) of or pertaining to an academy, college, or university
- (c) to recognize (v.); to admit the genuineness or validity of
- (d) plentiful (adj)

Q 15. Heresy

- (a) despotic
- (b) historical records
- (c) an opinion held in opposition to the traditional view
- (d) coward

O 16. Devoid

- (a) implied but not clearly expressed; unquestioning
- (b) lacking in; not possessing
- (c) sharp or harsh in language or temper
- (d) positive in expressing an opinion; asserting an opinion as though it were an undisputed fact

Q 17. Aggrieve

- (a) reasoning in which from certain and known relations or resemblance others are formed
- (b) a vehicle fitted for conveying the sick and wounded
- (c) to give grief or sorrow to
- (d) a volatile, inflammable, colourless liquid of a penetrating odour and burning taste

Q 18. Cringe

- (a) self-satisfied
- (b) to shrink in fear
- (c) prejudiced
- (d) habitually fond of associating in a company or herd

O 19. Acrimonious

- (a) sharp or harsh in language or temper
- (b) of low morals; corrupt
- (c) to make a mistake or to do something wrong
- (d) one who denies that God exists

O 20. Craven

- (a) implied but not clearly expressed; unquestioning
- (b) of low morals; corrupt
- (c) coward
- (d) rudely abrupt

Practice Exercise 5

Direction for questions 1 to 20: In the following questions a word/phrase is given followed by four alternatives marked a-d. Select the alternative that conveys the same meaning as the word/phrase given.

Q 1. Antarctic

- (a) pertaining to the south pole or the regions
- (b) corresponding (to some other) in certain respects, as in form, proportion, relations
- (c) some auxiliary person or thing
- (d) eagerly desirous and aspiring

Q 2. Egregious

- (a) a distortion of the face to express an attitude or feeling
- (b) conversation which is amusing and not serious

- (c) a record of a person's or a family's ancestors or relatives
- (d) often of mistakes, extremely and noticeably bad

Q 3. Adjuration

- (a) to pile or heap together
- (b) to wear away the surface or some part of by friction
- (c) a vehement appeal
- (d) anything gained, or made one's own, usually by effort or labour

Q 4. Annuity

- (a) solemn curse; someone or something that is despised
- (b) unreasonable or capricious; tyrannical



- (c) preventing infection; having a cleansing effect
- (d) yearly allowance

Q 5. Aboriginal

- (a) primitive; unsophisticated
- (b) passive consent
- (c) villager
- (d) to represent beforehand in outline or by emblem

O 6. Fetish

- (a) a swamp
- (b) something that is believed to have magical powers an object of unreasoning devotion and worship
- (c) to soil or dirty
- (d) to quicken, speed tip

Q 7. Anterior

- (a) a member of a municipal legislative body, who usually exercises also certain judicial functions
- (b) prior
- (c) having the right or privilege of entry
- (d) the point where or path by which a voltaic current enters an electrolyte or the like

Q 8. Apathy

- (a) to free from blame
- (b) to give a false idea of
- (c) lack of feeling, emotion, or interest
- (d) to express sympathy with another in sorrow, pain, or misfortune

Q 9. Exploit

- (a) spirited; ardent
- (b) a swamp
- (c) to use for one's selfish purpose
- (d) quick to find fault about trifles

Q 10. Abrogate

- (a) lacking in freshness, originality, or vigour
- (b) liable to make mistakes or be deceived
- (c) a public command or proclamation issued by an authority
- (d) to abolish or render void

Q 11. Antithesis

- (a) pertaining to the clergy or the church
- (b) to declare positively; to confirm
- (c) departure, emigration
- (d) contrast; the direct opposite

Q 12. Deluge

- (a) thoughtless; taking little care
- (b) to abolish or render void

- (c) a brief summary of the main ideas of a larger work
- (d) a great flood; downpour

O 13. Advocate

- (a) diversion
- (b) one who pleads the cause of another, as in a legal or ecclesiastical court
- (c) any raised place or structure on which sacrifices may be offered or incense burned
- (d) change or modification

Q 14. Crass

- (a) personal peculiarity
- (b) coarse and stupid
- (c) well-deserved (applied chiefly to punishment)
- (d) wicked; hateful

Q 15. Aldermanship

- (a) invulnerable
- (b) the art or practice of flying aircraft
- (c) the dignity, condition, office, or term of office of an alderman
- (d) to warn of a fault

Q 16. Disparity

- (a) inequality; difference in image, quantity, character, or rank
- (b) to punish or criticize severely
- (c) to declare positively; to confirm
- (d) coarse and stupid

O 17. Aggrandize

- (a) having fine and penetrating discernment
- (b) to cause to appear greatly
- (c) to utter with a shout
- (d) the setting forth of a subject under the guise of another subject of aptly suggestive likeness

Q 18. Cumbrous

- (a) burdensome and clumsy
- (b) mentally distressed; distracted
- (c) to express sympathy with another in sorrow, pain, or misfortune
- (d) a tombstone inscription

Q 19. Annex

- (a) to add or affix at the end
- (b) to recant, renounce, repudiate under oath
- (c) an abiding
- (d) to move faster

Q 20. Cabal

- (a) a feeling of hatred
- (b) obnoxiously conceited or self-assertive
- (c) pertaining to public discussion or law courts
- (d) a small group of persons engaged in plotting



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Answer

Antonyms

Practice Exercise 1

Q. No.	Answer						
1	(b)	2	(b)	3	(a)	4	(d)
5	(d)	6	(a)	7	(d)	8	(b)
9	(c)	10	(c)	11	(b)	12	(b)
13	(b)	14	(d)	15	(b)	16	(c)
17	(c)	18	(c)	19	(a)	20	(d)
21	(b)	22	(a)	23	(c)	24	(b)
25	(a)	26	(d)	27	(c)	28	(b)
29	(a)	30	(c)				

Practice exercise 2

Q. No.	Answer						
1	(a)	2	(b)	3	(b)	4	(c)
5	(a)	6	(a)	7	(d)	8	(d)
9	(a)	10	(b)	11	(b)	12	(d)
13	(d)	14	(d)	15	(c)	16	(c)
17	(c)	18	(c)	19	(b)	20	(b)
21	(c)	22	(b)	23	(d)	24	(c)
25	(a)	26	(a)	27	(d)	28	(d)
29	(a)	30	(b)				

Q. No.	Answer						
1	(c)	2	(d)	3	(d)	4	(d)
5	(c)	6	(c)	7	(b)	8	(d)
9	(b)	10	(b)	11	(b)	12	(d)
13	(a)	14	(d)	15	(c)	16	(c)
17	(b)	18	(b)	19	(c)	20	(b)
21	(a)	22	(d)	23	(d)	24	(e)
25	(a)						



Practice Exercise 4

Q. No.	Answer						
1	(b)	2	(e)	3	(a)	4	(d)
5	(b)	6	(c)	7	(c)	8	(e)
9	(e)	10	(d)	11	(a)	12	(e)
13	(e)	14	(e)	15	(b)	16	(c)
17	(d)	18	(c)	19	(a)	20	(b)
21	(b)	22	(c)	23	(d)	24	(c)
25	(c)	26	(d)	27	(d)	28	(c)
29	(b)	30	(b)				

Synonyms

Practice Exercise 1

Q. No.	Answer						
1	(c)	2	(b)	3	(d)	4	(b)
5	(b)	6	(c)	7	(a)	8	(a)
9	(b)	10	(d)	11	(c)	12	(c)
13	(a)	14	(c)	15	(a)	16	(d)
17	(c)	18	(d)	19	(b)	20	(b)

Practice Exercise 2

Q. No.	Answer						
1	(c)	2	(a)	3	(d)	4	(b)
5	(b)	6	(b)	7	(b)	8	(c)
9	(b)	10	(a)	11	(d)	12	(b)
13	(c)	14	(c)	15	(a)	16	(c)
17	(b)	18	(a)	19	(a)	20	(b)

Q. No.	Answer						
1	(a)	2	(c)	3	(d)	4	(a)
5	(a)	6	(b)	7	(d)	8	(d)
9	(a)	10	(a)	11	(b)	12	(c)
13	(d)	14	(c)	15	(d)	16	(a)
17	(d)	18	(a)	19	(b)	20	(d)



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Practice Exercise 4

Q. No.	Answer						
1	(c)	2	(c)	3	(a)	4	(a)
5	(d)	6	(b)	7	(d)	8	(b)
9	(d)	10	(d)	11	(a)	12	(b)
13	(c)	14	(a)	15	(c)	16	(b)
17	(c)	18	(b)	19	(a)	20	(c)

Practice Exercise 5

Q. No.	Answer						
1	(a)	2	(d)	3	(d)	4	(d)
5	(a)	6	(b)	7	(b)	8	(c)
9	(c)	10	(d)	11	(d)	12	(d)
13	(b)	14	(b)	15	(c)	16	(a)
17	(b)	18	(a)	19	(a)	20	(d)

Hints And Explanations

Antonyms

- 1. (b) Fickle means changing unpredictably and persistent means consistent, which does not change.
- 2. (b) Tranquil means peaceful, so its antonym will be disturbed.
- 3. (a) Gloomy means sad and depressed, spirited means lively.
- 4. (d) Cacophonous means harsh and unpleasant.
- 5. (d) Zenith is the topmost point, and nadir is the lowest point.
- 6. (a) Advance means to move ahead and retreat means to withdraw.
- 7. (d) Coy means shy, brazen means rude and shameless.
- 8. (b) Dearth means scarcity, so abundance is the opposite.
- 9. (c) Alleviate means to make the things more bearable, aggravate means to worsen.
- 10. (c) Callous means insensitive, so sensitive is the antonym.
- 11. (b) Oriental means pertaining to East so occidental, which means pertaining to West.

- 12. (b) Nascent means new so senescent means old is the opposite.
- 13. (b) Brood means to sulk, opposite can be exult, to praise highly.
- 14. (d) Blasphemy means insulting God or religion, so respect is the opposite.
- 15. (b) Shelter means to protect, so imperil i.e., to risk or endanger oneself is the answer.
- 16. (c) Condescend means to belittle, so laud which means to praise is the opposite.
- 17. (c) Shallow profound means deep, so shallow.
- 18. (c) Archetype means original, so duplicate.
- 19. (a) Frugal means economical, so wasteful.
- 20. (d) Repugnant means deserving hate, so agreeable.
- 21. (b) Scramble means to jumble or mix randomly, so decipher, which means to crack a code.
- 22. (a) Elite, belonging to the upper class, so plebeian, pertaining to the masses.
- 23. (c) Ostensible means apparent, so hidden.
- 24. (b) Modest means unassuming, so haughty means arrogant.
- 25. (a) Irrevocable means something which can't be undone, so alterable.



- 26. (d) Ludicrous means humorous, so grave.
- 27. (c) Congenital means acquired by birth, so acquired.
- 28. (b) Hilarious means comical, so morose means sorrowful or depressive.
- 29. (a) Impecunious means poor, so affluent
- 30. (c) Absolve, means to free from charges or blame, so accuse is the opposite.

Practice Exercise 2

- 1. (a) Ratify means to pass a law, so abrogate i.e., to cancel a law.
- 2. (b) Fruitful means successful, so abortive which means unsuccessful.
- 3. (b) Amplify means increase, so abbreviate.
- 4. (c) Abstract means hazy and intangible, so concrete.
- 5. (a) Clumsy means awkward, so adroit which means skilled.
- 6. (a) Ally means a friend and supporter, so adversary.
- 7. (d) Oblivious means unaware, so alert.
- 8. (d) Affirmativ means positive.
- 9. (a) Ambiguous means unclear, so unequivocal which means definit is the antonym.
- 10. (b) Abhorrence means hatred, so admiration.
- 11. (b) Meager means less.
- 12. (d) Synthesis is the opposite of analysis.
- 13. (d) Condemn means to criticize, so approve.
- 14. (d) Apposite means appropriate, so inappropriate.
- 15. (c) I nflexibl is the opposite of amenable which means flexible Disparage means to belittle, so opposite is
- (c) appreciate.
 Impede means to hinder, so opposite is assist.
- 17. (c) Dissent means disagreement, so opposite is
- 18. (c) approval.
 - Arbitrary means not clear.
- 19. (b) Fetid means rotten, so opposite is aromatic.
- 20. (b) Ardent means very interested, so opposite
- 21. (c) means apathetic or insensitive.
- Contentious means argumentative or quarrel-22. (b) some, so opposite is placatory.

- 23. (d) Buoyant means lively or spited, so opposite is morose.
- 24. (c) Coalesce means to join, so disperse.
- 25. (a) Antediluvian means very old, so modern.
- 26. (a) Overbearing means haughty, so servile.
- 27. (d) Lucid means easy to understand, so obscure.
- 28. (d) Puerile means childish, so mature.
- 29. (a) Pulchritude means beauty, so ugliness.
- 30. (b) Eschew means to avoid, so embrace.

- 1. (c) Fledgling means young and inexperienced, so veteran.
- 2. (d) Empathy is the opposite of apathy.
- 3. (d) Bucolic means village like, so civic.
- 4. (d) Veneration means respect, so opposite is contempt.
- 5. (c) Vitriolic means bitter and biting, so pleasant.
- 6. (c) Soporific means causing sleep, so exciting.
- 7. (b) Ameliorate means to improve, so worsen.
- 8. (d) Voluble means expressing fluentl, so tacitum.
- 9. (b) Fission means splitting, so joining.
- 10. (b) Paucity means lack of, so glut which means abundance.
- 11. (b) Platitude means clichéd, so unoriginal.
- 12. (d) Sober, means not drunk, so inebriated means drunken.
- 13. (a) Invigorate means to energize, so debilitate means to cripple.
- 14. (d) Insalubrious means unhealthy, so wholesome.
- 15. (c) Carnal means showing physical desire, so carnal.
- 16. (c) Diaphanous means transparent, so opaque.
- 17. (b) Facetious means humorous, so grave.
- 18. (b) Perfid means disloyalty, so loyalty.
- 19. (c) Fatuous means silly and pointless, so sensible.
- 20. (b) Heretical means against established religious views, so orthodox.
- 21. (a) Gregarious means group loving, so unsociable.
- 22. (d) Furtive means secretive, so open.
- 23. (d) Fleeting means passing and disappearing, so permanent.



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- 24. (e) Flowery means decorated so unadorned.
- 25. (a) Fecund means fertile, so sterile.

Practice Exercise 4

- 1. (b) Imperious means authoritative, so docile.
- 2. (e)
- 3. (a) Immaculate means pure, so contaminated.
- 4. (d) Inculpate means to blame, so indict.
- 5. (b) Impudent means showing casual disrespect, so respectful.
- 6. (c) Invective means abuse or verbal insult, so praise.
- 7. (c) Indigent means poor, so wealthy.
- 8. (e) Imperturbable means one who can't be disturbed.
- 9. (e) I mpeach means to charge a public official so viole
- 10. (d) Imminent means likely to happen, so remote.
- 11. (a) Guileful means deceptive, so ingenuous.
- 12. (e) Intelligible means perceptible.

- 13. (e) Languid means tired, so energetic.
- 14. (e) Innocuous means harmless.
- 15. (b) Indigenous means native of, so foreign.
- 16. (c) Jocular means comical, so solemn, serious.
- 17. (d) Jaunty means lively and cheerful, so sedate.
- 18. (c) Intransigent means stubborn, so flexible
- 19. (a) Jaundiced means prejudiced, so optimistic.
- 20. (b) Benign is the opposite of malignant.
- 21. (b) Nullify means to cancel a law, so ratify.
- 22. (c) Lax means not strict.
- 23. (d) Microcosm.
- 24. (c) Munificen means generous, so stingy.
- 25. (c) Benevolent means kind and generous, so malevolent.
- 26. (d) Piquant means sharp and biting, so bland.
- 27. (d) Perseverance means consistent.
- 28. (c) Unobtrusive means something which is not very clear or distinct.
- 29. (b) Aggravate means to worse, so mitigate, means to make bearable.
- 30. (b) Naïve means unworldly, so sophisticated.

CAT- MBA | IPMAT - BBA



Idioms and Phrases



LEARNING OBJECTIVES

After going through this chapter, you should have a thorough understanding of the following:

- 1. Types of questions asked in this chapter
- 2. Different types of error and how to identify those
- 3. Modifiers Error/Parallelism Error

IDIOMS

An expression or phrase or collection of words, often informal, that has a meaning of its own which is not apparent from the meanings of its individual words is an IDIOM. In other words, meaning of IDIOMS is generated through the collection of individual words. For example "To kick the bucket" is an idiom which means "to die." Knowledge of Idioms is important because in the absence of it, key meaning of passage or sentence may not be understood.

Following pages contain a list of the most commonly encountered idioms and their meanings.

A

Abide by—adhere to, agree to Above board—honest, fair, frank Account for—provide an explanation for All agog—in a state of excitement All and Sundry—everyone without exception All intents and purposes—practically, in actual practice An axe to grind—selfish motive Answer a purpose—to serve a purpose

Answer for—take the responsibility for

Apple of discord—cause of quarrel, a bone of contention Apple of one's eye—an object of love, the most valuable possession

Apple pie order—in perfect order

Ask after—inquire about one's condition or health

Ask for—asked to be given, to run the risk of something negative

Ask out—invite to a function (or an outing or a party)

At a low ebb-in a state of decline

At a pinch—in a difficulty

At a stone's throw—very near

At a stretch—continuously, without a break

At an arm's length—to keep aloof, to avoid, to keep at a distance

At any rate—in any event, under any circumstances

At home in—to be strong, to be comfortable with a subject

At one's beck and call—at one's disposal or command

At one's fingertips or ends—to be an expert at something

At par—on level with, of a similar quality

At random—aimlessly, without goals

At sea—weak, perplexed

At sixes and sevens—in disorder, pell-mell



1.76 Verbal Ability

At stake—in danger

At the bottom—real cause

At the eleventh hour—at a late stage, at the last moment

At the mercy of—in the power of

At the outset—right in the beginning

A.B.C.—elementary facts

Achilles Heels—persons weak or vulnerable point

to Add fuel to the fire—to increase anger

to be At daggers drawn with—to be enemies, to be on bad terms

to be At one's wit's end—to be in a fix or confusion, to be perplexed

to be At large—to be free and not under any control

R

Back out-to withdraw, to break a promise

Bad blood—enmity, bad feelings

Bag and baggage—completely, leaving behind nothing

Be off one's head—to be mad, insane

Bear a grudge—to have bitter feelings towards someone

Bear in mind—remember

Bear up—keep one's spirits under hostile conditions

Bed of roses—full of joys and pleasures

Bed of thorns—full of sufferings

Behind one's back—in one's absence

Beside the mark—irrelevant, not to the point

Between the devil and the deep sea—to be in a fix or between two difficulties

Big gun—an important figure

Bird's eyeview—a general view or study

Black sheep—a disgraceful person

Blessing in disguise—a certain thing which appears to be a curse in the beginning but proves to be a blessing in the end

Blow one's own trumpet—to speak proudly of one's achievements

Blow over-to end, to extinguish/terminate

Blue blood—a member of aristocracy

Bolt from the blue—a sudden shock or calamity

Bone of contention—a cause of quarrel

Bread and butter-livelihood

Breakdown—mental or nervous collapse of a person

Break-in—enter with the aim of stealing

Bring up—to rear the children; to start a topic for discussion

Buckle under—to accept under pressure, to give in

Burning question—an important question or topic of the day

By far—beyond all comparison

By hook or by crook—by all means, fair or foul

By leaps and bounds—rapidly, at a rapid pace

By no means—in no way

By virtue of—on account of

to Bank upon—to depend, to rely

to Be born with a silver spoon in one's mouth—born in prosperous circumstances

to Be in the good books—to be in favour with

to Be in the bad books—to be in disfavour with

to Bear the brunt of—to bear the consequences

to Bear the palm—to win reward

to Beat about the bush—to talk irrelevant

to Beat a retreat—to retire, to move back

to Beat hollow—to defeat completely

to Bell the cat—to face a risk

to Bid fair—likely to be

to Break the ice—to break the silence, to get over initial shyness

to Bring credit to-to bring fame and honour

to Bring down the house—to win general praise

to Bring to book—to punish the guilty

to Burn one's fingers—to get into trouble

to Burn the candle at both ends—to waste one's energy, time and money uselessly

to Burn the midnight oil—to work very hard till late at night

to Bury the hatchet—to forget a quarrel, to make peace

C

a Cat's paw—to make somebody a tool

a Chicken-hearted person—a cowardly person

a Child's play—something very easy

a Cock and bull story—an imaginary or false story

a Cool head—a calm judgment

a Cry in the wilderness—a useless cry

Call on—to pay a visit

Capital punishment—punishment of death

Care about—to feel for someone/something

Care for—have respect or regard for someone

Cast down-depressed, dejected

Casting vote—a vote which decides the issue when the voting is otherwise equal

Close shave—a narrow escape

Come of-come from, descended from

Come off—to be successful

Come round—become conscious; to visit; adopt an opinion

Come to hand—receive



Idioms and Phrases 1.77

Count on—to believe in, rely on

Count out—to disregard

Crocodile tears—false tears

Cut and dried—in a readymade form

to Call a spade a spade—to speak in plain terms, to speak out openly

to Call into question—to object to

to Carry fire and sword—to cause destruction

to Call for-to demand

to Carry off one's feet—to be wild with excitement

to Carry the day—to win, to succeed

to Cast a slur upon—to bring a blot, to bring discredit

to Cast a spell over—fascinate or attract

to Cast into the shade—to throw into obscure position

to Catch napping—to take unawares

to Catch tartar—to meet with a person who is more than a match for one

to Change colour—to turn pale with fear

to Chew the cud—to think deeply

to Clinch the issue—to decide the matter

to Come of age—to be major, to be twenty-one

to Come off with flying colours—to succeed well

to Come to a head—to reach a crisis

to Come to a standstill—to come to a stop

to Come to grief-to suffer, to be ruined, to fail

to Compare notes—to discuss impressions or opinions

to Cool one's heels—to wait for somebody patiently

to Cross one's mind—to come into one's mind

to Cross swords—to fight

to Cry for the moon—to wish for something impossible

to Cry over spilt milk—to waste time in vain, repent over lost opportunities

to Cut a sorry figure—to feel humbled, to make oneself ridiculous, to produce a poor result

to Cut no ice-to have no effect

to Cut the Gordian knot—to get over a difficulty by a bold strike

D

a Dead letter—no longer in use

a Deadlock—a position in which no progress can be made

a Dog in the manger—a selfish policy

a Drawn game or battle—in which no party wins

Dark horse—a competition of unknown capabilities

Dead of night—in the middle of

Dead shot—a marksman whose aim never goes wrong

Deal in—to trade in something, to be busy with something

Democle's sword—an impending danger

Die down-reduce to zero slowly, to diminish and finish

Die hard—customs that require a long period to die out

Dirt cheap—very cheap

Do away with—reject, get rid of

Do one proud—to give cause for feeling proud

Do up—put in better condition

Down and out—completely beaten

Draw in—to pull into something

Dress down—to scold, censure, rebuke

Dutch courage—fictitious courage induced somehow

to be Dashed to the ground—to fail

to Dance attendance upon—to wait on somebody always

to Dance to one's tune—to carry out orders

to Decline with thanks—to refuse or neglect

to Die in harness-to die while working till death

to Do full justice—to have one's fill, to do a thing thoroughly

to Drive home—to lay emphasis on, to make something very clear

E

at the Eleventh hour—at the last moment

Eat into—to destroy

Eat one out of house and home—to eat in a gluttonous manner

Eat one's heart out—to worry excessively

Eat out of one's hand—give no trouble

Enough and to spare—in plenty

Every inch—completely

Eye for eye—tit for tat

Eyewash—means of deceit

to Eat humble pie—to offer an humble apology

to Eat one's words—to go back on one's promise, to back out

to Egg on—to keep urging regarding something

to End in smoke—to come to nothing

to Extend the hand of friendship—to express a desire for friendship

F

a Fair hand—a beautiful and clear hand

a Fair weather friend—a selfish friend

a Fatal disease—a disease that ends in death



1.78 Verbal Ability

- a Far cry-a long way or distance
- a Feather in one's cap—another achievement to be proud of
- a Fish out of water—to be in an uncomfortable position
- a Flying visit—a hasty and brief visit
- a Fool's paradise—state of joy based on false hopes

by Fits and starts—irregularly

Face-to-face—personally

Fair play—impartial treatment

Fall flat—collapse, flop, fail to generate interest

Fall foul of—to incur the disfavour of

Fall over one another—to try and do something before others

Fed up—to be tired of to be sick of

Few and far between—few and rare

First and foremost—important

Flesh and blood-human nature

Fly at—attack

Fly in the face of discretion—foolishly take a course that is not logical

Fly off at a tangent—to start discussing something totally irrelevant

For good—for ever

Foul play—bad intentions

From hand to mouth—a miserable existence

- to Face the music—to face trouble, to face consequences of one's actions
- to Fall to the ground—to come to nothing
- to Fan the flames—to increase excitement
- to Feather one's nest-to care for one's selfish interest
- to Feel at home—to feel happy or at ease
- to Fight shy of—to attempt to avoid a thing or person
- to Fish in troubled waters—to take advantage of the troubles of others
- to Fizzle out—failed out gradually
- to Flog a dead horse—to waste one's energy and time
- to Fly in the face of—to insult
- to Follow in the footsteps of—to follow somebody's example
- to Follow suit—to follow example of
- to Foot the bill—to pay the bill

G

Gala day—a day of rejoicings

Gift of the gab—fluency of speech

Give and take—the making of mutual concessions, *quid* pro quo

Give currency to—to give wide publicity

Go in for-to take up as an occupation

Go off the deep end—to lose temper

Go the rounds—be circulated

Grain of salt—to believe only a part of statement

- to be Greek—unintelligible, not clear
- to be a Good hand at—to be expert
- to Gain ground—to progress
- to Get at the bottom of—to find out the truth
- to Get away with—to do something without the fear of any repercussion
- to Get back at-to retaliate
- to Get down to brass tacks—decide about the practical details
- to Get into a mess—to get into muddle
- to Get into a scrap—to be involved in a difficult situation
- to Get into hot water—to get into scrap, to get into trouble
- to Get on one's nerves—to be a source of worry
- to Get the better of-to overpower, to defeat
- to Get the sack—to be dismissed
- to Get the upper hand—to become stronger, to get the better position
- to Get wind of-to come to know of
- to Gird up one's loins—to prepare oneself for a work
- to Give a bit or a piece of one's mind—to rebuke; to scold
- to Give a person the cold shoulder—to show a person apathy
- to Give a slip—to escape
- to Give a wide berth to—to avoid, to keep aloof from
- to Give away—to reveal, betray, disclose
- to Give chapter and verse—to give full proof
- to Give in-to yield to pressure, to succumb
- to Give oneself airs—to assume a superior attitude, to feel proud
- to Give quarter to—to have sympathy with
- to Give the cold shoulder—to receive in a cold and careless manner
- to Give way—collapse, replace by
- to Go against the grain—against one's likings
- to Go all out for—to make the maximum possible effort
- to Go by—to judge something by
- to Go easy-not to use excessively
- to Go hand-in-hand—to go together
- to Go scot-free—to escape unpunished
- to Go the whole hog—to go to the fullest extent; to agree
- to Go through fire and water—to make every sacrifice
- to Go to dogs-to be utterly ruined



Idioms and Phrases 1.79

- to Go to the wall—to be ruined to, be hard pressed
- to Go with the current—to follow the general trend
- to Go without saying—to be clear
- to Go home to—to appeal
- to Grease the palm—to bribe

H

- a Hair breadth escape—a narrow escape
- a Hard nut to crack—a difficult problem, a stubborn person

Hair standing on end—a sign of fear and surprise

Hale and hearty—very healthy and sound

Hammer and tongs—with all might

Hand in gloves with—on very intimate terms, also in close association

Hang by a thread—to be in a miserable condition

Hang heavy—difficult to pass

Happy go lucky-careless, depending on good luck

Hard and fast-strict

Hard of hearing—somewhat deaf

Hard up—in financial difficulty

Haunted house—in which ghosts or spirits are supposed to live

Heads and shoulders above others—very superior

Heart and soul—with full energy

Henpecked—a husband under the control or thumb of his wife

Herculean task—a work requiring great efforts

High spirits—to be very happy

High time—proper time

Hobson's choice—no choice at all

Hold good—to be valid

Hold on—to continue efforts

Hold out-not yield

Hole and corner—secret and underhand

Horns of dilemma—to be in a fix

Hue and cry—to raise a great cry and or stir, to raise alarm

Hush money—a bribe, price of silence

- to be Hoisted with one's petard—to be killed with one's own sword
- to Hammer out—to plan, to devise
- to Hang in the balance—undecided
- to Hang fire-delayed
- to Harp on the same string or scheme—to talk continuously of the same matter
- to Have a bee in one's bonnet—to take the remarks seriously
- to Have a finger in every pie—to interfere unnecessarily
- to Have a windfall—unexpected good fortune

- to Have an old head on young shoulders—ripe in wisdom but young in years
- to Have one's hands full—to be very busy
- to Have one's way-to do one's own will
- to Hit below the belt—to be mean, to fight unfairly
- to Hit the ceiling—to give an outlet to anger
- to Hit the nail on the head—to do what is proper at a proper time
- to Hold a brief—to support be action or influence
- to Hold a candle to—to be equal to, to be comparable to the other
- to Hope against hope—to entertain hope when thee is no hope
- to Hold the baby—be burdened with a task that should be shared by others too
- to Hold one's own—to maintain one's position boldly
- to Hold water—to be valid
- to Hold no water—not valid

I

- an Iron hand-severe hand
- an Iron will-strong determination
- an Irony of fate—happening of events contrary to natural expectations

In a nutshell—briefly, as a summary

In black and white—in writing

In cold blood—cruelly

In full swing—in great progress

In the air—widespread, prevalent

In the course of—during

In the face of—in spite of

In the guise of—in the dress of

In the light of—keeping in view

In the long run—at the end

In the nick of time—just in time

In the teeth of—in the face of

In the twinkling of an eye—in no time

In the wake of-behind

In tune with—in keeping with

In vogue—to be in fashion

Ins and outs-full details

Iron out—smoothen

to be In one's elements—in one's proper sphere

J

Jack of all trades—a person supposed to know everything partially

to Hold no water-not valid

Jail bird—a person who has been to jail many times



1.80 Verbal Ability

Jump at—to accept immediately

Jump down one's throat—to reply in an angry manner Jump on—to scold severely

Jump to the conclusion—to arrive at a conclusion soon

K

Keep to-stick to, adhere to

Keep up with—to keep pace with

Kick up the dust—to create disturbance

Kith and kin—relatives

to Keep a good table—to entertain

to Keep a straight face—to avoid smiling or laughing

to Keep abreast of—to be familiar with

to Keep body and soul together—to remain alive

to Keep one's head—to remain mentally calm in an emergency

to Keep one's head above water—to tide over difficulty, to escape debt

to Keep the ball rolling—to maintain interest of a conversation

to Keep the powder dry—to be ready for any work

to Keep the wolf from the door—to keep away, hunger and starvation

to Keep up appearances—to maintain outward show

to Kick up a row-to make a great noise

to Knock down-to defeat

to Knock off—to reduce; stop working

L

a Left-handed compliment—a false praise

at a Low ebb-on the decline

Labour of love—work undertaken not for profit but for service

Laughingstock—an object of ridicule

Lay off—to remove from work

Leap in the dark—a careless action

Lend oneself to-allow to be carried away

Let down—to fail to keep promise

Let off-released

Let up—to be sluggish

to the Letter—completely

Life and soul—main figure

Lion's share—a major share

Live up to—to maintain certain standards

Loaves and fishes—material comforts

Lock, stock and barrel—with all belongings

Look blue—to feel nervous or depressed

Look down one's nose—to regard others contemptuously

Look forward to—to expect with pleasure

Look on—watch carefully

Look out—take care

Look to—to request for help

Look up—to verify

Look up to-to admire something/someone

to Land an ear—to listen to

to Land on one's feet-to be lucky

to Laugh in one's sleeves—to laugh in secret but not openly

to Lead a cat and dog life—to lead a life of constant quarrelling

to Lead a dog's life—to lead a miserable life

to Lead astray—to misguide

to Leave in the lurch—to leave in time of difficulty and trouble

to Leave no stone unturned—to make all possible efforts

to Let bygones be bygones—to ignore the past

to Let off steam—to react aggressively to release the tensions

to Lie in wait for—to wait for in concealment

to Live in glass-houses—to be open to criticism

to Lose head—to lose balance of mind, to be proud

M

a Man of straw—a man with no voice or will of his own

a Moot point—a point or question still open to discussion

Maiden speech—a speech made for the first time

Man in the street—an ordinary person

Man of letters—a scholar with literary tastes

Man of moment—an important person

Man of word—a reliable person

Much ado about nothing—to make fuss

to Make a clean sweep of-to remove completely

to Make a dash—to go quickly

to Make a mark—to distinguish oneself

to Make a mess of-to bungle

to Make a mountain of mole hill—to exaggerate difficulties or trifles

to Make a pint of—to do something (certainly)

to Make amends for—to compensate for damage or injury

to Make an example of—to punish someone to make it a warning to others



Idioms and Phrases | 1.81

- to Make away with—to carry off
- to Make both ends meet—to live within one's income
- to Make do without—to manage without something
- to Make free with—to take liberty with
- to Make hay while the sun shines—to make the best use of the opportunity
- to Make headway—to progress slowly and steadily
- to Make light of—to treat lightly, to attach no importance
- to Make much of-to make an issue of something trivial
- to Make neither head nor tail of-not to understand
- to Make one's way-to succeed, to prosper
- to Make the flesh creep—cause someone to feel fear
- to Make the heart bleed—to be filled with sorrow or pity
- to Make up—to compensate
- to Make up one's mind-to resolve
- to Make up with—to compose one's differences
- to Make way-to make room for others
- Wide of the mark—irrelevant

N

- a Narrow escape—to be saved with a great difficulty
- a Necessary evil—something which cannot be avoided

Neck and neck—side by side; even in a race or contest Nook and corner—everywhere

Not worth the salt—good for nothing

Now and again—occasionally

Null and void—invalid, of no effect

- to Nip in the bud—to destroy a thing at the very beginning
- to Nurse a grudge—to have jealousy or revenge

0

Odds and ends—different things, big and small

Off hand—without previous preparation

Of no avail—of no use

Of one's own accord—of one's own free will

On one's last legs—about to fall

On the sly—privately

On the spur of the moment—without any deliberation, at once

Order of the day—something common or general

Out of pocket-without money, short of

Out of the wood—out of danger or difficulty

Once for all—finally

Out of joint—in disorder and confusion

On the face of it—apparently

On the ground of—for

to be On the lookout for—to be in the search of

to be On the right scent—to be going in right direction

to be On the right side of—to be less than or below

to be On the wane—to decline

to be On the wrong side of—to be more than

P

Pillar to post—form one place of shelter to another Point blank—frankly

Pros and cons—arguments for and against

- to Pay in the same coin—to give tit for tat
- to Pay lip service—sympathy, to pretend to be faithful
- to Pay off old scores—to have revenge
- to Play ducks and drakes—to spend lavishly
- to Play fast and loose—to say one thing and to do another (be inconsistent)
- to Play into the hands of—to be under the control of
- to Play second fiddle—to be in a subordinate position
- to Play to the gallery—to appeal to lower taste
- to Play truant—to stay away form class
- to Plead quality—to confess one's crime
- to Pocket an insult—to bear insult quietly
- to Poison one's ears—to prejudice
- to Poke one's nose—to interfere with
- to Pull a long face—to look sad and worried
- to Pull one's legs-to make a fool of
- to Put a spoke in one's wheel—to hinder one's progress
- to Put heads together—to consult
- to Put one's foot down-to show determination
- to Put the best foot forward—to do one's best
- to Put the cart before the horse—to do things in a wrong manner

R

- a Rainy day—a time of difficulty or poverty
- a Red letter day—auspicious day of rejoicing, lucky and important day
- a Red rag to a bull—highly irritating, a cause for anger
- a Rolling stone—one who is never constant to one work or the other
- a Rough diamond—an illiterate but noble person
- a Royal road—an easy way to achieve an end

Rain or shine—under all circumstances

Red tapism—official formalities causing excessive delays

Right hand man—a very useful person on whom one can depend



1.82 Verbal Ability

Rise from the ranks—to rise from a humble position Root and branch—completely, entirely

Run over-go over

the Rank and file—the masses

- to Rack one's brains—to think hard
- to Read between the lines—to read carefully
- to Rest on one's laurels—to rest satisfied with the honours already won
- to Rest on one's oars-to rest after hard work
- to Ride roughshod over—to be inconsiderable or cruel
- to Rise to the occasion—to be found equal to the task
- to Rub shoulders with-to come in close touch with
- to Run amuck—to go mad
- to Run down-weak in health
- to Run riot-to wander without restraint
- to Run the gauntlet—to undergo severe criticism

S

- a Sharp tongue—a bitter tongue
- a Sheet anchor—the main support
- a Square deal—a fair bargain, justice
- a Square meal—full meal
- a Square peg in a round hole—a misfit
- a Stepping stone—source of success or help
- a Storm in a tea cup—a quarrel for trifling reason
- a Stumbling block—a great obstacle

by the Skin of one's teeth—very narrowly Scapegoat—

a person who is made to bear the blame of others

Scot free—to go without punishment

See through—understand

Shake in the shoes—to be in a state of fear

Shake off-to get rid of

Side issue—something not connected with the matter in hand

Sing low—to express one's views in an inconspicuous manner

Sink differences—to forget/overlook differences

Smooth sailing—no difficulty

Snake in the grass—a hidden enemy, a deceitful person

Sniff at—to show derision for

Spill one's sides—to laugh merrily

Stand by—to support

Steer clear of—to avoid, to keep aloof

Sum and substance—gist, purport

Sweet tooth—liking for sweetmeat

Swelled head—pride

Sword of damocles—an impending danger

- to do a Snow job—to fool someone
- to Sail in the same boat—to be equally exposed to risk
- to Sail under false colours—to pretend to be what one is not, to try to deceive
- to Save one's skin-to accept without loss
- to See a thing through coloured glasses—to see a thing with a prejudiced mind
- to Set at naught—to disregard
- to See eye-to-eye with—to agree
- to Set thames on fire—to try to achieve an impossible distinction
- to Show a clean pair of heels—to run away
- to Show the white feather—to show signs of cowardice
- to Sing the blues—to exhibit a discouraged attitude
- to Sit on the fence—to remain neutral
- to Sit pretty—to be in a safe and comfortable position
- to Sit up-to take notice of
- to Smell a rat—to suspect something
- to Sow the wild oats—to indulge in youthful follies
- to Speak one's mind—to speak frankly
- to Speak volumes—to bear sufficient evidence for or against
- to Spill the beans—to give secret information
- to Split hairs—to go into minute details
- to Spread like a wild fire—to spread rapidly.
- to Stand in good stead—to be useful and serviceable
- to Stand on one's own legs—to be independent
- to Stand on ceremony—to insist on formalities
- to Stand up for—to support
- to Stare in the face—to threaten
- to Steal a march—to get the advantage secretly
- to Stem the tide of—to check, to stop
- to Step into another's shoes—to take another's place
- to Stick to one's guns—to stand firm, to stick to one's principles
- to Strain every nerve—to try one's best
- to Stretch a point—to bend the rules
- to Swallow the bait—to fall an easy victim to temptations

T

- a Thorn in the flesh—to be a source of anger or displeasure
- a Turncoat—a person who changes opinions
- a Turning point—anything that brings change
- on Tenterhooks—in a state of suspense and anxiety

Take ill—fall ill; consider unfavourably

Take the cake—to be the topmost

Tall talk—boastful and exaggerated talk



Idioms and Phrases | 1.83

Thankless task—a selfless work for which we cannot expect anything

The thin edge of the wedge—small beginning with bright future

The three R's—reading, writing and arithmetic

Through thick and thin—under all circumstances

Tied to the apron string of—to be dependent upon somebody

- to be Taken aback—to be extremely surprised
- to Take a fancy to—to like something
- to Take a leaf out of another's book—to follow some-body's example
- to Take a thing lying down—to pocket an insult without a murmur
- to Take after—to resemble in features
- to Take an issue—to quarrel
- to Take away one's breath—to surprise
- to Take by storm—to conquer rapidly
- to Take exception to—to object
- to Take French leave—leave without permission
- to Take heart—to pluck up courage
- to Take off the hat to—show respect
- to Take one's cue—to take a hint
- to Take root—to become firmly established
- to Take stock of—to observe and estimate
- to Take the bull by the horns—to face a difficulty boldly
- to Take the lead—to surge ahead in a competition
- to Take the plunge—to take a bold decision
- to Take time by the forelock—to act at once, to avoid delay
- to Take to heart—to feel
- to Take to heels—to run away
- to Take to task—to call to account, to scold, to require explanation
- to Take up the cudgels—to defend, to fight for somebody's claims
- to Talk shop—to discuss exclusively of one's business on profession
- to Talk (someone) into-persuade by talking
- to Talk (someone) out of-to discourage
- to Talk through a hat—to exaggerate or bluff or make wild statement
- to the Tune of—to the amount of
- to Throw cold water on-to discourage
- to Throw down the gauntlet—to give an open challenge
- to Throw mud at-to abuse, to vilify
- to Tip off—to give a secret hint
- to Turn a deaf ear to-to refuse to listen to
- to Turn one's head—to be proud

- to Turn over a new leaf—a change for the better
- to Turn tail—to withdraw cowardly
- to Turn the corner—to pass the critical stage
- to Turn the tables on—to reverse the situation
- to Turn turtle—to upset, to capsize

Tooth and nail—furiously, violently

True to one's salt—to be loval to someone

Twinkling of an eye—very quickly

U

an Uphill task—a difficult work

Under a cloud—in disfavour or disgrace

Under lock and key—carefully

Under the thumb of—under the control of

Up and doing—active

Up one's sleeves—something hidden but ready for use in reserve

Up to the mark—up to certain standard

Ups and downs—good and bad times

Utopian scheme—a visionary scheme, not practicable

V

- a Vexed question—a question regarding which there has been much controversy but no solution has been arrived at
- to Vie with—to compete with

W

- a Wet blanket—kill joy, a dull fellow who spoils our joy
- a White elephant—an expensive burdensome but use less thing
- a White lie—a harmless lie
- a Wild goose chase—a foolish and useless search
- a Wolf in a sheep's clothing—a hypocrite, a deceiver
- to be Within an ace of-almost nearly
- to Wash one's hands of-to have no connection
- to Weather the storm—to come out safely through a difficulty
- to While away—to pass in amusement
- to Win laurels-to achieve success or win fame
- to Wind up—to bring to an end

Wait upon—to serve

Walk over-very easy victory

Wash out—quite dull

Wear and tear—decrease in value due to constant use

Wide of the mark—beside the purpose



1.84 Verbal Ability

Willy-nilly—somehow or the other Windfall—unexpected good fortune

With a grain of salt—with some reservation, not at the face value of

With a vengeance—excessively
With open arms—warmly and cordially
Word of mouth—a solemn promise

Phrases

Phrasal Verbs

Many verbs (called 'phrasal verbs'), when followed by various prepositions or adverbs, acquire an idiomatic sense. Some examples are given below:

Example

- She backed up (supported) his boyfriend's claim.
- The current disturbances will soon blow over (pass off).
- The investigating officer produced evidence to bear out (substantiate) the charge of corruption.
- You must not build your hopes upon (rely upon) his promises.
- The matter has been cleared up (explained).
- I readily closed with (accepted) his offer.
- He is ready to dispose of (sell) his car for `1,500.
- Rust has eaten away (corroded) the plate.
- They fixed upon (chose) him to do the work.
- The habit of chewing tobacco has been growing upon (is having stronger and stronger hold over) him.
- About a day ago I saw a beggar hanging about (loitering about) our bungalow.
- These events led up to (culminated in) the establishment of a republic.
- During excavations one of the workmen lighted upon (chanced to find, discovered) a gold idol.
- During her long illness she often longed for (desired) death.
- I could not prevail on (persuade, induce) him to attend the meeting.
- For years I could not shake off (get rid of) malaria.
- I threatened to show him up (expose him).
- All eyes turned to him because he was the only person who could stave off (prevent, avert) the impending war.
- He is sticking out for (persists in demanding) better terms.

- I must think the matter over (i.e., consider it).
- Train up (educate) a child in the way he should go; and when he is old he will not depart from it.
- That fellow trumped up (concocted, fabricated) a story.
- He seems to be well off (in comfortable circumstances).

BEAR

- Rajeev bores away (won) many prizes at the schoolsports.
- The new Sultan has been able to bear down (overthrow, crush) all opposition.
- His evidence bears out (confirms, corroborates), the evidence of the first witness.
- In his misfortune God gave him strength to bear up (to keep up spirits, not to despair).
- A religious hope bears up (supports) a man in his trials
- His evidence did not bear upon (was not relevant to) the inquiry.
- I trust you will bear with (have patience with, show forbearance to) me a few minutes more.

BRING

- Idleness and luxury bring forth (produce, cause) poverty and want.
- Our teacher often tells us a story to bring out (show) the meaning of a lesson.
- The publishers have recently brought out (published) a cheap edition of their new dictionary.
- He found great difficulty in bringing her round (converting her) to his views.
- She brought up (reared) the orphan as her own child.

CALL

- His master called for (demanded) an explanation of his conduct.
- New responsibilities often call out (draw forth) virtues and abilities unsuspected before.
- Call in (summon, send for) a doctor immediately.
- He called on me (paid me a brief visit) yesterday.
- The old man could not call up (recollect) past events.

CARRY

- He agreed to carry out (execute) my orders.
- His passion carried him away (i.e., deprived him of self-control).



Idioms and Phrases 1.85

- His son carried on (managed) his business in his absence.
- Many persons were carried off (killed) by plague.

CAST

- The ship was cast away (wrecked) on the coast of Africa
- He was much cast down (depressed) by his loss.
- Some snakes cast off (throw away) their outer skins seasonally.

COME

- At last, the truth has come out (transpired).
- The taxes come to (amount to) a large sum.
- The question came up (was mooted or raised for discussion) before the Municipal Corporation last week.
- I expect he will come round (recover) within a week.
- I hope he will come round (agree) to our views.

CRY

- Men of dissolute lives cry down (depreciate) religion, because they would not be under the restraints of it.
- He cried out against (protested against) such injustice.
- That young author is cried up (extolled) by his friends.

CUT

- He was cut off (died) in the prime of life.
- You must cut down (reduce) your expenditure.
- He is cut out for (specially fitted to be) a sailor.
- His wife's death cut him up (affected him, distressed him) terribly.

DO

- I am done for (ruined).
- Having walked twenty miles, he is quite done up (fatigued, exhausted).
- She has done up (decorated, furnished) her apartment beautifully.

FALL

- At last the rioters fell back (retreated, yielded).
- At my friend's wedding reception, I fell in with (met accidentally) my old time friend.

- The measure falls in with (happens to meet) the popular demand.
- The scheme has fallen through (failed) for want of support.
- I am told the two brothers have fallen out (quarrelled).
- It is said that the standard of efficiency in public service has recently fallen off (deteriorated).
- In the second school term the attendance fell off (diminished).

GET

- His friends expected that he would get off (escape) with a fine.
- The thief got away (escaped) with my cash box.
- I cannot get out (remove) this stain.
- The revolt of the tribal chiefs has been got under (subdued).
- The dog tried to get at (attack) me.
- He has got through (passed) his examination.
- They soon got the fire under (under control) by pouring buckets of water over it.
- You were lucky to get out of (escape from) his clutches.

GIVE

- We are credibly informed that the murderer has given himself up (surrendered himself) to the police.
- The doctors have given him up (i.e., have no hope of his recovery).
- Soon after it was given forth (published) and believed by many, that the king was dead.
- The fire gave off (emitted) a dense smoke.
- The strikers seem determined and are not likely to give in (submit, yield).
- It was given out (published, proclaimed) that he was a bankrupt.
- The horses gave out (were exhausted) at the next milestone.
- Give over (abandon) this foolish attempt.
- In his cross-examination he ultimately gave himself away (betrayed himself).

GO

- You cannot always go by (judge from) appearances.
- It is a good rule to go by (to be guided by) the exact procedure.
- He promised to go into (examine, investigate) the matter.



1.86 Verbal Ability

- Have you anything to go upon (i.e., any foundation for your statement)?
- We have no data to go upon (on which to base our conclusions).
- The story would not go down (be believed).
- The concept went off well (was a success).
- The auditor went over (examined) the balance sheet.
- The poor woman has gone through (suffered) much.
- I must first go through (examine) the accounts.

HOLD

- The rebels held out (offered resistance) for about a month.
- He holds out (gives) no promise of future prospects.
- They were held up (stopped) on the highway and robbed by bandits.
- The subject is held over (deferred, postponed) till the next meeting.

KEEP

- A few boys were kept in (confined) after school hours.
- I was kept in (confined to the house) by a bad cold.
- They kept up (carried on) a long conversation.
- Little disputes and quarrels are mainly kept up (maintained) by those who have nothing else to do.
- He is trying his best to keep up (maintain) the reputation of his family.
- The rubber syndicate keeps up (maintain) the price.
- She kept on (continued) talking.
- I shall keep back (conceal) nothing from you.

KNOCK

- He has knocked about (wandered about) the world a great deal.
- The dressing table was knocked down (sold at an auction) for fifty rupees.
- We were greatly knocked up (exhausted) after our steep climb.

LAY

- The rebels laid down (surrendered) their arms.
- He had laid out (invested) a large sum in railway shares
- Foolish people, who do not lay out (spend) their money carefully, soon come to grief.
- He is laid up (confined to his bed) with fever.
- He resolved to lay be (save for future needs) a part of his income.

LET

- I was let into (made acquainted with) her secret.
- This being his first offence he was let off (punished leniently) with a fine.

LOOK

- His uncle looks after (takes care of) him.
- He looks down upon (despises) his poor cousins.
- Look up (search for) the word in the dictionary.
- The old man is looking forward to (expecting with pleasure) the visit of his grandchildren.
- I will look into (investigate) the matter.
- I look on (regard) him as my son.
- Some look to (rely on) legislation to hasten the progress of social reforms.
- Look to (be careful about) your manners.
- Prices of piece goods are looking up (rising).
- Things are looking up (improving).
- His friends look up to (respect) him.
- He will not look at (i.e., will reject) your offer.

MAKE

- Contentment makes for (conduces to happiness).
- He made over (presented, gave in charity) his bungalow to the Islam orphanage.
- I cannot make out (discover) the meaning of this verse.
- I cannot make out (read, decipher) his handwriting.
- You have failed to make out (prove) your case.
- Some time ago the two brothers quarreled but they have now made it up (become reconciled).

PULL

- Unless we pull together (cooperate, work together in harmony) we cannot succeed.
- My cousin pulled through (passed with difficulty) the examination.
- The doctor says the patient will pull through (recover from his illness).
- It is far easier to pull down (demolish) than to build up.
- He was pulled up (scolded, rebuked) by the president.

PUT

- Please put out (extinguish) the light.
- He was put out (vexed, annoyed) when I refused his request for a loan.



Idioms and Phrases 1.87

- The plaintiff was put out (disconcerted) when the suit was dismissed.
- He tried to put me off (evade me, satisfy me) with promises.
- He has put in (made, sent in) a claim for compensation.
- He put off (postponed) his departure for a week.
- The measure was put through (passed) without opposition.

RUN

- On account of overwork he is run down (enfeebled).
- He always runs down (disparages) his rivals.
- The lease of our premises has run out (expired, come to an end).
- He has run through (squandered away) his fortune.
- The tailor's bill has run up to (amounted to) a large amount.
- He has run into (incurred) debt.
- While turning the corner I ran against (chanced to meet) an old fried.
- Recently my expenses have run up (increased) considerably.
- The cistern is running over (overflowing).

SEE

- I saw through (detected) the trick.
- It is hard to see into (discern) his motive.
- His friends were present at the station to see him off (witness his departure).

SET

- The high court set aside (annulled) the decree of the lower court.
- He immediately set about (took steps towards) organising the department.
- He set off (started) for Peshawar early this morning.
- The frame sets off the picture (i.e., enhances its beauty by contrast).
- He has set up (started business) as a banker.
- I have enough capital to set me up (establish myself) in trade.
- He hired a palatial bungalow and set up for (pretended to be) a millionaire.
- I was obliged to set him down (snub him).
- You may set down (charge) this loss to me.
- Who set you on (instigated you) to do it.
- These seats are set apart (reserved) for ladies.

- In his speech on prohibition, he set forth (explained, made known his views) at length.
- The robbers set upon (attacked) the defenceless travellers.
- Winter in England sets in (begins) about December.

SPEAK

- In Bombay there is no free library to speak of (worth mentioning).
- I was determined to speak out (express my opinion freely).

STAND

- They are determined to stand up for (vindicate, maintain) their rights.
- Let this matter stand over (be deferred or postponed) for the present.
- It is hard but I think I can stand it out (endure it to the end without yielding).
- He is always standing up for (championing the cause of) the weak and oppressed.
- We shall be formidable if we stand by (support) one another.

STRIKE

- He is struck down with (attacked by) paralysis.
- The medical council struck off (removed) his name from the register of medical practitioners.

TAKE

- The piano takes up (occupies) too much room.
- He takes after (resembles) his father.
- At present I am reading the essays of Bacon, but it is taking a lot of time.
- Difficult to take in (comprehend, understand) his meaning.
- Recently he has taken to (become addicted to) opium eating.
- Finally, he was talked into saying (convinced) yes to the proposal.

TALK

- We talked over (discussed) the matter for an hour.
- I hope to talk him over (convince him by talking) to our view.



1.88 Verbal Ability

THROW

- My advice was thrown away (wasted) upon him, because he ignored it.
- The bill was thrown out (rejected) by the Assembly.
- In disgust he threw up (resigned) his appointment.
- When he became rich he threw over (abandoned or deserted) all his old friends.

TURN

- The factory turns out (produces, manufactures) 20,000 lbs of cloth a day.
- If he is lazy, why do not you turn him off (dismiss him)?

- He turned out (proved) to be a scholar.
- His very friends turned against (became hostile to) him.
- Who can say what will turn up (happen) next?
- He promised to come but he never turned up (appeared).

WORK

- We tempted him with many promises but nothing would work on (influence) him.
- He worked out (solved) the problem in a few minutes.
- He is sure to work up (excite) the mob.
- He worked upon (influenced) the ignorant villagers.



Spot the Error



LEARNING OBJECTIVES

After going through this chapter, you should have a thorough understanding of the following:

- 1. Different types of "Spotting the Error" questions
- 2. Methods to solve these questions

Practice Exercise

Directions: Read the each sentence to find out whether there is any error in it. The error, if any will be in one part of the sentence. The letter of that part is the answer. If there is no error, the answer is 'd'.

- Q 1. If I would have been there (a)/, I certainly would have (b)/ taken care of the problem.(c)/ No error (d)
- Q 2. The reason her (a)/ and her friend decided to take the bus instead of the train was that there (b)/ was an announcement about cancellation of several trains (c). No error (d)
- Q 3. No sooner (a)/ had he began to speak when (b)/ the opposition members started shouting slogans (c). No error (d)
- Q 4. Each of the (a)/ hotel's 150 rooms were equipped (b)/ with central air-conditioning and colour television (c). No error (d)
- Q 5. Every (a)/ man, woman and child are now (b)/ aware of the terrible consequences of the habit of smoking (c). No error (d)

- Q 6. More leisure (a)/, as well as abundance (b)/ of consumers goods are attainable through automation (c). No error (d)
- Q 7. Since it (a)/ was an unusually (b)/ warm day, the dog laid under the tree all afternoon (c). No error (d)
- Q 8. That is (a)/ one of the books that is (b)/ listed in the catalogue (c). No error (d)
- Q 9. When her plane arrives (a) at the airport in Amritsar, I shall already have (b)/ left for New Delhi (c). No error (d)
- Q 10. Neither Rakesh nor (a)/ Shakti, presented their (b)/, papers before the deadline for doing so (c). No error (d)
- Q 11. The company is planning (a)/ a training (b)/ programme for their senior officers sometimes (c). No error (d)
- Q 12. Last Monday the (a)/ Security Council (b)/ has urged Libya's interim leaders to curb proliferation of weapons (c). No error (d)



1.90 Verbal Ability

- Q 13. Three years ago, an earthquake (a)/ had destroyed the lives of Indian people, and they (b)/ are still struggling (c). No error (d)
- Q 14. As and when you are needing (a)/ my help, I am always there to help (b)/ you whole heartedly (c). No error (d)
- Q 15. If you would have (a)/ toiled hard you (b) would not have had to suffer this much (c). No error (d)
- Q 16. Mr. Verma was (a)/ one of the persons (b)/ who are still working with me (c). No error (d)
- Q 17. By the time India will (a)/ achieves a better position (b)/ in the world, India will be the most popular country (c). No error (d)
- Q 18. In the film industry if Shammy (a)/ Kapoor was alive (b)/ he would not have let us cry today (c). No error (d)
- Q 19. I know Rajiv plan (a)/ to work with a multinational (b)/ company as it pays very high (c). No error (d)
- Q 20. Each and every bank was (a)/ instructed to maintain minimum (b)/ cash reserve ratio as per the basic three norms (c). No error (d)
- Q 21. The government of Punjab has (a)/ declared that they are going to launch a scheme for the sports person (b)/ so as to boost their career (c). No error (d)

- Q 22. A group of (a)/ friends want to visit the (b)/ new plant as early as possible. No error (d)
- Q 23. Companies and advisors (a)/ are not in the mood to put down the money without (b)/ getting into lengthy litigation (c). No error (d)
- Q 24. Ramesh gave me (a)/ two important informations I had been waiting for (b)/ the previous two months (c). No error (d)
- Q 25. Wordsworth's poetries (a)/ is characterized by his subtle description (b)/ of the beauty and live lines of nature (c). No error (d)
- Q 26. The brethrens (a)/ of this locality are always (b)/ at daggers drawn without any apparent reason (c). No error (d)
- Q 27. Pakistan's problems (a)/ are also as (b)/ serious as that of India (c). No error (d)
- Q 28. Cities after cities (a)/ were destroyed by (b)/ the flock of birds (c). No error (d
- Q 29. If I was to have (a)/ a preference, I would (b)/ like to move second at checkers (c). No error (d)
- Q 30. The mission provides (a)/ able services to all the people in the area (b)/ during the last four years (c). No error (d)

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Practice Exercise 2

Directions: Read the each sentence to find out whether there is any error in it. The error, if any will be in one part of the sentence. The letter of that part is the answer. If there is no error, the answer is 'd'.

- Q 1. Handicrafts exports have an increase (a)/ in the past year because of the innovative steps (b)/ taken by the government (c). No error (d)
- Q 2. An investor must (a)/ be take into account many factors before (b)/ making any financial decision (c). No error (d)
- Q 3. The tax treaty between India and Switzerland have (a)/ been amended and we shall be able to obtain information (b)/ about any Swiss bank account by next month (c). No error (d)
- Q 4. I would advise you (a)/ to invest in our company (b)/ stock although last year our profits decline (c). No error (d)

- Q 5. The committee will discuss (a)/ the draft in detail and we will make suggestions for the (b)/ proper implementing the scheme (c). No error (d)
- Q 6. The girl sat down (a)/ for dinner but refused to eat until (b)/her father came home (c). No error (d)
- Q 7. The man ran (a)/ to a tree, climbed on to it and (b)/ sit on a branch (c). No error (d)
- Q 8. A young man was standing (a)/ on the road proclaiming that he had more (b)/ beautiful car in the whole world (c). No error (d)
- Q 9. One day, the King woke up (a)/ earlier than usually to take a stroll (b)/ around his palace (c). No error (d)
- Q 10. The only thing that (a)/ the couple worried on was, whether their (b)/ happiness would last forever. No error (d)
- Q 11. By the time (a)/ he finished doing his work it (b)/ was not hardly ten (c). No error (d)



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- Q 12. We need a building (a)/ more exterior to the main (b)/ so that we can use it as office (c). No error (d
- Q 13. Measles is among (a)/ those diseases that is (b)/ curable now (c). No error (d)
- Q 14. Jewellers' are keeping (a)/ there fingers crossed as price remains (b)/ a cause of worry (c). No error (d)
- Q 15. Cameron has the (a)/ political support to make (b)/ the changes in Britain (c). No error (d)
- Q 16. Radha is very fond of these (a)/ kind of flowers and bought (b)/ some from the florist (c). No error (d
- Q 17. Its impossible for (a)/ parents to monitor (b)/ their children's activities at all times. No error (d)
- Q 18. The youth (a)/ did not dare to venture with the sea (b)/ as it was high tide (c). No error (d)
- Q 19. The difference between successful person (a)/ and others is not (b)/ lack of knowledge but a lack of will (c). No error (d)
- Q 20. After my interview (a)/ by the selection panel I was waiting for a response (b)/ but they did not revert back (c). No error (d)
- Q 21. The teacher uses anecdotes (a)/ to help her students (b)/ relate better to the subjects taught in class (c). No error (d)
- Q 22. The President has denied (a)/ that the economy is in recession or was go into one (b)/ despite a spate of downcast reports (c). No error (d)
- Q 23. The angry at being (a)/ left out the bonanza is palpable among (b)/ employees of the organization (c). No error (d)

- Q 24. His comments came after (a)/ the research group said that its consumer confidence index were (b)/ slumped to its lowest level (c). No error (d)
- Q 25. If all goes well, the examination scheduled (a)/ for the next month is all set to be completely free (b)/ from annoying power cuts and disruptions (c). No error (d)
- Q 26. District police arrested (a)/ a gang of notorious robbers, who were planning to (b)/ strike at a house in the vicinity (c). No error (d)
- Q 27. It is only now, sixty years after independence, (a)/ that India is learning how to negotiating the competing (b)/ demands of power and justice (c). No error (d)
- Q 28. The market continues to be positive (a)/ and in the next quarter we expected the trend to continue with (b)/ the onset of the festive season (c). No error (d)
- Q 29. The results of the study showed that if the partners were willing (a)/ to talk to each other and arrive at a mutually (b)/ agreeable decision, the joint decisions were more better than any one person's judgment (c). No error (d)
- Q 30. A year after the global financial crisis saw students (a)/ from the best B-schools across the world struggling for a job, a survey on management education (b)/ this year thrown up some rather interesting findings (c). No error (d



1.92 Verbal Ability

Answers

Practice Exercise 1

Q. No.	Answer						
1	(a)	2	(a)	3	(b)	4	(b)
5	(b)	6	(c)	7	(c)	8	(b)
9	(d)	10	(b)	11	(c)	12	(c)
13	(b)	14	(a)	15	(a)	16	(c)
17	(a)	18	(b)	19	(a)	20	(d)
21	(b)	22	(b)	23	(b)	24	(b)
25	(a)	26	(a)	27	(c)	28	(a)
29	(a)	30	(a)				

Practice Exercise 2

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(a)	2	(b)	3	(a)	4	(c)
5	(c)	6	(d)	7	(c)	8	(b)
9	(b)	10	(b)	11	(c)	12	(b)
13	(b)	14	(b)	15	(d)	16	(a)
17	(a)	18	(b)	19	(c)	20	(c)
21	(d)	22 - /	AB (b)	23 –	(a)	24	(b)
25	(a)	26	(b)	27	(b)	28	(b)
29	(c)	30	(c)				

Hints And Explanations

Practice Exercise 1

- 1. (a) "Had" should replace "would have" as it is conditional sentence and requires perfect tense. Therefore, the error is in part (a) of the sentence. Hence the answer is option (a).
- 2. (a) "Her" is replaced with "she" as the subject form of the personal pronoun is she, not her. Therefore, the error is in part (a) of the sentence. Hence the answer is option (a).
- 3. (b) Replace "when" by "than", as in conjunctions expression is [No sooner + than] always. So, in part (b), when is incorrect. Hence the answer is option (b).

- 4. (b) In the sentence, part B is incorrect, "were" should replace with "was" as the singular subject (each) requires a singular verb (was). Hence the answer is option (b).
- 5. (b) A compound subject (man, woman and child) introduced by every must have a singular verb (is now; are now), so "are" is replaced with "is". Hence the answer is option (b).
- 6. (c) Since the subject (leisure) is singular, the verb must be singular (is; not are). Hence the answer is option (c).
- 7. (c) "Laid" should replace with "lay" in the sentence as the past tense of the verb lie is lay, not laid. Hence the answer is option (c).



Spot the Error 1.93

- 8. (b) In this sentence, that refers to books, plural noun, and, therefore, the verb must be plural (are; not is), so, "is" is replace by "are". Hence the answer is option (b).
- 9. (d) There is no error in any part of the sentence. Hence the answer is option (d).
- 10. (b) "Their" should replace with "his" as singular antecedents (Rakesh and Shakti) joined by *or* or *not* are referred to by singular pronoun (his). Hence the answer is option (b).
- 11. (c) A singular pronoun (its, not their) must be used to refer to a collective noun (company) when the members of the collective noun are considered a unit. So, "their" is replaced by "its". Hence the answer is option (c).
- 12. (c) "Has" should replaced by "had" as time is mentioned that is past, so the tense should be in past indefinite. Hence the answer is option (c.
- 13. (b) "Had" should not be used in the sentence as it is not required. So, remove the word had. Hence the answer is option (b).
- 14. (a) "As and when you need" would be correct as it should not be in the continuous form. Hence the answer is option (a).
- 15. (a) "Had" should replace "would have" as it is conditional sentence and requires perfect tense.

 Therefore, the error is in part (a) of the sentence.

 Hence the answer is option (a).
- 16. (c) "Were" should be used in place of "are" because the sentence is in past tense. Hence the answer is option (c).
- 17. (a) "Will" should be removed from the first part (a) of the sentence, the sentence is in simple present tense. Hence the answer is option (a).
- 18. (b) "Was" should replace with "were", as it is conditional sentence. Hence the answer is option (b).
- 19. (a) "Plans" should replace "plan" as plans is a singular verb, it should be used with Ravi. Hence the answer is option (a).
- 20. (d) There is no error in any part of the sentence. Hence the answer is option (d).
- 21. (b) "They are" should replaced with "it is" as it is always followed by singular verb and government is singular body so it should be used as pronoun. Hence the answer is option (b).

- 22. (b) Replace "want" by "wants" because a group is singular. Hence the answer is option (b).
- 23. (b) "Put down" should replaced by "put in", as put down is a phrasal verb and means to write down whereas put in means to make a formal offer of or to introduce, as in conversation. Hence the answer is option (b).
- 24. (b) Information is an uncountable noun and it cannot be used in plural form that is informations. So, information is used. Hence the answer is option (b).
- 25. (a) "Poems" must be used instead of "poetries" as the sentence is specifically talking about Wordsworth. Hence the answer is option (a).
- 26. (a) "Brethren" is used instead of "Brethrens" as Brethren is itself is a plural noun. Brethren is members of a male religious order. Hence the answer is option (a).
- 27. (c) "India's" is used instead of "India" as here the problems of Pakistan are compared with the problems of India. Hence the answer is option (c).
- 28. (a) "Cities after city" is used instead of "Cities after cities", as when preposition is placed after a noun and the same noun is also placed after preposition then that noun always used as singular. Hence the answer is option (a).
- 29. (a) Replace "was" by "were" as this is a conditional statement and in such statements we use a plural auxiliary verb with a singular noun. Hence the answer is option (a).
- 30. (a) "The mission has provided" should be used in place of "the mission provides" as statement is in present perfect tense. Hence the answer is option (a).

Practice Exercise 2

- 1. (a) "Had" should replace "have" in part (a), as the past year in part (b) shows that the verb should be in past tense. Therefore, the error is in part (a). Hence the answer is option (a).
- 2. (b) Here the error is in part (b) of the sentence, that is "be" should be removed as it is used after modal auxiliary verb in passive voice. Hence the answer is option (b).
- 3. (a) "Has" should replace "Have", that is the error is in part (a). As tax treaty is a singular subject and will take has as an auxiliary verb. Hence the answer is option (a).



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- 4. (c) "Declined" should be replaced with "decline", that is the error is in part (c). As last year mentioned in the sentence is a time of past, so past form of verb is used. Hence the answer is option (c).
- 5. (c) The error is in part (c), where "implementation of" should replace "implementing", as it is the proper form of the sentence. Hence the answer is option (c).
- 6. (d) No error, therefore, no explanation. Hence the answer is option (d).
- 7. (c) "Sat" should replace "sit", that is the error is in part (c), as the sentence is of past tense. Hence the answer is option (c).
- 8. (b) "Most" should replace "more" in part (b), as superlative degree is required in the sentence. Therefore, the error is in part (b). Hence the answer is option (b).
- 9. (b) "Usual" should replace "usually" in part (b), as usual is used as an adjective whereas, usually is used as an adverb. Therefore, the error is in part (b). Hence the answer is option (b).
- 10. (b) The error is in part (b), as "about" should be used in place of "on" in the sentence. Because, on is used when two objects are in contact with each other, whereas, about used for the subject connected with. Hence the answer is option (b).
- 11. (c) In the sentence, the error is in part (c), as "not" should not be used with "hardly", as hardly is itself consider as not. Hence the answer is option (c).
- 12. (b) Here, in the sentence, "more" should not be used with "exterior", as it is already a comparative form. Therefore, the error is in part (b). Hence the answer is option (b).
- 13. (b) Replace "that is" by "that are", that is the error is in part (b). As in relative pronouns (that/who/which) used as a subject takes the verb singular or plural. Here "that is" referring to diseases that are curable. Hence the answer is option (b).
- 14. (b) "Their" should replace "there" as it is a relative pronoun, that is the error is in part (b). Hence the answer is option (b).
- 15. (d) No error, therefore, no explanation. Hence the answer is option (d).
- 16. (a) "Very" should not be used with fond. So, there is error in part A of the sentence. Hence the answer is option (a).
- 17. (a) "It's" should replace "its", as It's means It is. Therefore, the error is in part (a). Hence the answer is option (a).

- 18. (b) Here, the phrase "venture into" is to do something even though it involves risk. Therefore, "venture into the sea" should be used in place of "venture with the sea", that is error is in part (b). Hence the answer is option (b).
- 19. (c) Here, an indefinite article "a" i.e. a lack of knowledge should be used. Hence the answer is option (c).
- 20. (c) In the statement, the error is in part (c), as the word "revert" is to return to the original state; to start something again. So, it is not proper to use "back" with "revert". Hence the answer is option (c).
- 21. (d) No error, therefore, no explanation. Hence the answer is option (d).
- 22. (b) "Was go into one" should replace by "was going into one", that is the error is in part (b) of the sentence. As, past continuous form of the verb has to be used as per the sentence. Hence the answer is option (b).
- 23. (a) "The angry at being" should be replaced by "the anger at being", as we need a noun after 'the' which is 'anger', therefore, the error is in part (a). Hence the answer is option (a).
- 24. (b) "Were" should be replaced by "was" as consumer confidence index is singular entity. So, error is in part (b). Hence the answer is option (b).
- 25. (a) "If all goes well" should be replaced by "if everything goes well", according to subject verb agreement. Hence the answer is option (a).
- 26. (b) "Who" should replace by "which", as was who is used for persons and we need a pronoun for the word group. Therefore, the error is in part (b). Hence the answer is option (b).
- 27. (b) "Negotiating" should replaced by "negotiate", as it should be followed by first form of verb, as per the sentence given. Hence the answer is option (b).
- 28. (b) "Excepted" should be replaced by "expect" because the sentence has been made in present tense. So, error is in part (b). Hence the answer is option (b).
- 29. (c) The error in the sentence is in part (c), where more and better cannot be used together. Hence the answer is option (c).
- 30. (c) "Threw" should replace "thrown", that is the error is in part (c) of the sentence, as past form of verb should be used in past tense. Hence the answer is option (c).



Parajumbles



LEARNING OBJECTIVES

After going through this chapter, you should have a thorough understanding of the following:

- 1. Know the different types of questions on Paragraph arrangement
- 2. Strategies to unjumble a Paragraph
- 3. The role of 'key words' in cracking a jumble faster

Introduction

Sentence Arrangement or Jumbled paragraphs are common test questions at all competitive examinations. Examiner wants to assess an examinee's reading skills as well as reasoning prowess through these questions. In these questions, students are given a paragraph – but the sentences are not in the right order. You will have to rearrange the sentences around a theme so that they make sense. To solve these questions, what is more important is to look out for any piece of information that can help you connect the sentences together.

Question Patterns

While creating a jumble, the examiners have four basic question patterns in mind. However, management entrance tests are dynamic in nature and the examiners can of course think of other innovative question patterns. But, be confident that if you practice on the four basic question types, given below, then you will be able to develop the general skills to handle other innovative question patterns.

In **Pattern One**, the examiner conforms to the example above. There are no fixed sentences; the whole paragraph is jumbled up, and the examinee has to unjumble the lot.

In Pattern Two, the examiner gives the examinee the first sentence in its proper position, and then jumbles the subsequent sentences. The examinee now has one anchor instead of two, but can still manage to find a link. An example of this type follows:

- To read the characters or the letters of the text does not mean reading in the true sense of the term.
- This mere mechanism of reading becomes altogether automatic at an early period of life.
- You will often find yourself reading words or В. characters automatically, while your mind is occupied with a totally different subject.
- C. This can be performed irrespective of attention.
- D. Neither can I call it reading when it is just to extract the narrative portion of a text from the rest simply for one's personal amusement.
 - (a) BACD
- (b) DCBA
- (c) ADCB
- (d) CBDA

Pattern Three is a variation on Pattern Two. In this pattern, the examiner gives the last sentence as an anchor, and jumbles the preceding sentences. An example of this type follows:

The recovery of faith is a crucial problem of our age.



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- B. The deepest them of history is the conflict of faith and unbelief.
- C. With it we are destined to enjoy triumphant and splendid advance, and without it we suffer failure and ignominy.
- D. Those ages in which faith prevails, in whatever form, are noble and fruitful for the present and the future.
- 5. All ages in which unbelief, in whatever form, wins an unhappy victory vanish and are forgotten by posterity.
 - (a) ABCD
- (b) CDBA
- (c) BCAD
- (d) ACBD

In **Pattern Four**, the examiner gives the examinee the first and the last sentence as anchors, and jumbles the sentences in the middle. This type of jumble is considered to be the easiest because the examinee has two fixed points to guide him/her. An example of this type follows:

- 1. An important tenet is that managements must not confuse awards with salaries.
- A. An award is a one-time payment and could be anything up to 25% of the annual salary.
- B. These can never be retrieved if performance is not stable throughout.
- C. It would be better to introduce an increment-cumaward system based on the results.
- D. Some companies give enormous salary hikes for excellent performance in a particular year.
- 5. In this system, the compensation becomes the hygiene factor, and the award, the motivator.
 - (a) DBCA
- (b) ABCD
- (c) CDBA
- (d) BCDA

Approaches for unjumbling A jumble

Most of the information given in parajumbles is unnecessary for the purpose at hand, i.e., sorting the sentences. *In essence what we are looking for are things that can help us in connecting the sentences.* Some approaches are given below to help identify the sequence of sentences. Generally, in a given parajumble more than one approach will be applicable at the same time, therefore practices identifying which approach/approaches apply to the parajumbles you have to solve.

1. Noun-Pronoun Relationship Approach

In noun/pronoun relationships, we know that the noun will come first and will be referred to later using suitable pronouns.

- Study the following example:
- A. People can get infected by handling reptiles and then touching their mouths or an open cut.
- B. At first they look the perfect pets: exotic, quiet and tidy.
- C. A study estimates that in 1995, there were as many as 6,700 reptile-caused salmonella infections.
- D. But lizards and other pets can harbour a salmonella bacterium that makes people sick.
 - (a) BCAD
- (b) BCDA
- (c) ACDB
- (d) BDCA

Read sentences C and D carefully. Sentence D contains the noun phrase "a salmonella bacterium" and Sentence C contains the noun phrase "salmonella infections". What is the relationship between the two? Since the phrase "a salmonella bacterium" introduces the bacterium, it should logically precede the phrase "salmonella infections". Therefore, the sentence that contains the phrase "a salmonella bacterium" should come before the sentence that contains the phrase "salmonella infections". So, Sentence D should precede Sentence C! Once you have a link between two sentences, look at the answer choices to see if you are on the right track. If you are, then you have the right answer [(Option (d) BDCA)] and it is time to move on to the next exercise.

Example I

- 1. These enormous "rivers" quite inconstant, sometimes shifting, often branching and eddying in manners that defy explanation and prediction occasionally cause disastrous results.
- A. One example is El Nino, the periodic catastrophe that plagues the West Coast of America.
- B. It is rich in life.
- C. This coast is normally caressed by the cold, rich Humboldt Current.
- D. Usually the Humboldt hugs the shore and extends 200 to 300 miles out to sea.
- 5. It fosters the largest commercial fishery in the world and is the home of one of the mightiest game fish on record, the black marlin.
 - (a) ABCD
- (b) DCAB
- (c) ACDB
- (d) CBAD

Solution

Read sentences A and C carefully. Notice the noun/pronoun relationship between the two. Sentence A refers to "the West Coast of America" and Sentence C talks about "this coast". Which coast? Obviously "the West Coast of America"! Therefore, Sentences A and C are





related and Sentence A must come before Sentence C. Now look again. Sentence C talks about "the cold, rich Humboldt Current" and Sentence D refers to "the Humboldt" obviously these two sentences are also related. Which one should come first? Once you have decided, check the answer choices to see if you are correct. [(Option (c) ACDB)]

2. Acronym Approach: full form vs. short form

When we introduce someone or something, we use the complete name or title. When we refer to the same someone or something later in the paragraph, we use just the surname or the first name if we are on familiar terms with the person being discussed. If we are discussing an object, we remove the modifiers and just use the noun or a pronoun to refer to it.

In Para jumbles we encounter full and short names or sometimes acronyms of some term or institution. Example: World Trade Organisation – WTO, Dr. Manmohan Singh – Dr. Singh, Karl Marx – Marx, President George W. Bush – President Bush or The President. The rule is that if both full form as well as short form is present in different sentences, then the sentence containing full form will come before the sentence containing short form.

Example 2

- A. If you are used to having your stimulation, come in from outside, your mind never develops its own habits of thinking and reflecting.
- B. Marx thought that religion was the opiate, because it soothed people's pain and suffering and prevented them from rising in rebellion.
- C. If Karl Marx was alive today, he would say that television is the opiate of the people.
- D. Television and similar entertainments are even more of an opiate because of their addictive tendencies.
 - (a) BACD
- (b) ADBC
- (c) BCDA
- (d) CBDA

Solution

Sentence B has Marx (short form) and sentence C has Karl Marx (full form). So C will come before B. Now look at the options. In option (a), (b) and (c), B is placed before C—hence, rejected. Option (d) is the right answer.

3. Time sequence Approach (TsA) – either Dates or Time sequence indicating Words

In a given parajumbles, there may be a time indication given, either by giving years — or by using time indicating words. This provides a way for us to identify the correct sequence of the sentences by arranging the sentences using their proper time sequence. Some words through which a time sequence may be indicated are — Before, after, later, when, etc.

Example 3

- A. Then two astronomers—the German, Johannes Kepler, and the Italian, Galileo Galilei—started publicly to support the Copernican theory, despite the fact that the orbits it predicted did not quite match the ones observed.
- B. His idea was that the sun was stationary at the centre and that the earth and the planets move in circular orbits around the sun.
- C. A simple model was proposed in 1514 by a Polish priest, Nicholas Copernicus.
- D. Nearly a century passed before this idea was taken seriously.
 - (a) CADB
- (b) BCAD
- (c) CBDA
- (d) CDBA

Solution

In the above example you will observe that the flow of logic is in the form of a time sequence which flows from the oldest time period to a more contemporary time period. Therefore, Sentence C will be the first sentence. Sentence B expands upon the "simple model" proposed, hence, it will be the sentence following C. The next sentence in the order of chronology is C—nearly a century passed, while the last sentence will be A which completes the sequence from older time to contemporary time thus giving us the answer as CBDA.

Example 4

A. By the time he got to Linjeflug four years later, he had learned many lessons, in fact, he began his second stint as top dog by calling the entire company together in a hanger and asking for help, a far cry from his barking out commands just 48 months back.



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- B. At SAS, he arrived at a time crisis.
- C. This book is chock-a-block full of intrusive stories and practical advice, describing Carton's activities at Vingresor (where he assumed his first presidency at age 32), Linjeflug, and SAS in particular.
- D. He began at Vingresor as an order giver, not a listener
 neither to his people nor to his customers and made every mistake in the book.
 - (a) CDAB
- (b) CBAD
- (c) BACD
- (d) BADC

Solution

Observe the sequence given. Again you will see a chronological order in the parajumble. Sentence C gives us a clear indication that the book is being talked about in current times. Sentence D then starts tracing Carton's career path from the beginning, thus leading us to the correct sequence of CDAB.

4. Structure Approach

In order to unjumble a group of sentences quickly, it is essential for us to understand how language sticks together to form a cohesive unit. English provides certain sequencing words — firstly, secondly, then, however, consequently, on the other hand, etc. — which writers use to join sentences or ideas together and to provide a smooth flow from one idea to the next. It is essential to learn how to spot these words and learn how to use them correctly. Parajumble sentences often contain several signal words, combining them in complex ways.

Cause and Effect Signals: Look for words or phrases explicitly indicating that one thing causes another or logically determines another. Some examples of such words are:

accordingly	in order to	because	sothat
consequently	therefore	given	thus
hence	whenthen	ifthen	

Support Signal Words: Look for the words or phrases supporting a given sentence. Sentences containing these words will generally not be the opening sentence. These sentences will follow immediately the sentence supported. Some examples of such words are:

furthermore	additionally	also	and
indeed	besides	as well	too
likewise	moreover		

Contrast Signals: Look for function words or phrases (conjunctions, sentence adverbs, etc.) that indicate a contrast between one idea and another, setting up a reversal of a thought.

nevertheless	nonetheless	on the contrary	notwith- standing	and
even though	instead of	despite	in spite of	while
in contrast	although	however		

Let us put into practice what we have discussed so far. Here is a typical example, combining all the points discussed above.

Example 5

- A. When conclusions are carefully excluded, however, and observed facts are given instead, there is never any trouble about the length of the papers.
- B. The reason for this is that those early paragraphs contain judgments that there is little left to be said.
- C. A judgment ("He is a boy", "She is an awful bore") is a conclusion, summing up a large number of previously observed facts.
- D. In fact, they tend to become too long, since inexperienced writers, when told to give facts, often give more than are necessary, because they lack discrimination between the important and the trivial.
- E. It is a common observation among teachers that students almost always have difficulty in writing themes of the required length because their ideas give out after a paragraph or two.
 - (a) ECDAB
- (b) CEBAD
- (c) EACBD
- (d) EBCAD

Solution

Sentence E states the situation in general and gives us information about why students have problems "in writing themes of the required length". Sentence B goes on to tell us "the reason for this", so the two sentences must be related. Similarly, Sentence C is related to



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Sentence B because both sentences contain the word "judgment", with Sentence C explaining what the word means. Once a link of this nature is established, go to the answer choices to see if you are on the right track. D any of the answer choices offer our line of reasoning? Answer (d) does.

In the above jumble, the word "however" in Sentence A suggests a contrast to something mentioned previously. In situations of this kind, it is always a good idea to separate the argument clearly. Sentences A and D, therefore, should come together. Now you try.

Example 6

- 1. To read the characters or the letters of the text does not mean reading in the true sense of the word.
- A. This mere mechanism of reading becomes altogether automatic at an early period of life.
- B. You will often find yourself reading words or characters automatically, while your mind is concerned with a totally different subject.
- C. This can be performed irrespective of attention.
- D. Neither can I call it reading when it is just to extract the narrative portion of a text from the rest simply for one's personal amusement.
 - (a) BACD
- (b) DCBA
- (c) ADCB
- (d) CBDA

Solution

The word "neither" in Sentence D will tell you that there is something additional that the writer wishes to discuss. Sentences 1, A, B and C all talk about the same idea. Therefore, Sentence D should be the last sentence. Any answers? So, option (a) is the answer.

5. Linking the Sentences

Let us look at the following statements:

Example 7

- I. As a retention strategy, the company has issued many schemes including ESOPs.
- II. Given the track record and success of our employees, other companies often look to us as hunting ground for talent.
- III. The growth of the Indian economy has led to an increased requirement for talented managerial personnel and we believe that the talented manpower is our key strength.

IV. Further in order to mitigate the risk we place considerable emphasis on development of leadership skills and on building employee motivation.
I have deliberately not given the options here.
Read all the statements one by one, and try to find out the opening statement and any possible linkage between/among the statements.

Solution

Can I be the opening statement – Very Unlikely. It does not introduce any idea or theme. Ideally the 1st statement would be an initiator of ideas or theme of the passage.

Can II be the opening statement – May be.

Can III be the opening statement – May be.

Can IV be the opening statement – Very Unlikely. It talks about an idea which is being "furthered" in this statement. You can also see that statement IV talks about "Mitigating the risk". What is the risk? So now we would try to find out the "risk" in other statements. This "risk" is present in statement II in the words – "other companies often look to us as hunting ground for talent". So, statement II will come before statement IV.

As discussed earlier, statement IV furthers an idea, and that idea is present in statement I. Hence, I-IV should come together.

Let us see all that we have established so far:

Link – I-IV and II will come before IV and I cannot be the starting statement.

Now let us look at the options:

- A. I, II, III, IV Ruled out and I-IV link is not present.
- B. II, I, IV, III This is the only option left out. Hence, answer.
- C. III, I, IV, II Ruled out as II comes after IV.
- D. IV, I, III, II Ruled out as I-IV link is not present.

Hence, option (b) is the answer.

Example 8

Let us look at another example from CAT 2007:

A. In America, highly educated women, who are in stronger position in the labour market than less qualified ones, have higher rates of marriage than other groups.

[A is the opening statement as mentioned in the paper. You are required to re-arrange the following four statements].



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- 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.

(Options Withheld pro tem).

Solution

Can B be the opening statement — Very Unlikely. There is no mention of "Becker thesis" in the opening statement.

Can C be the opening statement – Two words in the statement – "Crime" and "Inconclusive" make this as the statement after A very unlikely.

Can D be the opening statement – Though it furthers the idea presented in statement A, usage of word like "But" make it unlikely to be the statement coming just after statement A. Besides, statement A does not talk about any piece of work. In fact, statement A is just an opinion.

Can E be the opening statement - Yes. E is the statement after A - both through elimination of other statements and selection.

Next statement should be C, as it again talks about 'Crime' and how inconclusive it is (despite "an enormous academics literature exists" as given in statement E).

Next statement:

D should be the last statement as it concludes the whole theme that "it is hard to establish". Now the whole point is – how do we place statement B and Becker thesis, which finds no mention in the whole passage. Only reasoning that can be given here is – Probably this passage has been taken from a book or project report which has something to do with Becker Thesis, and this passage is just a small part of it.

Now let us look at the options and try to eliminate the options with the help of the conclusions that we have derived so far:

- (1) BCDE Ruled out as E is the 1st statement.
- (2) DBEC Ruled out as E is the 1st statement.
- 3) BDCE Ruled out as E is the 1st statement.
- (4) ECBD Answer.
- (5) EBCD Ruled out as EC is the link.

Hence, option (d) is the answer.

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Practice Exercise 1

Direction for questions 1 to 15: The first and the last parts of the sentence are marked 1 and 6. The rest of the sentence is split into four parts and marked P, Q, R and S. These four parts are not given in their proper order. Read the sentences and find out which of the five combinations is correct.

- Q 1. 1. It depends upon the
 - P. a new heaven on earth or to destroy
 - Q. user, whether science will be used to create
 - R. the world in a
 - S. outlook and mentality of the
 - 6. common conflagration.
 - (a) PQRS
- (b) SPQR
- (c) QPRS
- (d) SQPR
- Q 2. 1. The English
 - P. plundered the country
 - Q. and raw materials
 - R. as a result, the Company became rich
 - S. of precious mineral wealth
 - 6. and the Indian people became poor.
 - (a) PQSR
- (b) SQPR
- (c) SRQP
- (d) PSQR
- Q 3. 1. The power and pride
 - P. for in the courage
 - Q. of Sparta was above all
 - R. discipline and skill of these troops
 - S. in its army,
 - 6. it found its security and its ideal.
 - (a) SPRQ
- (b) PQRS
- (c) QSPR
- (d) PRQS
- O 4. 1. It is the
 - P. the careful observer
 - Q. apparently trivial phenomena
 - R. which gives even the
 - S. intelligent eye of
 - 6. their value.
 - (a) SPRQ
- (b) PQRS
- (c) QSPR
- (d) PRQS
- Q 5. 1. Nuclear test explosions
 - P. food as well as
 - Q. present and future generations
 - R. directly injuring the
 - S. take place, contaminating air and water and

- 6. of mankind.
- (b) PSQR
- (a) RQSP(c) SPRO
- (d) PQRS
- Q 6. 1. The club is an
 - P. nearby municipal school, for the children
 - Q. proper and healthy functioning of a
 - R. are constantly disturbed by its
 - S. intolerable nuisance to the
 - 6. bizarre activities.
 - (a) QSRP
- (b) SQPR
- (c) PQRS
- (d) RPSQ
- Q 7. 1. What the country needs
 - P. and change tactics
 - Q. who would encourage players
 - R. are coaches and officials
 - S. to read the game as it progresses
 - 6. accordingly.
 - (a) RQPS
- (b) SPRQ
- (c) QSPR
- (d) RQSP
- Q 8. 1. The need of administration
 - P. which could bring together
 - Q. language of the rulers, should be the one link
 - R. apart from those of liberal education
 - S. render it necessary that English, as the
 - 6. linguistic areas.
 - (a) RSOP
- (b) SRQP
- (c) PQRS
- (d) QSPR
- O 9. 1. Economic domination
 - P. anger and
 - Q. a different language
 - R. of persons speaking
 - S. often causes
 - 6. a sense of revolt.
 - (a) PSRO
- (b) QRPS
- (c) RQPS
- (d) RQSP
- Q 10. 1. It may be
 - P. of comparatively little consequence
 - Q. whilst everything depends upon
 - R. how a man is governed from outside
 - S. how he governs
 - 6. himself from within.
 - (a) SPRO
- (b) QSPR
- (c) PRQS
- (d) RQPS



2.10 Verbal Reasoning

Practice Exercise 2

Direction for questions 1 to 10: A number of sentences are given below which, when properly sequenced, form a COHERENT PARAGRAPH. Choose the most LOGICAL ORDER of sentence from the choices given to construct a COHERENT PARAGRAPH.

- Q 1. A. He somehow knew he would find what he was looking for. So with missionary zeal, he started to climb.
 - B. So instead, for perhaps the first in this life he shed the shackles of reason and placed his trust in his intuition.
 - C. At first he thought about hiring a Sherpa guide to aid him in his climb through the mountains, but, for some strange reason, his instincts told him, this was one journey he would have to make alone.
 - D. The next morning, as the first rays of the Indian sun danced along the colourful horizon, Julian set out his trek to the lost land of Savanna.
 - (a) ABCD
- (b) ACBD
- (c) CDAB
- (d) DCBA
- Q 2. A. It reverberates throughout the entire Universe. And you are transmitting that frequency with your thoughts!
 - B. The frequency you transmit reaches beyond cities, beyond countries beyond the world.
 - C. You are a human transmission tower, and you are more powerful than any television tower created on earth.
 - D. Your transmission creates your life and it creates the world.
 - (a) DACB
- (b) BDCA
- (c) CDBA
- (d) ABCD
- Q 3. A. Asian economies will need alternative sources of growth to compensate for the rapid fall in demand from the western markets.
 - B. But the crisis has exposed the limits of region's dominant economic-growth model.
 - C. The export-led model that propelled many Asian economies so effectively for the past 30 year must be adapted to a different global economic context.
 - D. Asia is less exposed to the financial turmoil than the west is, because Asian countries responded to the previous decade's regional

- crisis by improving their current-account positions, accumulating reserves, and ensuring that their banking systems operated prudently.
- (a) DBAC
- (b) ABCD
- (c) CABD
- (d) BCDA
- Q 4. A. The dangers of conflicting irrational majoritarianism with enlightened consensus are, indeed, great in developing democracy.
 - B. Real democracy is about mediating the popular will through a network of institutional structure and the law of the land.
 - C. While law making and governance are meant to articulate the latter, the judiciary is supposed to protect the former from any kind of excess that might occur, unwittingly or otherwise, in the conduct of legislative and governmental functions.
 - D. The principle of separation of powers is meant to embody a desirable tension between individual rights and social consensus.
 - (a) ABCD
- (b) BACD
- (c) DCAB
- (d) DABC
- O 5. A. First may be necessary for immediate relief.
 - B. However, to cure the problem from the root the treatment at the elemental level is a must.
 - C. Therefore synergy of modern medical science and ancient Indian wisdom is in the interest of humanity.
 - D. Allopathic treatment is symptomatic while Ayurveda treats at an elemental level.
 - (a) DBAC
- (b) DABC
- (c) DCBA
- (d) BDCA
- Q 6. A. Such interoperability of a software service or product appears to be only one aspect, and the interoperable system is itself evolving.
 - B. Each software product introduces a variation and consequently a change in the system.
 - C. An operating system must work with applications and other elements in a hardware platform.
 - D. A software firm while introducing its product or service, therefore, does not strive for mute complementarities alone but tries to bring about a change in the existing structure.
 - E. In other words the components must be designed to be interoperable.
 - (a) BCDAE
- (b) CEABD
- (c) DAEBC
- (d) CBEAD



Parajumbles 2.11

- Q 7. A. Moreover, as argued above, knowledge is entailed not by way of justification as such, but by the realization of good or fruit-ladenness of meaning and actions or iterated actions.
 - B. Knowledge is required in order to resolve doubts and thus in order to act meaningfully.
 - C. Therefore the actions in a commonly led daily life are both meaningful and knowledge-driven.
 - D. Indian theorists argue for a common knowledge, which is obtained through iterated fruitful actions, through the authority of sentences (on words).
 - E. We argue for four sources of validation of knowledge, viz., sentence, inference, direct perception and analogy.
 - (a) AECBD
- (b) BDCEA
- (c) BAECD
- (d) EADCB
- Q 8. A. But PST has also used satellite pictures to suggest that an ancient fortified town had existed 30 km from Junagadh.
 - B. Soil and vegetation patterns were used in the search.
 - C. The site matches the description of Krishna's town in an ancient scripture.
 - D. PST's primary job at Space Applications Centre has been tracking land use and forest cover with satellite images.
 - E. An archaeologist however cautioned that remote sensing and scriptures by themselves would not be enough to identify a township.
 - F. It was claimed that soil and vegetation patterns an ancient, a b a n d o n e d site reveal specificpatterns that can be picked by satellite
 - (a) DACBEF
- (b) DACBFE
- (c) FDCABE
- (d) FDACBE
- Q 9. A. But if, having done so, you did not spare constructive thought as to why your

- neighbourhood was becoming crime-prone, you would be leaving yourself vulnerable to similar future intrusions.
- B. While the international community can only hope that Moscow's hostage drama is resolved without further loss of innocent lives, it would not be inappropriate once again to attempt to understand the nature and motivation of the archetypal terrorist who seeks martyrdom.
- C. Today, in an era of globalisation, when the world is increasingly becoming an interpenetrative community, we need to ask whether misconceived state policies do not aid and abet terrorists in the guise of martyrs.
- D. If you were to apprehend an armed nocturnal intruder in your house, your first—and correct—reaction would be to somehow render the criminal powerless.
- E. Ill-regulated communities breed crime.
- (a) BCDEA
- (b) DABEC
- (c) CEDAB
- (d) BDAEC
- Q 10. A. Products of mutual funds and insurance companies all aimed specifically at women are an example of this fact.
 - B. For this purpose, we looked at the district-wise figures for working women.
 - C. They influence a lot of consumption decisions and hence, there is a distinctive attempt to target them.
 - D. The census provides interesting data on the presence of women in different areas in the country, but what is more important is the extent of employment.
 - E. Women are a very important target group for a whole host of corporates.
 - (a) DCEAB
- (b) DBECA
- (c) ECABD
- (d) ECADB

Practice Exercise 3

Direction for questions 1 to 6: In each of the following questions, four sentences are given which, when properly sequenced, form a coherent paragraph. Each sentence is labelled with a letter. Choose the most logical order of sentences from among the given choices to construct a coherent paragraph.

- Q 1. A. So Iraq and Afghanistan are now sundrenched lands enjoying liberty and freedom, overflowing with joy and prosperity.
- B. Yet in a new campaign ad, Republican Party strategists shamelessly take credit for "two more free nations" and "two less terrorist regimes," using footage of the Iraqi and Afghan Olympic teams.
- C. The bylaws of the International Olympic Committee and the US Olympic Committee strictly prohibit the use of the word "Olympic" and related symbols for political ends.



2.12 Verbal Reasoning

- D. The US Congress stipulates that the USOC "shall be non-political and may not promote the candidacy of any individual seeking public office."
- (a) CDBA
- (b) CDAB
- (c) DABC
- (d) ACDB
- Q 2. A. He is the faceless man who is nowhere and everywhere.
 - B. He will live on bread and water, sleep on the streets, move from house-to-house.
 - C. It is impossible for the political leaders of a tame western world that wages its wars by remote control to understand the power of the marginal man, who has been deprived, stripped of his right and driven back to the wall.
 - D. This is a man who has lost everything, his home, his family, his country, even his personal history.
 - (a) CDAB
- (b) DABC
- (c) CABD
- (d) CDBA
- Q 3. A. The first vision is cyclical and millennial.
 - B. It sees man originating from the greater anthropoid apes, climbing slowly through tribal groups, via the Renaissance and the early Industrial Age, into modern technological man.
 - C. The second is linear and utopian.
 - D. It sees man originating from a divine source, a fall, exile, a final battle, the regeneration of the world by a Divine Saviour and the foundation of the Kingdom of God on earth.
 - (a) ABCD
- (b) CBAD
- (c) ACBD
- (d) ADCB
- Q 4. A. One may disagree with some of his contentions, but in the aftermath of September 11, one must give credence to his central point: that in the post-Cold War world, the critical distinctions between people are not ideological or economic—they are cultural.
 - B. Samuel P Huntington's book *The Clash of Civilisations* and *The Remaking of World Order* is very topical these days.
 - C. Religious, ethnic and racial strands that constitute cultural identity are the central factors shaping associations and antagonisms.
 - D. Thus, cultural communities are replacing Cold War blocs and the fault-lines between civilisations are becoming the nerve-centres of conflicts in the world.

- (a) BADC
- (b) CBAD
- (c) BACD
- (d) DBAC
- Q 5. A. Even when it is self-willed, migration causes dislocation and alienation, creating the need for meaningful identities at the individual level.
 - B. The root cause is modernisation that has spurred migration in large numbers.
 - C. Simultaneously, education and development within non-western societies stimulates the revitalisation of indigenous identities and culture.
 - D. Huntington's analysis explains why we are witnessing this surging antagonism among Indian and Pakistani youth and expatriates.
 - (a) DBCA
- (b) BCDA
- (c) DBAC
- (d) BADC
- Q 6. A. Not too far from the bright lights of Mumbai, a silent scourge is killing thousands of young children.
 - B. Their ill-fed bodies vulnerable to infection, most succumbed to ailments as minor as diarrhoea.
 - C. Stalked by chronic hunger and disease, nearly 30,000 children below the age of six have died in the last year alone in the state's rural belt.
 - D. It may be considered the country's dollar magnet and envied for its robust industrial base, but this image of Maharashtra cloaks a macabre reality.
 - (a) CBDA
- (b) DACB
- (c) BDCA
- (d) CDBA

Direction for questions 7 to 10: Given below are five sentences S1, P, Q, R and S that make a paragraph. The sentences making the paragraph have been jumbled randomly, only the first sentence S1 is at its right place. Find out the correct sequence in which P, Q, R and S should follow after S1 so that a coherent and meaningful paragraph is made.

- Q 7. S1. There was a time Egypt faced economic crisis.
 - P. Cotton is the main export commodity of Egypt.
 - Q. Foreign trade depends on cultivation of cotton on large-scale.
 - R. It became necessary for Egypt to boost cotton crops.
 - S. Only by means of increasing foreign trade Egypt could survive.



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- (a) PORS
- (b) QRPS
- (c) RPSQ
- (d) SRQP
- Q 8. S1. Exercising daily is a must for good health.
 - P. Luckily, there is no link between the amount of money spent and beneficent exercise, else the poor would have creaking bodies.
 - Q. While some cost you nothing, others may require the investment of some amount of money.
 - R. However, it is important to remember that exercises should not be overdone.
 - S. It can take any form from sedentary ones like walking to vigorous workouts like a game of squash.
 - (a) PQSR
- (b) QPRS
- (c) RSQP
- (d) SQPR
- Q 9. S1. Urban problems differ from state-to-state and city-to-city.
 - P. Most of the cities have neither water nor the required pipelines.

- Q. The population in these cities has grown beyond the planners' imagination.
- R. However, certain basic problems are common to all cities.
- S. Only broad macro-planning was done for such cities, without envisaging the future growth, and this has failed to meet the requirements.
- (a) PQSR
- (b) QPSR
- (c) RQSP
- (d) RQPS
- Q 10. S1. Satyajit Ray made several films for children.
 - P. Later film-makers have followed his lead.
 - Q. Today other nations are making children's films in a big way.
 - R. This was at a time when no director considered children as potential audience.
 - S. Ray was, thus, a pioneer in the field.
 - (a) SQRP
- (b) RSQP
- (c) PSQR
- (d) RSPQ

Practice Exercise 4

Direction for questions 1 to 10: Sentences given in each question, when properly sequenced, forma coherent paragraph. The first and last sentences are 1 and 6, and the four in-betweens are labelled A,B, C and D. Choose the most logical order of these four sentences from among the five given choices to construct a coherent paragraph from sentences 1 to 6.

- Q 1. 1. Ever since Pakistan signed on as an ally in the war on terror, human rights advocates have voiced concerns that innocent people would be caught up in the net.
 - A. Roughly half of the youths held are from families deemed uncooperative in the anti-terror fight.
 - B. Seven women and at least 54 children under the age of 18 are languishing in prisons in the tribal areas of the NWFP under the socalled collective responsibility clause, which permits imprisonment of a person for crimes committed by a relative, clan or tribe.
 - C. The decree has most recently been wielded to force tribal leaders to reveal the whereabouts of Oaeda and Taliban suspects.
 - D. Now they're pointing to evidence.
 - 6. The rest were imprisoned for the alleged crimes of their fathers.

- (a) BACD
- (b) DBCA
- (c) BCDA
- (d) DBAC
- Q 2. 1. The smaller mobile phones get; the more functions they seem to acquire.
 - A. Beginning early next year, TU Media, a consortium of SK Telecom and other Korean companies, will begin beaming television programmes via satellite to special Digital Multimedia Broadcasting phones.
 - B. The phones, made by Samsung, have 5.5-centimetre screens and cost \$700.
 - C. Now a South Korean firm is rolling out mobiles that double as televisions—and high-definition ones, at that.
 - D. Based on early tests, executives at TU Media think that the new service will improve on SK's existing cellular-based television phone service, which has 3 million subscribers but is often interrupted due to poor transmission.
 - 6. The biggest problem, though, is coming up with programming.
 - (a) BDAC
- (b) BADC
- (c) CABD
- (d) CBAD
- Q 3. 1. Although Maradona recounts his life with neither explanation for his actions (save his love of football) nor fluid penmanship, his story is gripping.



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- A. Maradona blames everyone but himself: luck, the media, managers, football executives—you name it, they did it.
- B. And, ironically, the book's omissions are its most revealing element.
- C. In passing the buck, El Diego reveals who he really is—a man accountable to no one.
- D. It's a tale of cataclysmic ups and downs as he hopscotches from the junior leagues of Argentina to four World Cups with the national side, from solidarity with the people of Naples to seeking solace from that other fallen idol, Fidel Castro.
- 6. I now believe that Maradona truly is a God and that's why I am an atheist.
- (a) CDAB
- (b) DABC
- (c) DBCA
- (d) DBAC
- Q 4. 1. The journalists have all but left Haiti.
 - A. The suffering caused by the floods is no longer news, and we now work far from the headlines.
 - B. Perhaps I have spent so much time in the Third World that I'm immune to it; one develops a thick skin, if only as a defense mechanism.
 - C. Some of the aid workers are going as well, myself among them.
 - D. How do I feel about the misery I've seen?
 - 6. Otherwise, you would be unable to do your
 - (a) CBAD
- (b) ACBD
- (c) BCDA
- (d) ACDB
- Q 5. 1. Many space enthusiasts now warn that only private enterprise will truly drive human expansion into space, and yet America's government keeps ignoring them.
 - A. It may seem surprising, but there are large numbers of people who would spend hundreds of thousands of dollars on a trip into space.
 - B. Tourism and entertainment are both possibilities.
 - C. Two people, so far, have spent \$ 20 m, and another two are on their way.
 - D. What might cause market forces to take up the mission?
 - 6. Film and television companies would also spend tens of millions if they could.
 - (a) DCAB
- (b) BACD
- (c) DBAC
- (d) ACBD
- Q 6. 1. Zimbabwe provides a dramatic illustration of how stagy economic policies, corruptly enforced, swiftly impoverish.

- A. The main reason the continent is so poor today is that Mugabe-style incompetent tyranny has been common since independence.
- B. But Zimbabwe's curse is also Africa's.
- C. The most important question for Africans now is whether Mr. Mugabe represents not only their past, but their future as well.
- D. In the past five years, Mr. Mugabe's contempt for property rights has made half the population dependent on food aid, while his cronies help themselves to other people's land and savings, and build helipads for their own mansions.
- 6. There are encouraging signs that he does not.
- (a) DBCA
- (b) CDBA
- (c) DCAB
- (d) DBAC
- Q 7. 1. If Africans are to have a chance of pulling themselves out of penury, they need governments that do not stand in their way.
 - A. Fiscal realism is more common now than a decade ago, as the continent's generally lower inflation rates attest.
 - B. They need leaders who uphold the law impartially, but otherwise let people do what they wish.
 - C. But graft is still widespread.
 - D. They need governments that pass sensible budgets and stick to them.
 - 6. Angola's rulers were accused of having wasted or misappropriated \$ 4 billion in five years—more than 9% of GDP each year.
 - (a) BADC
- (b) BDAC
- (c) DACB
- (d) DBAC
- Q 8. 1. Africa's two most important countries— Nigeria and South Africa—are doing several things right.
 - A. If Africa as a whole is to prosper, the majority of its citizens will have to produce more, fashioning goods or providing services that the rest of the world wants to buy.
 - B. Given that most Africans are subsistence farmers, that will not be possible without a vast social upheaval, with unpredictable consequences.
 - C. Both have swapped tyranny for democracy, and both are using their diplomatic and military muscle to end some of their neighbours' wars.
 - D. But both governments are worryingly dependent on a single source of revenue: oil, in Nigeria's case, and white taxpayers, in South Africa's.



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- 6. It is a daunting challenge, but the alternative is likely to be worse.
- (a) CDAB
- (b) DCAB
- (c) CBDA
- (d) DBAC
- Q 9. 1. The truth is that traditional economic labels are less and less useful.
 - A. Different organisations and banks use different groupings.
 - B. The old "third world" label has been replaced by "developing" or "emerging" economies to portray a more positive image.
 - C. "Industrial economies", the old name used for rich countries, is now meaningless: industry accounts for only 16% of jobs in America.
 - D. But the breakdown of old categories has bred confusion.
 - 6. For instance, the United Nations and JP Morgan Chase count Hong Kong, Singapore, South Korea and Taiwan as developing (or emerging) economies.
 - (a) ADBC
- (b) CBAD
- (c) ABCD
- (d) CBDA
- Q 10. 1. Jane Austen died and came back as a fantasy writer.

- A. The book itself has been called, by a media ever eager to summarise even 800-page hardcover tomes into a snappy catchphrase, "Harry Potter for adults".
- B. Unlike her previous avatar, the 21st-century Ms Clarke (nee Austen) seems to be enjoying the attention showered upon her and far from publishing her first book under a pseudonym, has been a central performer at her own media circus.
- C. The book, which she now calls her "debut", began attracting media attention long before publication and on release it's been universally lauded.
- D. In her new avatar, she calls herself Susanna Clarke, lives in Cambridge, and has authored a fat historical fantasy novel set in the year 1860.
- 6. It's also been praised by perhaps the best living author of British fantasy novels, Neil Gaiman, as "unquestionably the finest English novel of the fantastic written in the past seventy years."
- (a) BADC
- (b) DBCA
- (c) DCAB
- (d) DCBA

Practice Exercise 5

Direction for questions 1 to 10: In each question below five sentences lettered A, B, C, D, E are given, followed by four options each indicating two sentences, which when interchanged, create a logical sequence of five sentences.

- Q 1. A. The Indian retail sector is on the threshold of something big.
 - B. The Retailer's Association of India, formed recently by the top 25 modern retailers in the country, estimates that the annual retail consumption in the country is around Rs 9 lakh crores, but with value addition, could be scaled upto Rs 12 lakh crores.
 - C. With the total retail trade estimated at 200 billion dollars and the organised segment accounting for a mere 2 per cent of this, almost all the organised players have in place, aggressive expansion plans, spreading either to more cities or to larger towns.
 - D. Also, the development of modern retail in India could enable enhanced productivity, employment and economic growth.

- E. In fact, the Association is confident that modern retail would have a beneficial trickle-down effect on sectors such as steel, cement and glass, bring larger revenues for the state governments and boost sectors such as tourism and hotels.
- (a) A and B
- (b) B and C
- (c) A and C
- (d) B and D
- Q 2. A. Sadruddin insisted that he had equal sympathy for eastern and western people.
 - B. He seemed the favourite to become the UN's Secretary General in 1981, but the Soviet Union vetoed his candidature, claiming he was too pro-western, and vetoed him again in 1991.
 - C. Around that time, stories circulated that the prince was a secret agent for the British, using his job as a cover for intelligence gathering.
 - D. It was almost certainly nonsense, but the Russians may have believed it.
 - E. Sadruddin stepped down after 12 years, the longest any refugee chief has held the job,



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but returned to the UN at times of crisis to give help, notably in Afghanistan, during the Soviet occupation and in Iraq, after the first Gulf War.

- (a) A and E
- (b) B and D
- (c) D and E
- (d) B and C
- Q 3. A. In the maze of India's twisted economic policies, it is difficult to find a more complex bundle of contradictions than the aviation policy.
 - B. While the government is omnipresent in the closely guarded sector, a whiff of fresh air has started blowing in the form of 'open skies' agreements with Thailand, some South Asian countries and Sri Lanka.
 - C. Piecemeal liberalization would only harm the sector rather than encourage growth, and it will put both passengers and the industry at a disadvantage.
 - D. While implementation of the 'open skies' agreements will take time, these pacts indicate the hurry to put the horse before the cart.
 - E. Much more is on the cards, if senior bureaucrats are to be taken, at face value, but concerns have cropped up. Since the current trend indicates the lack of a 'wholesome' strategy.
 - (a) A and C
- (b) B and C
- (c) B and D
- (d) C and D
- Q 4. A. That is, availability of a service, which can throw some light on the possible search terms specific to one's subject will certainly be useful.
 - B. Refining the search query through trial and error process is obviously a laborious exercise.
 - C. Let us have a look at some services that can be used for this purpose.
 - D. As Google churns out one service after another with amazing regularity, of late users find it difficult to pass even one week without reference to it.
 - E. Recently, Google has rolled out another service for helping its users utilise its search service a little more efficiently.
 - (a) B and D
- (b) A and B
- (c) C and D
- (d) A and C
- Q 5. A. The fiscal picture at the end of September reveals a revenue deficit of 79 per cent of budget estimate and a fiscal deficit of 39 per cent.

- B. Deficit reduction is to ensure that government borrowings are within sustainable limits and the borrowed funds are used productively for development and creation of capital assets.
- C. Fiscal soundness is not a question of mere numerical deficit targets.
- D. The figures for October show further deterioration with revenue deficit at 83.9 per cent and fiscal deficit at 45.2 per cent.
- E. The deficit targets have been exceeded.
- (a) A and B
- (b) A and C
- (c) B and D
- (d) C and D
- Q 6. A. But drug company executives have insisted that their industry is fundamentally healthy and their expensive research efforts will pay off.
 - B. Three major companies disclosed serious problems with important medicines.
 - C. This has thrown the spotlight on the fact that the drug industry is failing in its core business of finding new medicines.
 - D. The decline in drug research and development has been an open secret among analysts and scientists for years.
 - E. Worldwide drug industry is clearly ailing.
 - (a) B and E
- (b) A and E
- (c) C and D
- (d) C and E
- Q 7. A. To say that not all is well with higher education will be something of an understatement.
 - B. Problems relating to higher education—privatisation and commercialisation, political interference and corruption, mismanagement and agitations, falling standards and irrelevance—are topics of public discussion almost on a day-to-day basis.
 - C. Is it possible to locate some key factors that can explain the mess that higher education in the country finds itself in?
 - D. The prolific and unplanned expansion of higher education since independence is undoubtedly a major factor responsible for this malaise.
 - E. That is the question that Dr. Mutton, a former professor, vice-chancellor and secretary of the association of Asian Universities and one still actively engaged in matters relating to higher education, discusses in his latest book.
 - (a) D and E
- (b) A and D
- (c) B and D
- (d) D and C
- Q 8. A. The sunshine days are there again for the Indian steel industry.



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- B. In the emerging global scene, experts predict a shift in steel use away from the developed world towards nations like China and India.
- C. A combination of factors appears to be working to push it on to a higher orbit.
- D. If the steel producers are grinning, consumers at large are wearing a grim look.
- E. The way the industry is slowly moving into a new era, chances are that prices will head only one way northward.
- (a) B and E
- (b) A and B
- (c) A and C
- (d) B and D
- Q 9. A. Business Process Outsourcing (BPO) is one of the hottest career destinations for young Indians
 - B. The number of Indians working in this sector was about 2,50,000 by March 2004 and is to grow to 12 million in three years.
 - C. In addition to infrastructure facilities, BPO units have been exempted from several labour laws and environmental regulations.
 - D. In addition, the unleashing of so-called incentives to this sector by state governments is boosting their growth.

- E. This supersonic trajectory is fuelled by the economic compulsions of North American and European corporations to shift their lowend jobs to countries like India.
- (a) D and E
- (b) B and D
- (c) C and D
- (d) C and E
- Q 10. A. Nobody knows how many NGOs there in India are.
 - B. It is said that there are at least a thousand of them with an annual income of Rs l crore and more.
 - C. Estimates vary from a million to several times that number.
 - D. By definition, Non-Governmental Organisations (NGOs) must have come into being along with governments.
 - E. Though NGOs have, in this manner, a long history, it is only in the past 20 years that they have become ubiquitous.
 - (a) B and E
- (b) A and B
- (c) D and E
- (d) B and C

Practice Exercise 6

"Out of Context" statement identification

A new Type of Para Jumble questions Surfaced in the recent online CAT papers. In these questions, besides the usual paragraph arrangement, students were also required to identify one such statement which was out of context. In a nutshell, these questions can be said to be amalgamation of Para Jumble and Odd One out questions.

Ideally, in these questions, the basic idea of solving a paragraph arrangement question remains the same. Only that, you will be required to identify the statement that does not fit into the theme of paragraph. Following practice exercise will provide you some idea regarding these questions and their solution.

Direction for questions 1 to 10: Go through the direction given below and solve the questions based on it.

In each of the following questions, four sentences are given out of which, one sentence does not fit into the context. Remaining three sentences, when put together, form a coherent paragraph. In other words, three of the four sentences, when put in a particular sequential order,

will form a coherent paragraph, but one of the sentences will be out of context and will convey a different message than the other sentences taken together. You are required to identify that Odd-One-Out sentence which does not fits into the context.

- Q 1. A. The mentality of "just do it and be done with it", can sometimes preclude what we know to be the logical and necessary "means to an end", of a successful implementation.
 - B. However, by utilizing project management methodology, projects can be completed on time, within budget, and to the satisfaction of all involved stakeholders.
 - C. Time spent compiling a business case that includes a cost and benefit analysis is an extremely valuable investment.
 - D. As is often the case when a project needs to be completed and completed in a hurry, proactive steps such as research, planning, communication, and review are left by the wayside.
- Q 2. A. The "Warren Buffett Indicator," also known as the "Total-Market-Cap to GDP Ratio," is



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- breaching sell-alert status and a collapse may happen at any moment.
- B. So with an inevitable crash looming, what are Main Street investors to do?
- C. "A lot of people think I am lucky," Sean said. "But it has nothing to do with luck." It has everything to do with certain tools I use.
- D. One option is to sell all your stocks and stuff your money under the mattress, and another option is to risk everything and ride out the storm.
- Q 3. A. Rick Caruso, the founder and CEO of Caruso Affiliated, a privately held real estate company, wrote in a recent LinkedIn post that success does not come easy.
 - B. But there are certain steps you can take, or rules to follow, that can help, he says.
 - C. There's no magical formula for achieving it, he says—and most people become successful "by falling over and over again."
 - D. This does not mean you should not physically sit still. It means you should never let your mind or body become idle without purpose, Caruso explains.
- Q 4. A. Android was built from the ground-up to enable developers to create compelling mobile applications that take full advantage of all a handset has to offer.
 - B. The Google team loves creating surprises for users. Here's how to find Google's Easter eggs, for the two latest versions of its Android operating system.
 - C. Android 4.0 Ice Cream Sandwich—To make this fun animation appear, go to Settings, About, and then keep tapping the Android version number until Nyandroid appears.
 - D. Android (4.1, 4.2, 4.3) Jelly Bean—To access it, go to Settings, About Phone, and, once again, keep tapping the version number, but this time you'll see Google's signature chocolate bar. Tap on it, and the tiles will appear.
- Q 5. A. Tigers killing elephant calves is not a rare occurrence.
 - B. Angered tigers are capable of killing even a bull elephant, as epitomised by E.A. Smythies in Journal of Bombay Natural History Society.
 - C. And one factor that could be controlling the population of the around 800 elephants of

- the Corbett landscape is predation on calves by tigers.
- D. We walked from the saddle dam road to the main road—a distance of 6 km—watching the goral, the langur and birds and taking pictures of profusely flowering plants.
- Q 6. A. I'm encouraging people to just get outside and enjoy nature. They can do it in their backyard or backpack 20 miles into the wilderness.
 - B. But the universe itself and everything we can touch are made of the most beautiful geometric patterns imaginable.
 - C. If you could see the world through my eyes, you would know how perfect it is, how much order runs through it, and how much structure is hidden in its tiniest parts.
 - D. We're so often victims of things—I see the violence too, the disease, the poverty stretching far and wide.
- Q 7. A. I've always wondered why married people lose no opportunity to litter their conversations with marriage problems, woefully pitying one another.
 - B. In Western cultures, more than 90 per cent of people marry by age 50. Healthy marriages are good for couples' mental and physical health.
 - C. But at the same time, they will do everything to avoid (and make others avoid) single people who want to share their problems of singleness.
 - D. They seem to suggest get married and all your problems will vanish.
- Q 8. A. Apple, unlike any other company in the world, has its identity tied to one individual: Steve Jobs.
 - B. Others began working on the Mac at later dates.
 - C. But, Jobs did not do it alone.
 - D. Apple's first CEO, Michael Scott, gave us a bunch of colour on the early days, and Steve Wozniak helped with a list of early employees.
- Q 9. A. There's a reason why overwhelming evidence has not spurred public action against global warming.
 - B. In the run-up to Earth Day this year, two major reports were released by the UN's Intergovernmental Panel on Climate Change.



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- C. Both reports cited substantially more evidence of substantially more global warming and related impacts than past reports have and they did so more lucidly than in past iterations.
- D. The IPCC is a scientific body under the auspices of the United Nations (UN).
- Q 10. A. Big data refers to the idea that society can do things with a large body of data that were not possible when working with smaller amounts.
- B. The term was originally applied a decade ago to massive datasets from astrophysics, genomics and internet search engines, and to machine-learning systems that only work well when given lot of data to chew on.
- C. When you combine someone's personal information with vast external datasets, you can infer new facts about that person.
- D. Now it refers to the application of dataanalysis and statistics in new areas, from retailing to human resources.

Para Jumbles-Non

Direction for questions 1 to 25: A number of sentences are given below which, when properly sequenced, form a COHERENT PARAGRAPH. Choose the most LOGICAL ORDER of sentence from the choices given to construct a COHERENT PARAGRAPH.

- Q1. A. Wind whips off the North Sea, blasting the shelters made of tarps, tents, plastic sheeting and scrap lumber in this sprawling, ramshackle end of the line.
 - B. The roads in the camp are muddy; the portable toilets are filthy.
 - C. On the outskirts of the northern French town of Calais, a massive, makeshift refugee camp called "The Jungle" grows daily, swelling with asylum-seekers fleeing war in Afghanistan, Syria, Iraq, Sudan and beyond.
 - D. Their countries of origin are a map of the targets of U.S. bombing campaigns.
 - E. More than 6,000 people in this, France's largest refugee camp, hope for a chance to make the last, dangerous leg of their journey through the nearby channel tunnel to England.
- Q 2. A. Accessing either type of train involves significant risk, and accidental deaths occur almost weekly when people leap onto moving trains or stumble under vehicle tires.
 - B. Most who arrive here have endured arduous journeys of thousands of miles, hoping to cross to the United Kingdom.
 - C. A few days before we visited the camp, a Sudanese man named Joseph was killed when he was run over by a car on the highway.
 - D. Camp residents were protesting that the police had not stopped the driver, holding signs reading "We are Humans, Not Dogs"

- and "Do survivors of war not have the right to live in peace?"
- E. The channel tunnel offers asylum-seekers a way to make it to the U.K. without risking a dangerous crossing of the English Channel, by stowing away on either a high-speed passenger train or a freight train.
- Q 3. A. The Senate panel was called "Going Dark: Encryption, Technology, and the Balance between Public Safety and Privacy."
 - B. FBI Director James Comey appeared before a Senate Committee on Wednesday, July 8, along with U.S Deputy Attorney General Sally Quillian Yates.
 - C. "Going Dark" is a term used when people encrypt their communications.
 - D. A joint statement from the duo, delivered by Yates, acknowledged "citizens have the right to communicate with one another in private without unauthorized government surveillance not simply because the Constitution demands it, but because the free flow of information is vital to a thriving democracy."
 - E. As the meeting convened, the frailty of our networks was on display for the world: The New York Stock Exchange was shut down for half a day, supposedly due to a computer "glitch"; United Airlines grounded flights when it lost access to its computer systems; and The Wall Street Journal website was down due to "technical difficulties."
- Q 4. A. To be different from the group or to resist environment is not easy and is often risky as long as we worship success.
 - B. The urge to be successful, which is the pursuit of reward whether in the material or



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- in the so-called spiritual sphere, the search for inward or outward security, the desire for comfort.
- C. With increasing age, dullness of mind and heart sets in.
- D. This whole process smothers discontent puts an end to spontaneity and breeds fear; and fear blocks the intelligent understanding of life.
- E. Conventional education makes independent thinking extremely difficult, and conformity leads to mediocrity.
- Q 5. A. Until the 1980s, spinning factories mainly employed adult male workers in secure conditions of employment, with lawful wages and basic social security.
 - B. Over the last 30 years, these workers have been replaced substantially by children labouring in what is called the 'camp coolie system'.
 - C. This atrocious arrangement confines tens of thousands of child and teenage workers in locked custodial hostels, and compels them to toil almost without a break in conditions of semi-bondage for 10 hours or more a day.
 - D. A conspiracy of silence shrouds this reality of 'Make in India' in the contemporary era of accelerating economic growth at all costs.
 - E. The growth is in part built, in part, on the oppressive and illegal work by children.
- Q 6. A. Not to be able to stop thinking is a dreadful affliction, but we don't realize this because almost everybody is suffering from it, so it is considered normal.
 - B. This incessant mental noise prevents you from finding that realm of inner stillness that is inseparable from Being.
 - C. It also creates a false mind-made self that casts a shadow of fear and suffering.
 - D. The philosopher Descartes believed that he had found the most fundamental truth when he made his famous statement: "I think, therefore I am."
 - E. He had, in fact, given expression to the most basic error: to equate thinking with Being and identity with thinking.
- Q 7. A. It's a fringe highland region so detached from the modern world that even the regular passing of mist is considered an omen from the spirits.
 - B. The Anga are also heirs to one of most bizarre rituals of the ancient world: the smoking of their ancestors' corpses.

- C. The Anga people live in Papua New Guinea's Aseki District.
- D. But few have been able to tell fact from fiction.
- E. An extraordinary and from an outsider's point-of-view, grotesque form of enshrinement, the smoked corpses of Aseki have captured the imagination of anthropologists, writers and filmmakers for more than 100 years.
- Q 8. A. Most of what's known about the mummies is based on hearsay, exaggeration or flights of the imagination.
 - B. Even the locals I spoke to Dickson, a pastor named Loland and a schoolteacher named Nimas seemed to offer different stories about the ritual's past.
 - C. The first documented report on the smoked corpses was by British explorer Charles Higginson in 1907 seven years prior to the start of WWI.
 - D. Yet according to Dickson, the mummying practice began during WWI, when the Anga attacked the first group of missionaries to arrive in Aseki.
 - E. His great-grandfather, one of the corpses we saw under the cliff, was shot dead by the missionaries in self-defence.
- Q 9. A. In addition, my own experiences of the spirit world have come together to make this book.
 - B. I guess I could say the research had been going on all my life: all the stories my grandmother told me, and all the stories my hunter friends told me when I was older.
 - C. In later life, I have had some frightening but amazing spirit encounters that have convinced me of the realness of the spirit world.
 - D. For instance, I had a spirit child playmate when I was about four.
 - E. He was a little boy who mischievously invited me to play.
- Q 10. A. Smitha seems to have been amazingly self-effacing, not taken in by the trappings of stardom.
 - B. Actually, I call Smita the pioneer of social work at the zenith of her career unlike stars like Nargis who became socially active after retiring from films.
 - C. It has to be innate and also the ethos of strong middle-class values with which she grew up.
 - D. From childhood, she was actively involved in the Rashtra Seva Dal, inspired by the teachings



- of Sane Guruji and adhered to Gandhiji's credo of Sarva Dharma Sama Bhava.
- E. Her father was a freedom fighter who was jailed as a teenager and her mother was a nurse who called social work a rog a disease the family suffered from.
- Q 11. A. But very few cultures have found a place for the quirky or the anomalous in the midst of the epic in the way that the 'Indian imagination' has.
 - B. Take the fresco at Mahabalipuram called 'Arjuna's Penance'.
 - C. The magnificent figures in the main frieze and narrative, carved out of the rock, are themselves a mix of the divine and the humorous.
 - D. But, most tellingly, not far from the main frieze, are the figures of two monkeys, one picking lice from the other's hair.
 - E. It's an astonishing example of how this country's traditions of miniaturism converge with its epic stories.
- Q 12. A. Gandhi poetically visualises Tiruvalluvar, as forever in conversation with anyone from any era who cares to listen to him attentively.
 - B. This is precisely the greatness of any classical work; that it can lend itself for any interpretation at any given era, far removed from its own time, because of its eternal appeal.
 - C. This total assimilation is reflected in his translation.
 - D. Although Gandhi was commissioned to do the translation, the Tirukkural was in his genes, inherited from his maternal grandfather who had translated it 1930.
 - E. He was so 'smitten' by this celebrated work, having read and re-read it several times over, that it became a part of his intrinsic cultural psyche.
- Q 13. A. Economists love incentives.
 - B. They love to dream them up and enact them, study them and tinker with them.
 - C. The typical economist believes the world has not yet invented a problem that he cannot fix if given a free hand to design the proper incentive scheme.
 - D. His solution may not always be pretty it may involve coercion or exorbitant penalties or the violation of civil liberties but the original problem, rest assured, will be fixed.

- E. An incentive is a bullet, a lever, a key: an often-tiny object with astonishing power to change a situation.
- Q 14. A. Like the proverbial butterfly that flaps its wings on one continent and eventually causes a hurricane on another, Norma McCorvey dramatically altered the course of events without intending to.
 - B. She was a poor, uneducated, unskilled, alcoholic, drug-using twenty-one-year-old woman who had already given up two children for adoption and now, in 1970, found herself pregnant again.
 - C. It had taken shape more than twenty years earlier and concerned a young woman in Dallas named Norma McCorvey.
 - D. All she had wanted was an abortion.
 - E. There was another factor, meanwhile which had greatly contributed to the massive crime drop of the 1990s.
- Q 15. A. McCorvey's case came to be adopted by people far more powerful than she.
 - B. They made her the lead plaintiff in a class-action lawsuit seeking to legalize abortion.
 - C. The case ultimately made it to the U.S. Supreme Court, by which time McCorvey's name had been disguised as Jane Roe.
 - D. The defendant was Henry Wade, the Dallas County district attorney.
 - E. On January 22, 1973, the court ruled in favour of Ms. Roe, allowing legalized abortion throughout the country.
- Q 16. A. This forgetting means that you can no longer feel this oneness as self-evident reality.
 - B. You then forget the essential fact that, underneath the level of physical appearances and separate forms, you are one with all that is.
 - C. It is this screen of thought that creates the illusion of separateness, the illusion that there is you and a totally separate "other."
 - D. It comes between you and yourself, between you and your fellow man and woman, between you and nature, between you and God.
 - E. Identification with your mind creates an opaque screen of concepts, labels, images, words, judgments, and definitions that blocks all true relationship.
- O 17. A. Fear is a dreadful thing.
 - B. It darkens our lives, from fear we act neurotically.



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- C. We are asking whether man can ever be free of this terrible burden.
- D. One may not be conscious of it.
- E. It may be lurking in the deep unconsciousness, in the deep recesses of one's own brain.
- Q 18. A. Kohal says she hasn't run into sexism, but other females in the airline industry have and continue to face hurdles simply because of their gender.
 - B. And there are stories in the media and social media of notes being left on flights, or complaints being made, by passengers upset that they've flown with a female pilot.
 - C. Kohal's doctor mother and engineer father taught her and her sister that they weren't any different from men and could do anything they wanted as long as they had fun doing it.
 - D. GoAir, a budget airline in India, said in 2013 that it only wanted to hire small, young females to be flight attendants in order to save money on fuel by keeping the weight of the plane down.
 - E. This family support has helped her excel, but many women entering traditionally maledominated professions in India encounter more obstacles.
- Q 19. A. But anyone who has worked as a professional in the country knows otherwise.
 - B. So what about the infamous 35-hour workweek, which is the envy of much of the rest of the professional world?
 - C. In the collective imagination, there are two Europes: the industrious north, with relatively low unemployment and dynamic economies, and the sluggish south, where people would just as soon kick back, sip an espresso and watch the world go by.
 - D. Olivier, a senior counsel in a large French multinational in the construction industry in Paris works about 45 to 50 hours a week, from roughly 09:00 till 19:30.
 - E. Many people would lump France, the land of the 35-hour workweek, long lunches and even longer vacations, with the south.
- Q 20. A. Everyone knows the story of the traveller in Naples who saw twelve beggars lying in the sun (it was before the days of Mussolini), and offered a lira to the laziest of them.
 - B. I think that there is far too much work done in the world, that immense harm is caused by the belief that work is virtuous, and that what

- needs to be preached in modern industrial countries is quite different from what always has been preached.
- C. But although my conscience has controlled my actions, my opinions have undergone a revolution.
- D. Being a highly virtuous child, I believed all that I was told and acquired a conscience which has kept me working hard down to the present moment.
- E. Like most of my generation, I was brought up on the saying, "Satan finds some mischief still for idle hands to do."
- Q 21. A. An autocratic system of coercion, in my opinion, soon degenerates.
 - B. I am quite aware that it is necessary for the success of any complex undertaking that one man should do the thinking and directing and in general bear the responsibility.
 - C. For force always attract men of low morality, and I believe it to be an invariable rule that tyrants of genius are succeeded by scoundrels.
 - D. For this reason, I have always been passionately opposed to systems such as we see in Italy and Russia today.
 - E. But the led must not be compelled; they must be able to choose their leader.
- Q 22. A. They have a responsible president who is elected for a sufficiently long period and has sufficient powers to be really responsible.
 - B. I believe that in this respect the United States of America have found the right way.
 - C. The really valuable thing in the pageant of human life seems to me not the State but the creative, sentient individual, the personality; it alone creates the noble and the sublime, while the herd as such remains dull in thought and dull in feeling.
 - D. The thing that has brought discredit upon the prevailing form of democracy in Europe today is not to be laid to the door of the democratic idea as such, but to lack of stability on the part of the heads of governments and to the impersonal character of the electoral system.
 - E. On the other hand, what I value in our political system is the more extensive provision that it makes for the individual in case of illness or need.
- Q 23. A. He has only been given his big brain by mistake.
 - B. A backbone was all he needed.



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- C. This topic brings me to that worst outcrop of the herd nature, the military system, which I abhor.
- D. This plague-spot of civilisation ought to be abolished with all possible speed.
- E. That a man can take pleasure in marching in formation to the strains of a band is enough to make me despise him.
- Q 24. A. I must launch out my boat.
 - B. The languid hours pass by on the shore Alas for me!
 - C. The spring has done its flowering and taken leave.
 - D. And now with the burden of faded futile flowers I wait and linger.
 - E. The waves have become clamorous, and upon the bank in the shady lane the yellow leaves flutter and fall.

- Q 25. A. Only now and again sadness fell upon me, and I started up from my dream and felt a sweet trace of a strange fragrance in the south wind.
 - B. My basket was empty and the flower remained unheeded.
 - C. On the day when the lotus bloomed, Alas, my mind was straying, and I knew it not!
 - D. That vague sweetness made my heart ache with longing and it seemed to me that is was the eager breath of the summer seeking for its completion.
 - E. I knew not then that it was so near, that it was mine, and that this perfect sweetness had blossomed in the depth of my own heart.





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Answer's

Practice Exercise 1

Q. No.	Answer						
1	(d)	2	(d)	3	(c)	4	(a)
5	(c)	6	(b)	7	(d)	8	(a)
9	(d)	10	(c)				

Practice Exercise 2

Q. No.	Answer						
1	(d)	2	(c)	3	(a)	4	(c)
5	(b)	6	(d)	7	(b)	8	(b)
9	(d)	10	(d)				

Practice Exercise 3

Q. No.	Answer						
1	(a)	2	(a)	3	(d)	4	(c)
5	(c)	6	(b)	7	(d)	8	(d)
9	(d)	CAT- A	(d)	PMAT -	BBA		

Practice Exercise 4

Q. No.	Answer						
1	(b)	2	(c)	3	(d)	4	(d)
5	(c)	6	(d)	7	(b)	8	(a)
9	(d)	10	(d)				

Q. No.	Answer						
1	(d)	2	(a)	3	(d)	4	(b)
5	(b)	6	(b)	7	(a)	8	(b)
9	(d)	10	(d)				





Practice Exercise 6

Q. No.	Answer						
1	(c)	2	(c)	3	(d)	4	(a)
5	(d)	6	(a)	7	(b)	8	(b)
9	(d)	10	(c)				

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Q. No.	Answer						
1	(cdeab)	2	(beacd)	3	(beacd)	4	(eabdc)
5	(abcde)	6	(abcde)	7	(cabed)	8	(abcde)
9	(badec)	10	(acdeb)	11	(edcba)	12	(bdeca)
13	(abcde)	14	(ecadb)	15	(abdce)	16	(edcba)
17	(abcde)	18	(ceadb)	19	(ceadb)	20	(edcba)
21	(beacd)	22	(dbaec)	23	(ceabd)	24	(abcde)
25	(cbade)						

Hints And Explanations

Practice Exercise 2

6. (d) The paragraph must start with C as it introduces the subject, followed by B which carries on the idea of software.

- 7. (b) The paragraph must start with B as it introduces knowledge, and the idea is continued in option A.
- 8. (b) The paragraph must start with D followed by AC, then F should precede E.
- 9. (d) DA is obviously a sequence. Now, we have to find out which of the remaining sentences does DA elaborate. Or does it elaborate none and we can therefore start with DA? On close scrutiny, we find D is an elaboration of B.
- 10. (d) "This fact" at the end of A refers to C. Thus CA is a sequence and option A gets ruled out. Again, "this purpose" in B is a reference to D. Thus DB is a sequence and option C gets ruled out. "They" in C is a reference to "women" in E. So, clearly we have two sequences—ECA and DB. If you place DB first, it does not make sense. Hence, option (b) is ruled out.

- 1. (a) Short and perhaps therefore easy! C is the opening sentence. D elaborates it further. B gives a turn to the para. And A comes as the conclusion.
 - 2. (a) The only independent sentence is C and it should therefore come at the beginning. Do not be confused by "it" at the beginning: it is an indefinite pronoun here. The passage is about "the marginal man" talked about in C. And then there is a gradual sequencing: the marginal man, this is a man, he. So either A or D. But A is a better arrangement as far as tense is concerned.
 - 3. (d) Easy one! The clue lies in the words "cyclical" and "linear".
 - 4. (c) Clearly, B is the initial sentence and D the conclusion.
 - 5. (c) We begin with D, the only independent sentence. Also, BA is a sequence.
 - 6. (b) D is the first sentence as it outlines the paradoxical situation. The rest of the passage goes on to delineate the second part of the paradox.



Practice Exercise 4

- 1. (b) "They" in D refers to "human rights advocates" in 1. Hence, 1D is a sequence. Thus A and C are ruled out. Again, "the rest" in 6 is obviously a sequel to "half of the youths" in A. Which means A6 is a sequence. Hence, option (d) is ruled out.
- 2. (c) C tells us about "the more functions" in 1. Hence, 1C is a sequence. Thus A and B are ruled out. And "the phones" in B refers to the "special Digital Multimedia Broadcasting phones" in A. Thus AB is a sequence. Hence, option (d) is ruled out.
- 3. (d) Look at the first word *It's* (focus on *it*) in D. It refers to "his story" in 1. Thus 1D is a sequence. Hence, A and D are ruled out. And what is one of "the book's omissions"? That Maradona does not blame himself. In other words, A is an explanation of B. Thus BA is a sequence. Hence, option (b) is ruled out.
- 4. (d) The clue lies in "otherwise" in 6, which here means "if you do not develop a thick skin". Obviously, B6 is a sequence. Now, D is the only such choice where B can precede 6.
- 5. (c) B is the answer to D. Hence, DB is a sequence. Besides, C6 is another sequence.
- 6. (d) 6 is the answer to the question raised in C. Thus C6 is an obvious sequence. Enough for our answer!
- 7. (b) 6 is an example of what is mentioned in C. Again, we get C6 as a sequence. A goes best with D, thus giving us DA as another sequence.
- 8. (a) Note the pronoun *both* in C and D. It refers to "Nigeria and South Africa" mentioned in 1. But D should come later because it is a sentence that begins with *But*.
- 9. (d) Here 6 is an elaboration of A. We thus get A6. Enough for our answer!
- 10. (d) Can B come before D? No. Because "Ms Clarke" in B can come only after "Susanna Clarke" in D. Hence, A and D are ruled out. Again, note that "the book" in C refers to "a fat historical fantasy novel" in D. Hence, DC is a sequence. Thus option (b) is ruled out.

- 1. (d) A introducing the topic must begin the passage, but instead of B, D should follow A, AD being mandatory. C should be next with its data on retail trade. CB being mandatory, B giving data on 'The retailer's Association of India', should follow C, thus B and D should be interchanged to make the sequence a coherent paragraph, E already concluding the passage appropriately with its 'the Association is confident' etc. ADCBE is the right sequence, hence option (d) is the answer.
- 2. (a) E introducing the topic, describing 'Sadruddin stepped down after 12 years' etc., is the best starter but here E is wrongly placed. B should be next, its 'He' referring to 'Sadruddin' of E which should have begun the passage, EB being mandatory. C is at the right place with its 'stories circulated' etc., similarly, D is also at the right place, again CD being mandatory. Only A is an appropriate conclusion of the coherent passage but is misplaced. So only interchanging A and E would make the passage coherent. EBCDA is the right sequence, hence option (a) is the answer.
- 3. (d) A initiating the argument is an appropriate opener of the passage. B picking up well the argument of 'the aviation policy' being 'bundle of contradictions' advances it with 'whiff of fresh air' etc. but B should be followed by D, its 'open skies' agreement argument picks up appropriately form B, instead, C wrongly follows it, so both C and D are misplaced. E with its 'Much more is on the cards' is an apt conclusion of the passage. ABDCE is the right sequence, hence option (d) is the answer.
- 4. (b) B introducing the topic is the best starter for the paragraph. A should be next its 'That is availability of service' picks up the argument from B. Both A and B are misplaced. C, D and E are in right sequence. BA being mandatory A and B are to be interchanged to bring out a coherent passage. BACDE is the right sequence, hence option (b) is the answer.
- 5. (b) C initiating the argument is the best starter but is misplaced. B is rightly placed but C is misplaced. B is rightly placed as it picks up the argument from C and advances it appropriately. A with its 'fiscal picture' etc. should follow B but A is also misplaced. D and E are in order and rightly



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- placed. CB and AD being the links, CBADE is the right sequence and B is the answer as A and C are to be interchanged to make a coherent passage.
- 6. (b) E being the most general statement or introducing the topic is the best starter but it is misplaced. B with its 'Three major companies' etc. should follow E as it picks up E's argument appropriately and advances the argument. C should be next its 'This has thrown' etc. refers to B's describing 'Three companies' have 'serious problems'. D must be next giving the reason behind the 'serious problems'. A is an appropriate conclusion but it also is misplaced, interchanging A and E would set right the sequence, i.e., EBCDA. Hence, option (b) is the answer.
- 7. (a) A being the most general statement or initiating the argument must begin the passage. B should be the next, as it sums up the argument appropriately and gives the details of 'Problems relating to higher education'. C has the proper logical question, should follow B. Now comes the disruption, E should follow C with its 'That is the question' etc. the logical corollary to C's question, but it is misplaced in the end as the conclusion, which it is not. What D says is the appropriate conclusion of the passage which is also misplaced. So, D and E should be interchanged to make the sequence coherent, i.e., ABCED. Hence, option (a) is the answer.
- 8. (b) B being the most effective and optimistic starter is the suitable statement as it initiates the topic telling that there is 'a shift in steel use', there are 'sunshine days again in the Indian steel industry.' A sustains the spirit or the force by stating that. C is the logical corollary with its 'A combination of factors' etc. D is rightly placed. E is rightly placed at the end, as what it says concludes the paragraph appropriately with its contrasting picture. A and B are misplaced which can be set right on interchanging them. BACDE is the sequence, hence option (b) is the answer.
- 9. (d) A telling BPO 'is one of the hottest career' etc. is the suitable starter. B with its details and data on BPO sector should be the next. But E, its 'This supersonic trajectory' etc. is the logical corollary of AB, so it is misplaced. D with its 'In addition' etc. is rightly placed. C with its 'In addition to infrastructure facilities' etc. is the appropriate conclusion but it is also misplaced. So, C and

- E should be interchanged to make the right sequence, i.e., ABEDC, hence option (d) is the answer.
- 10. (d) A initiating the argument should obviously be the opening sentence. But then C with its 'Estimates vary' etc. should be next, so C is misplaced. B with its 'there are at least thousand of them' being the logical corollary, should follow, which again is misplaced. D with its 'By definition' etc. has rightly followed. E appropriately concluding the sequence with its 'NGOs have, in this manner, a long history' etc. is rightly placed in the end. So, B and C have to be interchanged to make the sequence coherent–ACBDE, hence option (d) is the answer.

Practice Exercise 6

- 1. (c) DAB is the link. It talks about project management methodology.
- 2. (c) ABD is the link. It talks about the crash.
- 3. (d) ACB is the link. It talks about the success according to Rick Caruso.
- 4. (a) BCD is the link. It talks about How to unlock two Android Easter eggs while A talks about why it was built up?
- 5. (d) ACB is the link. It talks about tigers killing elephants for the population control.
- 6. (a) CDB is the link as it talks about the pattern of the universe, and we can feel that.
- 7. (b) ACD is the link it talks about being single while B talks about the positive aspects of marriage.
- 8. (b) ACD is the link as it talks about not only Steve Jobs contributed to Apple but others also.
- 9. (d) Clearly ABC forms a link about the reports while D states about IPCC.
- 10. (c) ABD forms the link; it talks about the big data and its applications while C states about to infer people along with personal information.

Para jumbles - Non McQ

1. (cdeab) 'Their' in the 4th sentence refers to the asylum seekers mentioned in the 3rd sentence. 5th is the extension of the 1st



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sentence (refugee camp). North Sea in the 1st sentence corresponds to the 'channel' in the 5th sentence. The 2nd sentence gives details of the living conditions in the camp; continues the idea of 'shelter' in the previous sentence. Hence cdeab is the answer.

- 2. (beacd) The 2nd sentence lays the framework for the rest of the paragraph, hence the opener. The 5th sentence talks about how people fulfil their wish to go to UK mentioned in 2nd sentence; 1st sentence talks about the types of train; 3rd is an example of accidental death and 4th sentence talks about the reaction of the camp residents to these unfortunate deaths. Hence beacd is the answer.
- 3. (beacd) The 2nd sentence introduces the details of a meeting discussed in the paragraph; the 5th takes it forward 'as the meeting convened;' the 1st and 3rd sentence give the highlight of the discussion. The 4th sentence is the outcome of the meeting. Hence beacd is the answer.
- 4. (eabdc) 5th is the theme sentence hence the opener; the 1st sentence extends the idea of 'conformity' in the 5th sentence; the 2nd sentence explains how 'success is worshipped' as mentioned in the 1st sentence, and the 4th is the outcome. 5th is the long-term fallout of 'fear blocking the intelligent understanding of life'. Hence eabdc is the answer.
- 5. (abcde) The 1st sentence talks about the fair and lawful employment scenario prevalent in the spinning factories till the 1980's, the rest of the sentences talk about the exploitative scenario that prevailed later; the 2nd sentence points to the negative change that followed. 3rd uses the term atrocious for camp coolie system in 2nd sentence; the 4th and 5th are the concluding statements. 5th has to be the last one as it uses 'the growth' refers to 'accelerating economic growth' attributed to 'Make in India.' Hence abcde is the answer.
- 6. (abcde) The first sentence moots the discussion on the problem of excessive thinking. The 2nd sentence uses incessant mental noise for not being able to stop thinking in 1st sentence; the 3rd sentence mentions the fallout of incessant thinking. The 4th and 5th sentences (he refers to Descartes) support the premise

with a quote from Descartes and hence the concluding sentences.

- 7. (cabed) The 3rd sentence is the opener as it lays down the framework for discussion on the Anga people; the 1st outlines the geography and culture of the place; The 2nd introduces and 5th sentences details a bizarre ritual associated with the place; 'few' in the 4th sentence refers to anthropologists, writers and filmmakers mentioned in the 5th sentence. So, cabed is the correct answer.
- 8. (abcde) The 1st is the theme sentence discussed in the whole paragraph. The 2nd sentence is the extension of idea introduced the first sentence that what's known about the mummies is based on 'hearsay...etc.;' 3 and 4 form mandatory link as both talk about WWI, an example for the observation intro in the 1st sent; 'his' in the 5th sentence refers to Dickson mentioned in the 4th sentence. So, abcde is the correct answer.
- 9. (badec) The paragraph follows a chronological sequence. 2nd is the introductory general statement that lays the theme of the paragraph. 1st sentence gives the additional source of inspiration; 4th and 5th narrate the author's experience of the spirit world in his childhood years. The 3rd sentence talks about his experience in later life. Hence, badec is the correct answer.
- 10. (acdeb) The 1st statement is the author's opinion, which forms the basis of further discussion. The 3rd sentence explains the 'self-effacing' element mentioned in the 1st sentence.; the 4th and the 5th sentence form a mandatory pair linking the childhood and family environment that shaped her personality; the 2nd sentence is the concluding remark about Smita's proclivity for social work. Hence, acdeb is the correct answer.
- 11. (edcba) The 5th is the opening general statement that moots the discussion on the 'quirky...' in the midst of an epic. The 4th and 3rd illustrate the point with a frieze from a monument; The 2nd sentence gives additional information (most tellingly), 'not far from the frieze' justifies the anomaly indicated in the 1st sentence. Of course, 1st is the concluding remark that follows. Hence, edcba is the correct answer choice.





- 12. (bdeca) The 2nd sentence serves as the opener as it is a general statement about the timelessness of the interpretation of literary works. The 4th sentence supports the assertion made in the 2nd sentence. The 5th sentence talks about Gandhi using pronoun 'He' followed by 3rd which uses the word 'assimilation' that refers to 'read and re-read' in the previous sentence. The 1st is the concluding element. So, bdeca is the correct answer.
- 13. (abcde) The 1th sentence sets the tone for discussion on the importance of incentives for the economists. The 2nd is the extension of the remark and the 3rd sentence takes it forward with 'the typical economist' and their fixation with problem solving. 4th takes the idea further and points out its limitations, and 5th is the concluding statement. So, abcde is the correct answer.
- 14. (ecadb) The 5th sentence introduces the topic of discussion-crime drop in the 90's, hence the opener; The 3rd sentence provides historical backdrop of the trend; The 1st statement talks about the impact of Norma McCorvey, The fifth sentence justifies he comparison with the proverbial butterfl, as she 'just wanted an abortion.' The 2nd sentence gives additional information about the lady. So, the answer is ecadb.
- 15. (abdce) The 1st sentence opens the discussion on McCorvey's case. The 2nd ('they' refers to 'people' in the 1st sentence) and 4th sentences talk about the plaintiff and the defendant of the case. The 3rd and the 5th sentences talk about the progression and culmination of the case. Hence abdce is clearly the answer.
- 16. (edcba) The 5th sentence moots the problem of identification with the mind; the 4th gives examples of how 'it blocks the different relationships. The 3rd extends the idea further; the 2nd and 1st sentences talk about the result of identification with the mind and thoughts. Hence edcba is the answer.
- 17. (abcde) The paragraph opens with a general statement about fear (1st sentence). The 2nd sentence talks about how it's a 'dreadful thing'; and 3rd calls it a terrible burden. The 4th sentence talks about the nature of fear; the 5th sentence explains how 'one may not

be conscious' of fear. Hence abcde is the answer.

- 18. (ceadb) The 3rd is an opener, as it lays the background for discussion on 'sexism' in the airlines industry. The 5th sentence (this family support) refers to the gender neutral values enjoyed by Kohal. The 1st sentence mentions that hers has been more of an exceptional experience; the 4th and 2nd sentences indicate the instances of sexism prevalent in the airline industry. Hence ceadb is the answer.
- 19. (ceadb) The 3rd sentence is a general observation about the 'two Europes', The 5th sentence puts France with the southern part of Europe and talks about a common myth regarding the workload in the region. The 1st and 4th sentences illustrate that it is far from true. The 2nd sentence raises a question which the reader would like to ask. Hence ceadb is the answer.
- 20. (edcba) The 5th sentence mentions a 'saying' that dictated the author's upbringing; as the paragraph is about hard work and laziness, it's a good opener. The 4th completes the description. The 3rd and 2nd sentences talk about the radical change in the author's point of view. The 1st sentence recalls a story to drive home the point. So, edcba is the answer.
- 21. (beacd) The 2nd is a general statement talks about the necessity of a leader and the 5th sentence mentions a reservation expressed by the author; the 1st takes the idea of 'coercion' further (refers to 'compelled' in the 5th sentence). The 3rd sentence explains the drawbacks of using force; the last one is the concluding statement which correlates with the strong word 'scoundrel' mentioned in the previous sentence. So, beacd is the answer.
- 22. (dbaec) The 3rd sentence can't be the opener, as it has to gel with the 5th sentence which can only come before it. The 4th sentence tries to justify an apparent failure of the democratic ideal and gives reasons behind it; In the 2nd sentence 'in this respect' refers to the stability of government mentioned in the 4th sentence; and the 1st sentence completes the information. The 5th sentence lists another factor behind it appeal, and the 3rd sentence



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completes and concludes the idea of the primacy of individual over state. So, dbaec is the correct answer.

- 23. (ceabd) The 5th sentence can't be an opener as it can't be followed by the 3rd sentence. The 3rd sentence lays down the author's abhorrence for the military system, the topic of discussion; the 5th sentence continues the strong views of the author (despise means strong hatred); 'He' in the 1st sentence refers to 'a man' in the 5th sentence. 2nd sentence completes the opinion given in the 1st sentence; of course 4th is the concluding remark of the discussion. So, ceabd is the correct answer.
- 24. (abcde) The 1st is the opener, a declarative statement followed by the 2nd sentence 'languid hours...on the shore' and the tone marker 'alas' relate to 'must launch my boat' in

the 1st sentence. The 3rd and 4th talk about the waning of the spring; the 5th sentence combines both the elements and sums up the poet's musing. So, abcde is the correct answer.

25. (cbade) The 3rd is the opening element as it introduces the topic of reflec ion, which relates to the blooming of lotus. The 3rd and 2nd sentences are sequential as 'the mind was straying' leads to 'the flower was unheeded'. As the basket remains 'empty' (2nd sentence), the author feels sad and dreamy (1st sentence); 'that vague sweetness' in the 4th refers to 'feeling a sweet fragrance' in the 1st sentence; the 5th sentence is the realization that dawns upon the author, hence the concluding remark. So, cbade is the correct answer.



CAT- MBA | IPMAT - BBA





Critical Reasoning



LEARNING OBJECTIVES

After going through this chapter, you should have a thorough understanding of the following:

- 1. The different types of question on Critical Reasoning
- 2. The components of an argument
- 3. The process of error identification in answer choices
- 4. How these skills facilitate performance on reading comprehension section

Critical Reasoning, as a test item, is a regular feature on CAT and other B-school examinations.

Critical Reasoning Questions are designed to test the following:

I. Identifying the Argument

An argument does not mean conflict in Critical Reasoning. Argument is simply a piece of reasoning which tries to prove or disapprove an assertion.

(Question would be like—Which of the following best expresses the main point of the passage above?)

2. Flaw in Reasoning

An example of flaw in reasoning can be—Sometimes in attempt to prove something on the basis of an argument, generalization may be done. This generalization may not be true always.

(Which of the following options exhibit reasoning similar to the one used in this given question?)

3. Wrong Assumption Based Conclusions

An assumption is something which is there in the mind of the person while speaking or writing.

(Question would be like—Given conclusion/ argument in the question depends upon which of the following assumption?)

Difference between Assumption and Conclusion is: Assumption is unstated, it is in your mind. You do not speak this. Whereas conclusion is stated, you speak this out and it can be verified for being right or wrong through stated words.

For example, A Father said to his son—If you do not attend your classes regularly, you will not get good marks in examinations. In this case, father assumes that (a) son will listen to his father. Conclusion that can be derived is—To get good marks in examinations, one is required to attend the classes regularly.

Usually, in CR questions, one is required to understand the assumption to identify the gap in the arguments and subsequent conclusion.

4. Strengthening or weakening an **Argument**

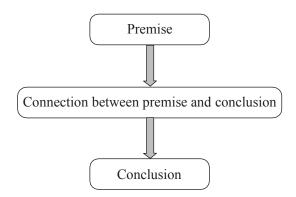
To strengthen or weaken an argument, student is required to understand the argument and reasoning put forward.



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Before we move ahead, let us know the ingredients of a Critical Reasoning Question:

There are three parts of a Critical Reasoning Question:



In normal situations, a premise is a 'given' statement, and hence, cannot be used to weakening or strengthening the argument. However, this should not be taken as a rule.

Mostly, strengthening or weakening happens at 2nd level—'Connection between premise and conclusion'. This connection can happen using data or logical argument, and if a reliable data or logic can be given against the given argument in the question, then the argument has got weakened. On the other hand, if a reliable data or logic can be given in favour, then the argument has got strengthened.

Example I

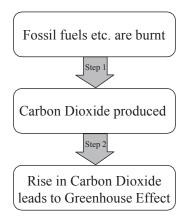
When fossil fuels like coal, oil and other substances are burnt, they produce Carbon Dioxide which is already present in the atmosphere. However, as the Carbon Dioxide level rises, it leads to the greenhouse effect. Already there is a lot of Carbon Dioxide which has caused an increase in the temperature, in order to stem this trend, growth in industrial production must be slowed down or methods of production without Carbon Dioxide emission must be a found.

Which of the following, if true, would tend to weaken the impact of the above conclusion?

- 1. Most of the Carbon Dioxide responsible for the greenhouse effect comes from automobiles.
- 2. Many cold countries would benefit from a rise in temperature.
- 3. Carbon Monoxide is more harmful than Carbon Dioxide
- 4. Industry is soon shifting to synthetic fuel extracted from waste.

Solution

Understand the underlying reasoning:



Conclusion derived is—To stem this trend (Greenhouse Effect), industrial production must be slowed down (here the assumption is that industrial production is responsible for Carbon Dioxide emission and hence, rise in Greenhouse Effect) OR

Methods of production without Carbon Dioxide emission must be found.

Which of the following, if true, would tend to weaken the impact of the above conclusion?

How can we weaken this:

There are two steps in the whole reasoning chain (as shown in the diagram). To weaken the conclusion drawn, we are required to weaken either step 1 or step 2 or both.

Weakening of Step 1:

If we somehow prove that Fossil fuels like coal, oil and other substances do not produce Carbon Dioxide.

Weakening of Step 2:

If we somehow prove that rise in Carbon Dioxide does not contribute significantly in the Greenhouse Effect, or if we can prove that there are some other significant source of production of Carbon Dioxide so that we can shift the onus of Greenhouse Effect from the Industrial production to some other factor.

Now let us look at the options:

Q 1. Many cold countries would benefit from a rise in temperature.

Solution

This option may be true factually that rise in temperature may benefit cold countries, although it is still to be





verified. Although, in any case, this does not weaken the reasoning given in the question.

Q 2. Carbon Monoxide is more harmful than Carbon Dioxide.

Solution

May be true, but not related to the logic as given in the question.

Q 3. Industry is soon shifting to synthetic fuel extracted from waste.

Solution

Not related to the logic as given in the question.

Q 4. Most of the Carbon Dioxide responsible for the greenhouse effect comes from automobiles.

Solution

This shifts the onus of emission of Carbon Dioxide from the Industries to the automobile. Hence, weakens the reasoning used in the question.

How to Approach A Critical Reasoning question

Now we will learn some of techniques to identify the relevance of the reasoning and the ways in which reasoning goes awry.

I. Fallacy of irrelevant reason

A reasoning is said to be fallacious if it is not relevant in the case given. At the same time, it must be noted that it need not be necessarily wrong. It may be true, but not relevant in the case given, and hence, fails to establish logical connection between the argument and conclusion. Understand that relevance is not same as being strong reason.

Example 2

Hindus are protesting against breaking off the Ram-setu, an ancient monument, because they believe that this monument is made by Lord Rama himself and breaking it off, will hurt their religious sentiments. According to a recent finding by a politician, "Rama was not having an Engineering degree, hence, this monument should be broken".

Solution

There are two parts of this passage:

1st part – The monument was made by Lord Rama, and hence, breaking it off will hurt the sentiments of Hindus.

2nd part – Since Lord Rama was not having an Engineering degree, so he cannot construct a monument.

At the end, conclusion is derived as—since the monument was not made by Lord Rama, breaking it off will not hurt the sentiments of Hindus.

Now we will try to find flaws in this whole passage:

1st part introduces the statements, and hence, we will not verify that, "breaking off the monument hurts the religious sentiments of Hindus or not?" The statement given that, "breaking it off will hurt their religious sentiments" is true.

2nd part puts logic to establish the connection with 1st part using the statement that, "Rama was not having an engineering degree, and hence, he cannot construct a monument". If this statement is true and universally acceptable, then it is proved that:

Rama was not having an engineering degree \Rightarrow he cannot construct the monument \Rightarrow What Hindus believe is false \Rightarrow So breaking the monument off, will not hurt the sentiments of Hindus.

We can see that what statement of politician has the connotation that only engineers can construct any monument. Or in other words, "any non-engineer cannot construct any monument" which is verifiable.

Hence, politician's logic fails to establish its veracity, hence, belief of the Hindus that monument was made by Lord Rama is not disapproved, and hence, the conclusion questionable.

2. Correlating the wrong ends

This occurs when on the basis of a certain result, it is tried to establish a conclusion without examining the proper credentials.

Example 3

During a recent survey done by a newspaper, it has been found that 65% of the people who responded in the survey have voted as good governance as their most important expectation from the government. So, a party that uses good governance as its main issue in the coming election will win the election and form the government.



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Solution

Let us find out flaws in the above logic:

- 1. Survey results are based on the, "people who responded" and does not consider the whole population. Hence, any conclusion derived out of this sample of the respondents may not depict the correct expectation of the whole population.
- 2. People who responded to the survey results may not vote in the election, and hence, any conclusion about, "who will win the elections", is not definitely true.

3. Generalization of the situations

Generalization is inferring a "trend" on the basis of some particular event.

Example 4

It has been found that if any company goes for sales promotion route, for example giving free samples, or giving at least 20% discount on the MRP, of establishing a shampoo brand, the company is bound to be the market leader in 5 years. Company XYZ, which produces computer motherboard has used the same sales promotion route. Hence, company XYZ is going to be the market leader in coming 5 years.

Solution

It is quite understandable that what is true for shampoo market may not be true for computer motherboard market because of (i) different target group, (ii) different expectations of the target group regarding the product features, and (iii) involvement of the customers in buying the product. So we cannot have a 'generalized' method of being the market leader. The product category plays its own role in deciding the method to be used for establishing a brand and being a market leader.

So the conclusion suffers from the problem of "Generalization".





Practice Exercise

Direction for questions 1 to 4: Analyze the following statements and give an appropriate answer for the following questions. Questions are independent to each other.

Q1. "If the forest continues to disappear at its present pace, the Royal Bengal tiger will approach extinction," said the biologist. "So all that is needed to save the tiger is to stop deforestation," said the politician.

Which one of the following statements is consistent with the biologist's claim, but not with the politician's claim?

- (a) Deforestation continues and the tiger becomes extinct.
- (b) Deforestation is stopped and the tiger becomes extinct.
- (c) Reforestation begins and the tiger survives.
- (d) Deforestation is slowed and the tiger approaches extinction.
- Q 2. There is little point in looking to artists for insights into political issues. Most of them hold political views that are less insightful than those of any reasonably well-educated person who is not an artist. Indeed, when taken as a whole, the statements made by artists, including those considered to be great indicate that artistic talent and political insight are rarely found together.

Which one of the following can be inferred from the passage?

- (a) There are no artists who have insights in political issues.
- (b) Some artists are no less politically insightful than some reasonably well-educated person who are not artists.
- (c) Every reasonably well-educated person who is not an artist has more insight into political issues than any artist.
- (d) Politicians rarely have any artistic talent.
- Q 3. All intelligent people are nearsighted. I am very nearsighted. So, I must be a genius.

Which one of the following exhibits both of the logical flaws exhibited in the argument above?

- (a) Iacocca is extremely happy, so he must be extremely tall because all tall people are happy.
- (b) All chickens have beaks. This bird has a beak. So, this bird must be a chicken.

- (c) All geniuses are very nearsighted. I must be very near sighted since I am a genius.
- (d) I must be stupid because all intelligent people are nearsighted and I have perfect eyesight.
- Q 4. The district health office boasts that the average ambulance turnaround time, the time from summons to delivery of the patient, has been reduced this year for top-priority emergencies. This is serious misrepresentation. This "reduction" was produced simply by redefinin "top priority". Such emergencies used to include gunshot wounds and electrocutions, the most time-consuming cases. Now, they are limited strictly to heart attacks and strokes.

Which one of the following would strengthen the' author's conclusion that it was the redefinition of "top priority" that produced the reduction in turnaround time?

- (a) The number of heart attacks and strokes decline this year.
- (b) The health officer redefined the district's medical priorities this year.
- (c) One half of all last year's top-priority emergencies were gunshot wounds and electrocution cases.
- (d) Other cities include gunshot wound cases in their category of top-priority emergencies.

Direction for questions 5 and 6: Read the passage given below and solve the questions based on it.

Hindi ought to be the official language of India. There is no reason for the government to spend money on printing the documents in different languages, just to cater to people who cannot read/write Hindi. The government has better ways to spend tax payers' money. People across India should read/write Hindi or learn it at the earliest.

- Q 5. Which of the following, if true, would weaken the speaker's argument the most?
 - (a) The government currently translates official documents into more than eighteen languages.
 - (b) Hindi is the most difficult language in the world to speak.
 - (c) Most people who travel across India learn Hindi within five years.
 - (d) People who are multilingual usually pay maximum taxes.
- Q 6. United Nations members contribute funds, proportionate to their population, for facilitating



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smooth functioning of the UN. By 2010, India, being the most populous nation on the planet, would contribute the maximum amount to the UN. Therefore, official language of United Nations shouldbe changed to Hindi.

Which of the following is true?

- (a) The point above contradicts the speaker's argument.
- (b) The point above extends the speaker's argument.
- (c) The point above is similar to speaker's argument.
- (d) The point above concludes speaker's argument.

Direction for questions 7 and 8: Read the passage given below and solve the questions based on it.

The Bistupur-Sakchi corner needs a speed-breaker. Loyola school children cross this intersection, on their way to the school, and many a times do not check out for traffic. I get to read regular reports of cars and other vehicles hitting children. I know that speed-breakers are irritating for drivers, and I know that children cannot be protected from every danger, but this is one of the worst intersections in town. There needs to be a speed-breaker so that vehicles have to slow down and the children be made safer.

- Q 7. Which of the following arguments is used in the above passage?
 - (a) Analogy—comparing the intersection to something dangerous.
 - (b) Emotive referring to the safety of childrento get people interested.
 - (c) Statistical analysis—noting the number of children hit by vehicles.
 - (d) Personalization—telling the story of one child's near accident at the intersection.
- Q 8. According to recent research conducted by the district road planning department, ten per cent students come with parents in cars, twenty per cent students use auto-rickshaws, twenty per cent students use taxis, forty per cent students use the school buses and ten per cent students live in the hostel inside the school.

Which of the following is true about the above paragraph?

- (a) It extends speaker's argument using analogy.
- (b) It extends the speaker's argument using Statistical Data.
- (c) It is similar to speaker's argument.
- (d) It contradicts the speaker's argument using Statistical Data.

Direction for questions 9 and 10: Read the passage given below and solve the questions based on it.

History, if viewed as a repository not merely of anecdotes or chronology, could produce a decisive transformation in the image of science by which we are now possessed. That image has previously been drawn, even by scientists themselves, mainly from the study of finished scientific achievements as these are recorded in the classics and, more recently, in the textbooks from which each new scientific generation learns to practice its trade.

- Q 9. Which of the following best summarizes the above paragraph?
 - (a) Scientific achievements are recorded in classics and textbooks.
 - (b) History of science can be inferred from finished scientific achievement.
 - (c) Different ways of looking at History can produce altogether different knowledge.
 - (d) Text books may be biased.
- Q 10. Which of the following statements is the author most likely to agree with?
 - (a) History of science presents a scientific way of looking at scientific developments and thus contributes to progress in science.
 - (b) History of science should contain only the chronology of the scientific achievements.
 - (c) More number of scientific theories results in more number of publications, which benefits publishers
 - (d) History of science can present multiple interpretations to people regarding the process of scientific developments.

Direction for questions 11 and 12: Read the passage given below and solve the questions based on it.

Silver is especially and repetitively savage about what he sees as the extravagant claims made for particle Physics, arguing that once the proton, neutron, and electron were found and their properties experimentally confirmed, the very expensive searches for ever more exotic particles, such as the Higgs Boson, were increasingly harder to justify other than by their importance to particle Physicists. Most of the particles resemble ecstatic happiness: They are very short-lived and have nothing to do with everyday life. His repeated assault goes to the level of sarcasm: "Finding the Higgs Boson will be a magnificent technical and theoretical triumph. Like a great Bobby Fisher game". Of course, this is a tad unfair, even if some of the claims of its practitioners invite such assaults on their field



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- Q 11. Which of the following, if true, will weaken the argument described in the passage?
 - (a) All streams of new science need to undergo through a period of uncertainty, and we should not criticize research in particle Physics alone.
 - (b) Necessity is the mother of every invention.
 - (c) Knowledge has preceded application in all spheres of science.
 - (d) Funding agency supporting research on Higgs Boson do not mind wasting their money.
- Q 12. Identify the statement(s) that is(are) logically consistent with the content of the paragraph:
 - I. Silver is an ardent critic of Higgs Boson theory.
 - II. Everyday life has nothing to do with experimental confirmation of the properties of proton, neutron and electron.
 - III. Identifying more information about Higgs Boson is a significant contribution to particle Physics.
 - IV. Research on exotic particles in particle Physics is an expensive proposition.
 - (a) Only I
- (b) Only II
- (c) Only II and IV (d) Only I and IV
- Q 13. Social roles may either conflic or cooperate within any given person, depending upon the circumstances. They conflic when the behaviour patternsdemanded by one role cannot be performed while performing the second role. Thus, one cannot easily be a saintly rake or a feminine brut, but given an understanding husband, a woman can be both a loving wife and a loving mother with no conflic betroles.

Which of the following methods is used by the author to make his or her point?

- (a) Applying an individual attribute to a whole.
- (b) Implying contradictions without actually citing them.
- (c) Relying on common-sense notions of social roles.
- (d) Presenting specific examples to clarify a generality.

Direction for questions 14 to 16: Solve these questions independently.

Q 14. Many environmentalists rank global warming as the most serious current threat to the world's environment, citing evidence that over the past 30 years, the global temperature has risen an average of

2 degrees. However, the average global temperature this year is equal to the average global temperature of last year. Global warming, therefore, is not as a serious problem as these environmentalists claim.

The argument is most vulnerable to the criticism that it

- (a) argues that because a threat is present, that threat must be more serious than any other possible threat.
- (b) concludes that because there is lack of evidence for a problem, that problem does not exist.
- (c) attempts to refute a conclusion about a general trend by appealing to a single counterexample, even though such a counterexample may be consistent with the general trend.
- (d) relies on the ambiguous use of a key term.
- Q 15. Any person who uses words ambiguously cannot become a journalist, since journalistic reporting cannot invite artistic interpretation.

Which of the following, if assumed, would allow the conclusion above to be properly drawn?

- (a) No person who invites artistic interpretation can use words ambiguously.
- (b) Any person who uses words ambiguously will invite artistic interpretation in their reporting.
- (c) Any journalist who invites artistic interpretation will sometimes use words ambiguously.
- (d) Either a journalist uses words ambiguously or that journalist invites artistic interpretation.
- Q 16. Some people interpret the phrase "survival of the fittest as "survival of the strongest." However, inasmuch as "strong" is interpreted as "physical size and prowess", this is incorrect. Although strength and size provide a survival advantage within a species in such tasks as breeding, fightin for food, and running from predators, a species will survive only if its overall resource requirement for maintaining its strength does not outweigh the resources available, as is often the case during a famine or other ecological disaster. Based on the passage above, which of the following statements must be true?
 - (a) If a species' resource requirement for maintaining its strength outweighs the resources available, that species will not survive.
 - (b) Strength does not provide a survival advantage for hunting food.
 - (c) The phrase "survival of the fittest" should not be used by the scientific community.



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(d) The species with the least strength is the most likely to survive in a famine.

Direction for questions 17 and 25: Read the following passage and answer the questions:

Though persons of any age can have cancer, recent research has shown that eating fiber rich diet may reduce risk of some types of cancer. Modern lifestyle has resulted in increased consumption of junk food that is low in fiber. We should fortify junk food with fiber.

Q 17. "NO JUNK FOOD, NO CANCER"!

- (a) The statement cannot be logically inferred from the passage.
- (b) The statement is a logical inference form the passage above.
- (c) The passage has contradicting statements.
- (d) None of the above.
- Q 18. I: Cancer is a modern disease.
 - II: Modern lifestyle and eating habits may have increased risk of cancer.
 - (a) Both I and II can be logically inferred from the above passage.
 - (b) Neither I nor II can be logically inferred from the above passage.
 - (c) Only I can be logically inferred from the above passage.
 - (d) Only II can be logically inferred from the above passage.
- Q 19. The average after-tax income for a household was 2.5% higher in 1983 than in 1982. At the same time, average after-tax income declined per households at the lower- and middle-income levels.

Which of the following can be most reasonably inferred from the information above?

- (a) There were more households overall in 1983 than in 1982.
- (b) There were fewer households at the upper income level in 1983 than in 1982.
- (c) Total after-tax income for all households at the lower and the middle-income levels was higher in 1983 than in 1982.
- (d) Average after-tax income for the households at the upper income level rose by more than 2.5% between 1982 and 1983.
- Q 20. Brushing your teeth regularly, no matter which toothpaste you use, will reduce your chances of tooth decay. Scientists have concluded that, when you brush, you reduce tooth decay by removing the fil of plaque that forms on teeth and gums.

So, you can forget about fluorides brush your teeth carefully say goodbye to cavities.

Which one of the following is a criticism of the reasoning in the argument?

- (a) Brushing with fluoride toothpaste has been shown to reduce tooth decay.
- (b) The fact that brushing will reduce tooth decay does not show that fluorides are of no value.
- (c) Few people adequately remove plaque by brushing.
- (d) People have plaque on their teeth most of the time
- Q 21. Xenophobia against Asians in USA and UK has increased since 9/11, an elderly Sikh was murdered in USA, mistaken for an Arab. Intelligence Services tap twice as many as phones of Asians as they do of Nordics. Visa rules for Asians have been tightened unreasonably. Now Germany states will not allow Iranian or Middle East students to study nuclear Physics at their universities. Are these steps playing into the hands of terrorist recruiters?

What would you infer from this passage?

- (a) Al Qaida recruiters are delighted with these developments.
- (b) It is time for Asian countries to impose retaliatory tit-for-tat restrictions on UK and USA.
- (c) Increasing Xenophobia is a dangerous trend it can cause problems, not solve them.
- (d) There is no sense showing anger against decent law abiding Asians. It would be better to utilize energy to catch terrorists.
- Q 22. Opinion based, not fact based, reporting, seems to be the fad for most TV Channels these days. In the Aarushi murder case, the channels have already named at least three suspects as guilty, whereas the CBI is still groping in the dark. Each channel has made its own calculations on future confidenc vote of the Govt. and is presenting it as fact. Political analysts gleefully state their own speculations as gospel truths. Truth is indeed a casualty these days.

Which of these sentences would best conclude the paragraph?

- (a) The press print and electronic would be well advised to exercise restraint and may be have self-regulatory bodies to oversee broadcasts for veracity.
- (b) It would not be a bad idea for the Government to impose some discipline in the press, through legislation. It has been done in other countries.



Critical Reasoning 2.39

- (c) Freedom of press does not mean freedom to distort facts, present opinion as fact.
- (d) People must give a thumbs down to blatantly opinionated channels via poor viewership.
- Q 23. With crude price touching 146 dollars/barrel it is time to think small cars and petrol savers. It is time to think electric autos and Hydrogen cell vehicles. It is time to think CNG vehicles and hybrid technologies. It is time to think ethanol locos and natural gas furnaces. It is even probable that in our anxiety to save petrol, we will actually lower pollution levels, since all the alternative technologies are more environment friendly than current petrol guzzlers.

Which of the following would strengthen the author's argument?

- (a) Thank God for alternative technologies. We would be back in Stone Age without them.
- (b) It is time to seriously look for more petroleum resources by drilling more, perhaps in the seas and the poles, where huge reserves of the hydrocarbon apparently exist.
- (c) Human ingenuity has found ways out of every crisis in History. Mankind will find a solution to this problem too.
- (d) None of the above.
- Q 24. Religion has claimed more lives through History than all famines, earthquakes, wars and pestilences put together. Hundreds of thousands were martyred in the centuries long Christian Muslim wars of the middle ages. The popes and the Church have, over the centuries, burnt countless so called heretics at the stake. Jews have kicked out huge numbers of Palestinians from their homes, while themselves losing 5 million of their own in the holocaust. Even today, Al Qaida and large numbers of Islamic militant organizations have declared Jehad

against all other Kafirs Hindu extremists talk of imposing their own brand of Hinduism in India at the cost of secularism. It seems Gods are out there fighting

Select a suitable conclusion to the paragraph:

- (a) Religion is a curse on humanity and we would be better off as agnostics believe in God but not in religion.
- (b) Religion should be confined to the boundaries of one's house not bandied about in public.
- (c) Every religion is out to prove even with violence that our God is greater than your God.
- (d) There is a disconnect between the ideas and the practice of religions. The ideals preach peace but its followers use violence.
- Q 25. Teenagers are best reached via their favourite pastimes and hobbies internet, music, movies, peer groups, sports, etc. It is through these very formats they can be told of things that would be good for them in the long run decency, patriotism, honesty, hard work, fair play, community feeling, harmony and tolerance. Being natural rebels, no teenager likes to be lectured. These values must be communicated to them in palatable ways of their own choice via their own favorite communication modes. Only then will the lessons stick.

Which of these can be derived from the passage?

- (a) Everything cannot be taught in schools and colleges.
- (b) Subtlety and sensitivity would help in reaching out to teenagers.
- (c) Being young, teenagers tend to have short attention spans. Long term issues must be communicated in special ways, which they are attracted to.
- (d) (a) and (b) both.



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Answers

Q. No.	Answer						
1	(a)	2	(c)	3	(b)	4	(c)
5	(d)	6	(b)	7	(b)	8	(d)
9	(c)	10	(d)	11	(c)	12	(d)
13	(d)	14	(c)	15	(b)	16	(a)
17	(b)	18	(c)	19	(d)	20	(b)
21	(c)	22	(a)	23	(d)	24	(c)
25	(d)						

Hints And Explanations

- 1. (a) First statement matches that of the biologist but goes against the politicians.
- 2. (c) Statement says that artists are artists do not have political insights; this is reflecte inquin
- 3. (b) Argument links two variables and makes an inappropriate analogy, which again happens in option (b).
- 4. (c) If in the past top priority were gunshot wounds, eliminating them would strengthen the conclusion.

CAT- MBA | IPMAT - BBA



Fact, Inference, Judgement



LEARNING OBJECTIVES

After going through this chapter, you should have a thorough understanding of the following:

- 1. Identify the difference between a Fact, an Inference and a Judgement
- 2. How to handle questions based on them

Facts: deal with pieces of information that one has heard, seen or read, and which are open to discovery or verification. Verification is the key word

Inferences: are conclusions drawn about the unknown, on the basis of the known

Judgements: are opinions that imply approval or disapproval of persons, objects, situations, and occurrences in the past, the present or the future.

While solving a question, in my opinion, students are able to decide upon Facts very easily. For example: 1.85 lakh students took CAT 2011.

They face difficulty in deciding upon if the given statement is a Judgment or Inference.

Judgment is somewhat "personal". It is what a person believes to be true, and do not have any proof that if it will be accepted by everybody. So it is like a "personal opinion". For example, a teacher looks at the progress report of his student and says that — "You will be a rich man in future". This statement is a personal opinion of the teacher, and everybody around may not agree with the statement. Besides, this statement cannot be verified to be true at the same time.

Difference between Judgment and Inference:

Judgment and Inference differ on the ground of "logically verifiability". Inference can be logically verified to be right or wrong whereas Judgment is a personal opinion and does not have scope of being verified.

Consider the following example from CAT 2006:

- 1. According to all statistical indications, the Sarva Shiksha Abhiyan has managed to keep pace with its ambitious goals.
- 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.
- 3. Only about 13 million children in the age group of 6 to 14 years are out of school.
- 4. The goal of universalisation of elementary education has to be a pre-requisite for the evolution and development of our country.
 - (a) IIFJ
- (b) JIIJ
- (c) IJFJ
- (d) IJFI
- (e) JIFI



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Consider Statement 1

According to all statistical indications, the Sarva Shiksha Abhiyan has managed to keep pace with its ambitious goals.

Explanation

This statement talks about some goals, and how Sarva Shiksha Abhiyan has managed to achieve those. To substantiate it, statement resorts to "all statistical indications". To analyze this statement, we would start with the Double Y Junction test:

Can we verify this for being true or false? – Yes, definitely.

Since we can verify this statement to be true or false, hence, this statement is Inference.

Consider Statement 2

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.

Explanation

Can we verify "thus establishing the vital link between healthy bodies and healthy minds" this?

We are not required to verify the link between healthy bodies and healthy mind. Rather we need to verify the linkage between Mid-day Meal Scheme and poor sending their little ones to school? We cannot reliably verify this statement; hence, this statement is Judgment.

Consider Statement 3

Only about 13 million children in the age group of 6 to 14 years are out of school.

Explanation

This is not an opinion, neither personal nor collective. This is simply a piece of data – hence, a fact.

Consider Statement 4

The goal of universalization of elementary education has to be a pre-requisite for the evolution and development of our country.

Explanation

This statement is again a personal opinion — talking about future. There is no reliable way through which we can check the veracity of this future event. Hence, this statement is a judgment.

Now we summarize the whole discussion:

Statement 1 Inference

Statement 2 Judgment

Statement 3 Fact

Statement 4 Judgment

Hence, option (c) is the answer.



Practice Exercise

Direction: From the alternatives, choose the one which correctly classifies the four sentences as a

- F: Fact: If it relates to a known matter of direct observation, or an existing reality or something known to be true,
- J: Judgment: If it is an opinion or estimate or anticipation of common sense or intention,
- I: Inference: If it is a logical conclusion or deduction about something, based on the knowledge of facts.
- Q 1. A. If India has embarked on the liberalization route, she cannot afford to go back.
 - B. Under these circumstances, being an active supporter of WTO policies will be a good idea.
 - C. The WTO is a truly global organization aiming at freer trade.
 - D. Many member countries have already drafted plans to simplify tariff structures.
 - (a) FJFI
- (b) IFJF
- (c) IJFF
- (d) IFIF
- Q 2. A. The Minister definitely took the wrong step.
 - B. Under these circumstances, he had many other alternatives.
 - C. The Prime Minister is embarrassed due to the Minister's decision.
 - D. If he has put the government in jeopardy, the Minister must resign.
 - (a) JFFI
- (b) IFJI
- (c) FFJI
- (d) IFU
- Q 3. A. The ideal solution will be to advertise aggressively.
 - B. One brand is already popular amongst the youth.
 - C. Reducing prices will mean trouble as our revenues are already dwindling.
 - D. The correct solution will be to consolidate by aggressive marketing.
 - (a) JFIJ
- (b) FJJI
- (c) IJFF
- (d) JJIF
- Q 4. A. If democracy is to survive, the people must develop a sense of consumerism.
 - B. Consumerism has helped improve the quality of goods in certain countries.
 - C. The protected environment in our country is helping local manufacturers.
 - D. The quality of goods suffers if the manufacturers take undue advantage of this.
 - (a) IJFJ
- (b) JFJI
- (c) IJJF
- (d) IFJJ

- Q 5. A. Unless the banks agree to a deferment of the interest, we cannot show profits this year.
 - B. This would not have happened had we adopted a stricter credit scheme.
 - C. The revenues so far cover only the cost and salaries.
 - D. Let us learn a lesson: we cannot make profits without complete control over credit.
 - (a) IIJF
- (b) IJFI
- (c) FJIF
- (d) FJFI
- Q 6. A. Qualities cannot be injected into one's personality.
 - B. They are completely dependent on the genetic configuration that one inherits.
 - C. Hence, changing our inherent traits is impossible as the genes are unalterable.
 - D. The least one can do is to try and subdue the "bad qualities".
 - (a) FIJI
- (b) JFFI
- (c) JFIJ
- (d) JIFI
- Q 7. A. Everything is purposeless.
 - B. Nothing before and after the existence of the universe is known with certainty.
 - C. Man is a part of the purposeless universe, hence, man is also purposeless.
 - D. There is only one way of adding purpose to this universe: Union with Him.
 - (a) JFIJ
- (b) FJJI
- (c) JFFI
- (d) IJFJ
- Q 8. A. Everyday social life is impossible without interpersonal relationships.
 - B. The root of many misunderstandings has been cited in poor relations among individuals.
 - C. Assuming the above to the true, social life will be much better if people understand the importance of good interpersonal relations.
 - D. A study reveals that interpersonal relations and hence, life in general can be improved with a little on the art of individuals.
 - (a) FJIJ
- (b) JFIF
- (c) FIFJ
- (d) IFFJ
- Q 9. A. The prices of electronic goods are falling.
 - B. Since we have substantial reductions in import duties, this is obvious.
 - C. The trend is bound to continue in the near future.



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- D. But the turnover of the electronic industry is still rising, because consumers are increasing at a rapid rate.
- (a) IFJF
- (b) FJII
- (c) FIJF
- (d) JIFF
- Q 10. A. In the past, it appears, wealth distribution, and not wealth creation has dominated economic policy.
 - B. Clearly, the government has not bothered to eradicate poverty.
 - C. Today's liberalization is far from the hitherto Nehruvian socialism.
 - D. Results are evident in the form of a boom in the manufacturing sector output and turnover of all industries.
 - (a) FJIF
- (b) FIFJ
- (c) IJIF
- (d) JIFF
- Q 11. A. Even for the world's largest advertiser, with an estimated \$9 bn in spendt in 2009, acquiring some new lessons is critical.
 - B. According to Prichard, the world is heading towards Marketing 3.0 and that means marketing as a function needs to overhaul itself.
 - C. We are not there yet, but we are moving towards an inflection point.
 - D. We are shifting to purpose inspired brand building, a shift from marketing to serving Pritchard states.
 - (a) FJFJ
- (b) JFJF
- (c) IFJF
- (d) JIJF
- Q 12. A. Leading B-schools are looking to overhaul the MBA syllabus.
 - B. Nitin Nohria, the newly-appointed dean of Harvard Business School (HBS), is said to believe that the way management is taught in B-schools contributed to the recent financial crisis.
 - C. Srikant Datar, another HBS professor, and two of his colleagues have authored a book, *Rethinking the MBA: Business education at a crossroads*, that echoes this theme.
 - D. It also laments the fact that MBA students are taking less and less interest in their classes and spending more time on networking and attending recruiting events.
 - (a) JFFI
- (b) IFFI
- (c) IFFJ
- (d) IJJI
- Q 13. A. Inhaled anesthetics widely used for surgeryparticularly the anesthetic desflurane-are a major contributor to global warming.

- B. Dr Susan M. Ryan of University of California and computer scientist Claus J. Nielsen of University of Oslo said that sevoflurane, isoflurane, and desflurane are recognized greenhouse gases.
- C. Using desflurane for one hour is equivalent to 235 to 470 miles of driving.
- D. The anesthetics usually are vented out of the building as medical waste gases and remain in the atmosphere for a long time.
- E. Ryan and Nielsen suggest some simple, knowledge-based decisions that anesthesiologists can follow to minimize their environmental impact.
- (a) IFJJF
- (b) FFFIF
- (c) IFFFI
- (d) IFIIF
- Q 14. A. The hope that battery-operated cars can save the earth's climate by reducing carbon emission is just a fantasy.
 - B. The technology used for electric car batteries is so backward that they will die within two years.
 - C. The so-called energy efficient cars will be extremely expensive and cover far less distance on one battery charge than the manufacturers claim.
 - D. The research carried out by the Institution of Engineering and Technology suggests that claims about the performance of electric vehicles are pure fantasy.
 - E. The researchers found the batteries are likely to burn out within two years, requiring expensive replacements.
 - (a) JJFFF
- (b) JJJIF
- (c) JJJFF
- (d) JIFJI
- Q 15. A. India has a huge stake in Afghanistan.
 - B. At least some of this is meant to ensure it remains a sovereign state and extremist Taliban influence and Pakistani meddling are minimized.
 - C. In the last decade, India has spent at least a couple of billion dollars to rebuild ties with Afghanistan.
 - D. India has built roads, transmission grids, schools, hospitals and the parliament.
 - (a) IFIF
- (b) FFFF
- (c) JIIF
- (d) JFIF



Fact, Inference, Judgement 2.45

Answers

Q. No.	Answer						
1	(c)	2	(a)	3	(a)	4	(a)
5	(b)	6	(c)	7	(a)	8	(b)
9	(c)	10	(c)	11	(b)	12	(c)
13	(b)	14	(b)	15	(c)		











Paragraph Completion



LEARNING OBJECTIVES

After going through this chapter, you should have a thorough understanding of the following:

- 1. Key elements of Paragraph Completion passages
- 2. Significance of the theme and tone of the passage
- 3. How to figure out the logical flow of the passage
- 4. How to master the art of eliminating answer choices

Para-Completion

CAT asks Paragraph Completion questions on a regular basis.

In these questions, a short paragraph is given with a sentence from it removed. Generally, the last sentence of the paragraph is left as a blank, though it is not necessary. There may be some questions in which a statement from middle of the passage is removed. It is followed by four possible options and you will be required to choose that which one can fit into the paragraph best.

Solving The Para Completion Questions

Quickly but carefully read the passage at least twice and figure out the scope, theme, tone and logical flow of the passage; and you are ready to eliminate the choices to figure out the best choice at hand!

Let's take a look at these individual elements in detail, and you shall find this section a cake walk for sure. Para Completion questions can help you to boost your sectional and overall test score.

(a) Scope of the Passage

Try to figure out what the paragraph is all about. What is the topic or subject area of the passage, and what are its limits. So, anything that strays out of the boundaries cannot be a part of the passage. Any answer choice that talks about something outside the scope of the passage is a pariah, and hence, should be eliminated in the first go. Read the following lines carefully, and decide what the scope of the passage is?

In my own constituency, in April, which is a hot month, we had hailstorms of the size of a tennis ball, which destroyed the entire wheat crop in the Tarai. We had snow in places where snow had never been. We had snow late, we had flowering late and we lost large number of crops due to flooding. This is going to increase year after year.

Here the scope of the passage would be the changing weather conditions within a particular area, however it cannot be generalized.

(b) Theme or Gist of the Passage

You have to think like the author of the passage. If you are able to put yourself into the shoes of the author, it



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should not be difficult to figure out what does not fit into the passage. Focus on the key words and try to figure out the essence of the passage. Try to rephrase the passage in your mind in simpler words and ask yourself what the author is trying to convey. Read the following lines and try to guess the theme of the passage.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again, we must rise to the majestic heights of meeting physical force with soul force.

Here, the last line makes the theme amply clear; the author wants the people to uphold their sense of righteousness and integrity even in the midst of bitter struggle.

(c) Tone of the Passage

Tone represents the predominant emotion or mood of the author towards the topic. Tone can be guessed by paying attention to the adjectives used in the passage. Passages are normally the author's reaction to some issue. So, gauging the tone can help you to narrow down to the right choice. If the passage is eulogistic in tone, you do not expect the answer choice to be sarcastic or sardonic. Can you identify the tone of the passage?

AMERICAN students are enrolling in college in record numbers, but they're also dropping out in droves. Barely half of those who start four-year colleges, and only a third of community college students, graduate. That's one of the worst records among developed nations, and it's a substantial drain on the economy. The American Institutes for Research estimates the cost of those dropouts, measured in lost earnings and taxes, at \$4.5 billion. Incalculable are the lost opportunities for social mobility and the stillborn professional careers.

Clearly, the passage bears a negative tone. The author uses expressions like 'dropping in droves', 'drain on the economy' and finally 'incalculable are the lost opportunities', which clearly shows that the author displays a strong sense of disapproval for the flip side of the American education system.

(d) Logical Flow of the Passage

You should read the passages like a detective, keeping an eye on the chain of event, and their logical sequence. If you mess up, you may make a blunder. Therefore, it is important to focus on key ideas and transition phrases used in the passage. One must be able to identify the thread of thought running through the paragraph. The

flow of ideas in the passage should be maintained. Never pick an option which breaks or suddenly changes the flow to some other direction.

Remember, the last thought or idea in the paragraph has to be taken forward. Therefore, continuity is an important thing to be kept in mind in the process of arriving at the right answer.

(e) Master the Art of Eliminating the Choices

It is important to master the art of eliminating the choices, especially in the verbal section. Any option that is out of scope of the argument or contradictory to the theme can be straightaway eliminated. Never pick an option which talks about things that are not mentioned in the paragraph. The correct option will be the one which relates itself to the core information mentioned in the paragraph. Beware of the choices that rephrase and repeat the topic. And avoid extreme choices.

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 lady private 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 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.

Solution

Needless to say, the passage revolves around Mma Ramotswe and the minimal assets of her little detective agency. The first choice is off the mark as it takes the topic away from the main character, Mma Ramotswe or her possessions. The third choice fails to sum up the theme of the passage, and digresses from it. The fourth one also fails to connect the possessions of her agency and her unique abilities. The second last sentence asks a question, and the last sentence tries to justify the case in a positive light, so the last choice does not fit. It's only the first choice, which suitably wraps up the discussion raised by the question in the second last line.

FundaMakers

Q 1.	Perhaps the simplest and easiest way to understand is
	the argument of the First Cause. I may say that when
	I was a young man and was debating these questions
	very seriously in my mind, I for a long time accepted
	the argument of the First Cause, until one day, at the age
	of eighteen, I read John Stuart Mill's Autobiography,
	and I there found this sentence: "My father taught
	me that the question 'Who made me?' cannot be
	answered, since it immediately suggests the further
	question 'Who made god?'"
	If everything must have a cause, then God must have a
	cause. If there can be anything without a cause, it may
	just as well be the world as God, so that there cannot
	be any validity in that argument.
	() The interest of the state of

- (a) There is no reason why the world could have come into being without a cause.
- (b) That argument, I suppose, does not carry very much weight nowadays, because, in the first place, cause is not quite what it used to be.
- (c) That very simple sentence showed me, as I still think, the fallacy in the argument of the First Cause.
- (d) It brings us to the central truth that God is the ultimate source and essence of everything.
- Q 2. Then there is a very common argument from natural law. That was a favorite argument all through the eighteenth century, especially under the influence of Sir Isaac Newton and his cosmogony. People observed the planets going around the sun according to the law of gravitation, and they thought that God had given a behest to these planets to move in that particular fashion, and that was why they did so. _____
 - (a) Nowadays, we explain the law of gravitation in a somewhat complicated fashion that Einstein has introduced.
 - (b) Modern science has failed to explain this incongruity.
 - (c) You no longer have the sort of natural law that you had in the Newtonian system.
 - (d) That was, of course, a convenient and simple explanation that saved them the trouble of looking any further for explanations of the law of gravitation.

Q 3.	The fountains mingle with the river,
	And the rivers with the ocean;
	The winds of heaven mix forever,
	With a sweet emotion;

(a) T	his	İS	the	power	of	love

- (b) Nothing in the world is single
- (c) This is the seed of creation
- (d) What's life without love
- Q 4. All things by a law divine In one another's being mingle:

- (b) Let's make a jingle
- (c) It takes two to tango
- (d) God is not away from us
- Q 5. Conventional education makes independent thinking extremely difficult._______To be different from the group or to resist environment is not easy and is often risky as long as we worship success
 - (a) Creativity is crushed by orthodoxy.
 - (b) Innovative thinking is the key.
 - (c) This has ruined many careers.
 - (d) Conformity leads to mediocrity.
- Q 6. Though there is a higher and wider significance to life, of what value is our education if we never discover it? We may be highly educated, but if we are without deep integration of thought and feeling, our lives are incomplete, contradictory and torn with many fears;
 - (a) the 'well-educated' are ignoramus louts
 - (b) and as long as education does not cultivate an integrated outlook on life, it has very little significance
 - (c) and integrity is the key to spiritual evolution
 - (d) it has been rightly remarked, "I never let school to interfere in my education"
- Q 7. The function of education is to create human beings who are integrated and therefore intelligent. ______. We may take degrees and be mechanically efficient without being intelligent. Intelligence is not mere information; it is not derived from books, nor does it consist of clever self-defensive responses and aggressive assertions.
 - (a) Education should help us to discover lasting values so that we do not merely cling to formulas or repeat slogans
 - (b) Education should not encourage the individual to conform to society or to be negatively harmonious with it



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- (c) One who has not studied may be more intelligent than the learned
- (d) Unfortunately, the present system of education is making us subservient, mechanical and deeply thoughtless
- Q 8. Politicians may be corrupt, but have to seek reelection, and to that extent are accountable to voters. But civil servants are virtually unsackable, unaccountable and widely corrupt. You cannot change this overnight.
 - (a) However, you can create jobs for unemployed.
 - (b) So, go easy on making temporary workers permanent.
 - (c) But you can halt the growth of unsackable, unaccountable staff.
 - (d) So, devise safeguards against false accusations.
- Q 9. The "grand sweep of history" has become a much overused cliché. It incorporated the belief that change stemmed from big ideas that motivated individuals, classes and nations.
 - (a) The Bolshevik Revolution, whose impact dominated the 20th century, was prompted by disillusionment among the proletariat
 - (b) This finds support in Namier's view that big ideas are less important than mundane and even base considerations
 - (c) Mass movements, cannot be judged by pronouncements of those who manage to filch them
 - (d) Thus, the French Revolution happened because the idea of liberty, equality and fraternity motivated people to overturn the decrepit absolute monarchy
- Q 10. A country that retains the death penalty needs constantly to fine-tune its clemency jurisprudence as the second best option. The Supreme Court's latest verdict on death row convicts is a thoughtful exposition of the law in this regard.
 - (a) Commuting the death sentences of 15 convicts to life sentences has significantly expanded the scope for judicial intervention to save the lives of convicts after the rejection of their mercy petitions.
 - (b) The court has laid down fresh rules to humanise the treatment of those facing the gallows, right up to the moment of their execution and even after that.

- (c) The breadth of this ruling is not as impressive: it fails to remove all lingering doubts about the rule against undue delay.
- (d) The court has crafted a new rule that families of convicts ought to be informed in writing as soon as their mercy petitions are rejected.
- Q 11. After successfully eradicating smallpox in 1980, India has now gone three straight years without reporting any new case of poliomyelitis infection ("polio"). This qualifies it to receive the World Health Organisation's (WHO) certification for being polio-free. Undoubtedly, this is a victory that has been fought every inch of the way by myriad agencies on a number of fronts and against what seemed like insurmountable odds.
 - (a) The lessons learnt are precious beyond words and the expectation is that these will be harnessed to fight other infectious diseases that plague the country.
 - (b) There is also the remaining challenge of treating and rehabilitating those who have already been crippled by the disease.
 - (c) Of course, polio vaccination is not a cure-all solution for all infectious diseases.
 - (d) In the mid-1990s the vaccination programme that was undertaken involved the government, United Nations bodies, charitable organisations and private donors.
- Q 12. Up to this point, Jordan Belfort is no different from countless eager MBA graduates in India who work in the stock or bond markets for global financial firms. Belfort's lifestyle, while perhaps more (or less?) excessive than that of India's super-rich, is still something a lot of us covet. He acquires a harem, a hot blonde wife, a daily dose of recreational drugs, a yacht, a yellow Jaguar and a white Ferrari.
 - (a) As a job creator, he transforms hopeless, lowend drug dealers into corporate sharks, and even gives a desperate single mother benefits that the US' social welfare system overlooks. He lowers himself to unfathomed moral
 - (b) depths even as he soars to new heights of success.
 - Surely many of us will laud Belfort when he
 - (c) says: "At least as a rich man, when I have to face my problems, I can show up in the back of a stretch limousine, wearing a twothousand-dollar suit and a twenty-thousanddollar gold watch!"



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- (d) These are charismatic brands that several of India's merchant princes flaunt and made more familiar to us through thousands of Bollywood fantasies.
- Q 13. The yearning for money as succour drives contemporary capitalism. If every revolution and alternative has failed, why not work to enable the one that actually exists, why not do what your stockbroker tells you, and keep investing to circulate money in the economy? The original *Forbes* magazine exposé that labelled Belfort "The Wolf of Wall Street" likened him to a "twisted Robin Hood" who takes from the rich and gives to himself and his squad of losers.
 - (a) It is this observation that makes Scorsese's *The Wolf of Wall Street* profound, locating and attacking the very appeal of money.
 - (b) Scorsese refuses to dish out false platitudes that "crime does not pay" nor does he echo the sentimentalism of Oliver Stone's Wall Street movies.
 - (c) As a job creator, he transforms hopeless, lowend drug dealers into corporate sharks.
 - (d) Is that not what we expect from the market, what keeps housewives glued to the television, watching CNBC for the latest stock information, and what drives many to start demat accounts?
- Q 14. Like *Company Limited*, Scorsese's *The Wolf of Wall Street* is an exploration of the contemporary world that few would have expected from these two artistes, given their refined sensibilities. *The Wolf of Wall Street* attacks the lifestyle of the middle-class, the world of advertising and consumerism, the lust for the good life and the protection it offers.
 - (a) the lust for good life propels us to struggle and survive in this big bad world.
 - (b) behind the veneer of consumerism is an effort to assert one's individuality.
 - (c) the elite and the downtrodden are unaffected by this false glamour.
 - (d) The visible surface and texture of contemporary life corrupts us all, making us wolves thronging the pack of the alpha male rather than being benign, though gullible, sheep.
- Q 15. It is obvious today that America has defaulted on this promissory note insofar as her citizens of colour are concerned. Instead of honouring this sacred obligation, America has given the Negro

- people a bad check, a check which has come back marked "insufficient funds."
- (a) But we refuse to believe that the bank of justice is bankrupt.
- (b) So we have come to cash this check—a check that will give us upon demand the riches of freedom and the security of justice.
- (c) This note was a promise that all men, yes, black men as well as white men, would be guaranteed the unalienable rights of life, liberty, and the pursuit of happiness.
- (d) In a sense, we have come to our nation's capital to cash a check.
- Q 16. I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality.
 - (a) You have been the veterans of creative suffering.
 - (b) We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote.
 - (c) No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.
 - (d) I say to you today, my friends, so even though we face the difficulties of today and tomorrow, I still have a dream.
- Q 17. Now the trumpet summons us again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—but a call to bear the burden of a long twilight struggle, year in and year out, "rejoicing in hope; patient in tribulation;"
 - (a) A struggle against the common enemies of man: tyranny, poverty, disease, and war itself.
 - (b) Celebrating the pluralism of our cosmopolitan culture.
 - (c) A solemnization of the onerous fight against the injustice.
 - (d) For man holds in his mortal hands the power to abolish all forms of human poverty (does not explain the reason).
- Q 18. More fundamentally, the tiff has uncovered a deep rift in the two countries' perceptions of one



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another. From the Indian perspective, America remains unwilling to afford it the respect a true partner deserves. And from the American, the Indian response reveals both a brittle anxiety about its own status and a callous disregard for the well-being of the person the American justice system saw as the victim in this story—the maid.

- (a) Rather than partners, the two countries look like strangers
- (b) America is known for stringent labour laws and its ruthless enforcement
- (c) The Indo-US relations has therefore been damaged irreversibly
- (d) If the rift widens, it may impact the peace and stability in South Asia
- Q 19. I believe that the school is primarily a social institution. Education being a social process, the school is simply that form of community life in which all those agencies are concentrated that will be most effective in bringing the child to share in the inherited resources of the race, and to use his own powers for social ends. I believe that education, therefore, is a process of living and not a preparation for future living.
 - (a) I believe that the school must represent present life life as real and vital to the child as that which he carries on in the home, in the neighborhood, or on the play-ground.
 - (b) It must begin with a psychological insight into the child's capacities, interests, and habits.

- (c) To prepare him for the future life means to give him command of himself; it means so to train him that he will have the full and ready use of all his capacities.
- (d) Only true education comes through the stimulation of the child's powers by the demands of the social situations in which he finds himself
- Q 20. We say Newton discovered gravitation. Was it sitting anywhere in a corner waiting for him? It was in his own mind; the time came and he found it out. All knowledge that the world has ever received comes from the mind; the infinite library of the universe is in your own mind. The external world is simply the suggestion, the occasion, which sets you to study your own mind, but the object of your study is always your own mind. The falling of an apple gave the suggestion to Newton, and he studied his own mind.
 - (a) Our mind is the root of all evil and good.
 - (b) The search for truth begins with the study of one's own mind.
 - (c) Mind is the element of a person that enables him to be aware of the world and one's experiences, to think, and to feel; the faculty of consciousness and thought.
 - (d) He rearranged all the previous links of thought in his mind and discovered a new link among them, which we call the law of gravitation.



Answers

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(c)	2	(d)	3	(b)	4	(a)
5	(d)	6	(b)	7	(c)	8	(c)
9	(d)	10	(a)	11	(a)	12	(d)
13	(d)	14	(d)	15	(a)	16	(a)
17	(a)	18	(a)	19	(a)	20	(d)

Hints and Explanations

- 1. (c) (a) It is contrary to the main argument discussed in the passage, which tries to refute the argument of the First Cause.
 - (b) It does not go with the theme of the paragraph, as discussed above.
 - (c) As the author believes that there is no validity in the argument of the First Cause, so the third choice is correct.
 - (d) Misleading choice. Out of scope of the passage, as it does not talk about the qualities of God.
- 2. (d) (a) Gravitation is not the main focus of the argument; moreover the para talks about Newton, and not Einstein.
 - (b) Does not follow; why would Modern science explain a popular belief.
 - (c) Does not make sense as the passage nowhere says that natural law was a part of the Newtonian system.
 - (d) This option takes the argument forward, 'that was.....' is the link that takes the case further by questioning the validity of the conventional wisdom. Hence, option (d) is the answer.
- 3. (b) The lines are simple and direct. You have to fin sughthat concludes the idea. So a, d, and c are quite tempting, although quite general in inference.
 - (a) One cannot deduce it from the argument.
 - (b) Option (b) concludes the idea mentioned in each line, hence, it is the answer.
 - (c) Again, this option is too farfetched.
 - (d) Once again, this option is too farfetched.

- 4. (a) Now, this should be pretty logical for those who believe in love.
 - (a) Hits the bulls eye, the only choice that logically completes the lines.

 Hence, option (a) is the answer.
 - (b) The choice is too creative although it rhymes well with the previous line.
 - (c) 'It takes two to tango' is generally used with a negative sense, so out of question.
 - (d) Is out of scope, do not be misled by the word 'divine'.
- 5. (d) (a, b) The passage nowhere talks about creativity or innovative thinking, so options (a) and (b) are out.
 - (c) Take the negative tone too far, so we have to eliminate this choice.
 - (d) Option (d) is clearly the missing logical link, which is taken further by the last line of the passage. Mentioned in the last line 'to resist environment is not easy and often risky' supports this statement. Hence, it is the right answer.
- 6. (b) (a) The firs choice is downright offensive, therefore utpossible.
 - (b) It includes both the elements 'education' and 'integration', hence, the right choice and is the answer.
 - (c) Out of scope as the passage is about the 'value of education' and not spiritual evolution.
 - (d) It is well said but out of place because the paragraph does not say that education is not necessary.



2.54 Verbal Reasoning

- 7. (c) (a) It provides extra information which is out of scope of the passage.
 - (b) It does not go with the theme of the passage, which talks about the role of education in developing intelligence.
 - (c) It fills in the missing link. It has been illustrated in the last two lines.
 - (d) This does not go with the last line, which tries to define real intelligence.
- 8. (c) (a) It strays from the theme of the topic and hence, eliminated.
 - (b) The previous line talks about the civil servants, so no connection between the two.
 - (c) It justifies the you-cannot-change-itovernight element in the previous line, hence, the answer.
 - (d) It is totally unrelated to the topic.
- 9. (d) (a) The passage talks about big ideas motivating the individuals or nations, this option talks about negative motivation of the proletariat.
 - (b) It is counter to the theme of the paragraph which talks about the sweeping influence of the big ideas.
 - (c) This is contradictory to the main idea of the paragraph.
 - (d) Gives an illustration of how big ideas catch the popular imagination and create a wave of history.
- 10. (a) Option (a) provides a solid example to support the main idea about fine-tunin be
 - (b) It is an extension of the topic, but it deviate from the topic of mercy petitions or clemency jurisprudence.
 - (c) Goes against the tone of the paragraph which is positive, 'thoughtful exposition' has been used
 - (d) It provides secondary information but fails to logically complement the last sentence.
- 11. (a) Goes with the tone of the paragraph which is laudatory.
 - (b) It does not follow the last sentence which is positive.
 - (c) It dilutes the tone of the paragraph which is positive.
 - (d) 'the vaccination programme' does not have its antecedent in the previous line.
- 12. (d) (a) This could have been a possible choice, butit does not flo from the last sentence.

- (b) This option is quite tempting, but misses on the 'India' element interspersed throughout the paragraph.
- (c) Last sentence in option (c) does not refer to any 'problems' as mentioned in this statement.
- (d) It gels both the elements mentioned in the given lines, global brands and the great Indian dream.
- 13. (d) (a) It is not possible as the previous line talks about Forbes' review of the movie.
 - (b) The paragraph nowhere talks about Scorsese, so this option is eliminated.
 - (c) The last line does not have Belfort as the main subject, so 'he' cannot be used for lack of clear antecedent.
 - (d) The author tries to argue that the greed of common man to make a fortune is not much different from a fraudster like Belfort who manipulates the stock market. Option (d) is in line with the theme of the paragraph. Hence, option (d) is the answer.
- 14. (d) (a) It does not go with the negative tone of the last line, 'attacks the lifestyle.'
 - (b) Again, this option changes the tone of the passage which is negative.
 - (c) This is an extraneous piece of information which falls outside the scope of the discussion.
 - (d) As it explains how it 'attacks the middle class' and uses the analogy of wolves and sheep to support the case.
- 15. (a) Let us eliminate the options:
 - (b) Option (b) talks about how does 'voting' come into picture. Passage does not mention that or is not related to that. Hence, option (b) is not the answer.
 - (c) Option (c) looks tempting but does not flow from the passage.
 - (d) Option (d) sounds like a U-turn and hence, cannot be the answer.
 - (a) Option (a) is the only option left out. Hence it is the answer.
- 16. (a) (a) The firs choice is correct, as it shows the effect of the two opposing views of the two countries engaged in tiff. Hence, this is the answer.
 - (b) It provides external information, so cannot be the answer.
 - (c) This is an extreme choice to be eliminated.
 - (d) It is out of scope of the passage, as it talks about a hypothetical situation.





Reading Comprehension



LEARNING OBJECTIVES

After going through this chapter, you should have a thorough understanding of the following:

- 1. Why Reading Comprehension passages are given maximum weightage in the English section
- 2. How to answer different types of question on RC and Understand the technique required
- 3. How to read better and avoid inadequate ways of reading

WHAT Is Reading Comprehension?

Reading comprehension section in the CAT is the advanced version of the reading comprehension asked in schools. Historically, the passages in the CAT have ranged from 350-1300 words, followed by a set of few questions. The passages are drawn from areas like Pure Sciences, Social Sciences, Medicine, Art, Literature, Technology, etc. A student is supposed to answer the questions in light of the information given in the passage within the stipulated time. The ability of the student to make sense of the information and ideas presented in the passage is put to test through questions with multiple choice answers. More specifically, a person's ability to understand standard written English, analyse complex ideas, and ability to draw inferences from the written material is put to test.

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

Why Is Reading Comprehension Asked?

RC is the most important and wide question type of the English section of the CAT and other B-school entrance test. RC section helps examiners in assessing the expertise of one in understanding the language. Besides, RC also checks how well a person understands someone else's (the author's) view point his preferences and prejudices.

- 1. Reading Comprehension is integral to success in the CAT
 - Reading is important not only for RC, but also for English usage area (especially in the Critical Reasoning or FIJ or Sentence arrangement questions), and LR/DI section. Having a good reading habit will make more time available for solving the problem.
- 2. Reading is essential to do well in a B-school. Life in a B-school demands extensive reading and research for case studies, presentations, and business projects. Today's global manager has to keep pace with the latest happenings in the corporate world, political changes in the country and the world, changing



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preferences of the customer. Therefore, newspapers, journals and business magazines form the staple diet of a wannabe professional.

3. Reading helps in getting ahead in career.

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

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

Let us now go through a sample RC passage:

Breaking the Ice with RC and English Usage

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

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

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

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

- Q 1. What does the author want to convey from the statement: 'But as enormous as his moment in history are the challenges Obama will face from day one'?
 - (a) His ascent heralds a significant change but it also poses many daunting tasks ahead.
 - (b) The challenges in front of Obama are insignificant in comparison to his heroic stature.
 - (c) This the biggest moment in the history of the US, but also marks the beginning of Obama's onerous journey.
 - (d) Obama shall face the toughest challenges in the first phase of his presidency.
- Q 2. What can be inferred about the policies of Obama's predecessor?
 - (a) His policies had less room for consensus and cooperation in world affairs.
 - (b) His policies lacked clear thinking on how to get America upon its feet.
 - (c) Pakistan was not engaged to tackle al-Qaeda and the Taliban.
 - (d) He showed lack of commitment to tackle the Middle East crisis.



- Q 3. According to the passage, Obama is likely to face all the following major challenges except:
 - (a) To wind up the unresolved war.
 - (b) To improve the gloomy economic situation.
 - (c) To find a solution to the Middle East crisis.
 - (d) To get the complete support of the White House and the American people push his plans ahead.

Answers and Explanations

- 1. The passage conveys that the change is remarkable but also throws new challenges ahead, hence, option ((a)) The other options talk about something which is nowhere given or indicated in the passage.
- 2. It can be inferred from the second paragraph fourth line 'He represented hope that dealing with the world,' hence, option (a) is the answer.
- 3. The passage talks about 80 per cent approval ratings as he picks up the keys to the White House and that the American people across political divides', therefore 'to get the support of people' is not a challenge for him, so option (d) is the answer.

How to acquire mastery over Reading Comprehension?

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

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

I. Does speed matter?

Looking at the pattern of last few CAT papers in its online format, average length of a passage has hovered around 700–800 words per passage including questions. Assuming that a student solves all 3 passages in 25 minutes time, this leads to going through 2400 words (on an average) in 25 minutes and 96 words per minute.

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

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

2. Its more about comprehension than reading

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

Reading for RC is different from general reading where we read either to get some specific piece of information or we read at ease to relax or unwind ourselves after a long tiring day, and it may just be reading with the eyes But for the competitive examinations we need to read with our brain because the purpose is different. And there comes the comprehension part. We read to find out the main idea of the passage and be accurate in answering the question, which even drains the physical energy. We read with sole objective to maximize our score, within a limited framework of time

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

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

3. Practice is the key

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

4. And finally, analyse the exercises done

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

How to increase your reading speed?

We have already discussed that with a decent speed of 80-100 words per minute only, RC can be managed for CAT, although importance of improving the reading



3.6 Reading Comprehension

speed (or for that matter improving anything else too) cannot be denied.

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

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

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

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

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

Please note that as you experiment with these speed enhancement techniques, your comprehension will dip initially. Your mind may revolt, as many of us have been regressing and vocalizing throughout our school and college life. With a firm faith to improve reading effectiveness, coupled with consistent practice you can increase your reading speed manifold.

Instructions

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

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

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

While the jury remains out on whether al-Zaidi should eventually end up in the hall of fame or that of infamy, protocol officers and event managers of politicians and other public figures should put on their thinking caps to figure out ways and means to avoid or at least to minimize the impact of such incidents in future. All public rites and rituals marriages, funerals, birthday parties, press conferences are organized according to commonly accepted codes of behaviour. It is high time that the ritual of public protest so vital to democracy and the concept of a free society should have its own guide book of dos and do not; we need an etiquette of demonstrative dissent.

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

In the al-Zaidi-Bush case, such mutual gratification cannot be ruled out. While in the Arab world, and indeed in the Indian subcontinent, footwear with its unclean, animal skin associations is considered a particularly offensive projectile to have hurled at oneself, in the rawhide Texan context of 10-gallon hats and cowboy boots that the exiting US president hails from, similar qualms of ritual pollution need not apply. In Islamic and Indian traditions, footwear is removed before entering places of worship or even private houses. No such practice applies in the West, particularly in the fabled Wild West of which Dubya is in some ways an embodiment in which it was deemed an honour to have 'died with one's boots on'. Indeed, having ducked in time, the president did not seem particularly fazed by being targeted by jootis, and later remarked that he must think up some good shoe jokes for future reference. Sound advice to all those who need to go public. Think of some good shoe jokes. Or good whatever-it-is-you-would-like-thrown-at-you jokes. And lay in stocks of your preferred tokens of protest to give to those who would protest against you. Eggs, tomatoes, chappals; the choice is yours.

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

Answers and Explanations

- 1. No, the passage authorities have taken a dim view of the episode.
- 2. No, it was 10 in number.
- 3. No, the passage says that it's a part of the Texan culture where cowboys don leather apparel.
- 4. Yes, given in the second last paragraph.

5. No, Saudi tycoon had only offered to buy the famous footwear, and the sale did not take place.

Different Categories of RC Passage

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

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

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

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

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

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

Passage 1

Physical Science

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



3.8 Reading Comprehension

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

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

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

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

Explanation

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

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

PAssAgE 2

Politics/Government

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

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

In Australia, the trend, if any, is towards even more centralization. Some of the decentralized federal countries like Brazil are "recentralizing". Globalization has generated pressures for reform in the economic and political organisation and thereby intergovernmental relations of all developing countries. There are forces pulling in opposite directions, tending to centralize functions envisaged

by second tier governments, like states in India, and decentralize some to tiers further down citing "subsidiarity".

The choice of the federal form for the US constitution that presaged the emergence of the federal



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

What accounts for the current federalist ferment despite warnings about its risks and inefficiencies are basically two-fold. One is the economic benefits of efficiency in the organisation and functioning of the public sector from decentralization 1—now encapsulated by the principle of "subsidiarity" in the EU's Maastricht treaty—combined with the gains from the operation of a large common market. The other is commitment to diversity rather than homogeneity. And this is particularly relevant for a diverse country like India. There is also the strength that comes from unity, the ability to face calamities like the tsunami and threats to security like external aggression or terrorism.

Explanation

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

Passage 3

Philosophy/Religion

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

As the first way out there was *religion*, which is implanted into every child by way of the traditional education-machine. Thus I came—though the child of entirely irreligious (Jewish) parents—to a deep religiousness, which, however, reached an abrupt end at the age of twelve. Through the reading of popular scientific books I soon reached the conviction that

much in the stories of the Bible could not be true. The consequence was a positively fanatic orgy of freethinking coupled with the impression that youth is intentionally being deceived by the state through lies; it was a crushing impression. Mistrust of every kind of authority grew out of this experience, a skeptical attitude toward the convictions that were alive in any specific social environment-an attitude that has never again left me, even though, later on, it has been tempered by a better insight into the causal connections.

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

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

Explanation

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

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

Passage 4

Economics

China's lunar New Year sees the world's largest migration, as tens of millions of workers flock home.



3.10 Reading Comprehension

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

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

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

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

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

Awakwardly, however, it tells only one part of the story. Most of the slowdown in regional economic growth so far stems not from a fall in net exports but from weaker domestic demand. Even in China, the region's top exporter, imports are falling faster than exports. Domestic demand has been weak not just because of the gloomy global outlook, but also because of government policies. After the crisis a decade ago, many countries fixed their broken financial systems, but left their economies skewed towards exports. Savings remained high and domestic consumption was suppressed. Partly out of fright at the balance-of-payments pressures faced then, countries have run large trade surpluses and built up huge foreign-exchange reserves. Thus, the savings of poor Asian farmers have financed the habits of spendthrift Westerners.

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

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

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

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



they would also help counter the relentless rise in protectionist pressure in the West.

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

Explanation

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

Passage 5

Literature

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

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

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

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

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

Chaste women are often proud and forward, as presuming upon the merit of their chastity. It is one of the best bonds, both of chastity and obedience, in the wife, if she think her husband wise; which she will never do, if she find him jealous. Wives are young men's mistresses; companions for middle age; and old men's nurses. So as a man may have a quarrel to marry, when he will. But yet he was reputed one of the wise men, that made answer to the question, when a man should marry, A young man not yet, an elder man not at all.

It is often seen that bad husbands, have very good wives; whether it be, that it raiseth the price of their husband's kindness, when it comes; or that the wives take a pride in their patience. But this never fails, if the



3.12 Reading Comprehension

bad husbands were of their own choosing, against their friends' consent; for then they will be sure to make good their own folly.

Explanation

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

Understanding The Style andTone of The Passage

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

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

Writing Styles

- 1. The author could use a *narrative style* in which things move like a story; with a definite beginning, middle and end. It is characterized by a personal touch to the description of events.
- 2. Descriptive style of writing reports the details of a person, place, thing or event. It is more like a news report you see in the front page of a daily newspaper. The writer begins in a general manner, and then offers a detailed description of the subject.

- 3. Analytical style of writing, as the name suggests, involves a detailed treatment of an issue or situation. The author dives deep and tries to follow the chain of reasoning and draw inferences. The author weighs the different points of view in favour of or against his argument before arriving at any conclusion.
- 4. When the author uses the *argumentative style* of writing, he analyses the topic after taking a stand. He tries to persuade the reader using a chain of reasoning, evidence or suggestions. It is a variant of the analytical style of writing.

Tone of Writing

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

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

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

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

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

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

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

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

Nostalgic: Conveys a sense of longing for the past.

Example I

Identify the tone of the passages given below.

Passage 1

Plants are not the only organisms that can be cloned naturally. The unfertilized eggs of some animals



(small invertebrates, worms, and some species of fish, lizards and frogs) can develop into full-grown adults under certain environmental conditions—usually a chemical stimulus of some kind. This process is called parthenogenesis, and the offspring are clones of the females that laid the eggs.

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

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

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

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

Explanation

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

Passage 2

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

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

that everything is on course and that he has no intention of changing tactics that have already proved disastrous.

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

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

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

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

It is also believed that intervention in the motor speech area of his cortex now enables Mr Blair to describe Iraqis who respond negatively to having their houses blown up as "fanatics, extremists and terrorists". Similarly, ablation of the oculomotor nerve means that Mr Blair is now able to see Israeli plans to retain Jewish settlements in the West Bank as a big step forward in the Middle East peace process.

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



3.14 Reading Comprehension

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

Explanation

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

Passage 3 (Poem)

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

Continuous as the stars that shine
And twinkle on the milky way,
They stretched in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance.

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

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

Explanation

This is a classic poem written by one of the greatest romantic poets William Wordsworth. The poem has a

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

Logical Mapping of The Passage

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

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

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

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

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

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

Passage 4

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

Time Allowed: 8 minutes

Education is a mess because politicians refuse to discipline teachers who sabotage primary education. Surveys show that government teacher absenteeism ranges from 20 per cent to 57 per cent in different states, yet they earn thrice or more than private sector teachers.



Some teachers run businesses (shops, transport services). Others skip school in the morning but give paid tuitions to richer students in the afternoon.

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

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

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

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

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

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

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

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

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

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

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

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

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



3.16 Reading Comprehension

Explanation

The 1st paragraph highlights the main idea of the passage—the sorry state of education in India is primarily because of political unwillingness to reform primary education.

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

Different Types of RC Questions

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

Reading passages do not directly test the general awareness or subject knowledge of any particular field, although a broad awareness of different areas is helpful in increasing the comfort level, and consequently the confidence level with which a person handles the passages. RC questions may test you on either what is given in the passage or what can be deduced from the passage. The idea is to get as close as possible to the mind of the author—what he wants to convey through the framework of ideas interwoven in the passage. From the examination point of view, the RC questions can be broadly subdivided into six categories. A student should try to master different RC question types to excoriate the fear of RC from his mind forever.

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

Main Idea Question

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

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

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

Explicit Detail or Direct Question

These questions use the phrases like 'According to the passage', or 'The author/passage mentions the following except:' These questions are easier to tackle as they test one's ability to find specific information given in the passage. One has to locate the detail in the form of information, data or statistics as mentioned in the passage.

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

Inference Questions

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

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

Generally, the students get stuck up between the last two options. One must settle for the answer choice



Reading Comprehension 3.17

which is more clearly and specific on the basis of the main idea of the passage.

Logical structure Question

These questions ask about why the author introduces a specific point, gives a particular example, or quotes somebody in the passage. Sometimes, these questions also ask about overall development of the passage about 'WHY' the author uses a particular example, anecdote, refutation, or counter argument to develop the passage.

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

Tone/Attitude Based Question

These questions test your ability to find out the underlying emotion of a particular line, paragraph or passage as a whole. One has to judge the attitude of the author towards his subject. These questions are not common in the CAT and other B-school entrance tests, however, a fair understanding of tone helps one to understand the passage better and faster. One must develop the ability to understand the different shades of mood displayed by the author. Vocabulary plays an important role in handling these questions as the words

like eulogistic or satirical are not used commonly used in colloquial or written English.

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

Extended Application Question

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

These questions generally look like: 'The author would most likely/least likely agree with' 'Which of the following statements if true would most strongly strengthen/weaken the argument' 'the writer/target audience of the passage is most likely'

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

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



3.18 Reading Comprehension

Practice Exercise 1

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

Passage 1

Some recent historians have argued that life in the British colonies in America from approximately 1763 to 1789 was marked by internal conflicts among colonists. Inheritors of some of the viewpoints of early twentieth-century progressive historians such as Beard and Becker, these recent historians have put forward arguments that deserve evaluation. The kind of conflict most emphasized by these historians is class conflict. Yet with the Revolutionary War dominating these years, how does one distinguish class conflict within the larger conflict? Certainly not by the side a person supported. Although many of these historians have accepted the earlier assumption that Loyalists represented an upper class, new evidence indicates that Loyalists, like rebels, were drawn from all socio-economic classes. (It is nonetheless probably true that a larger percentage of the well-to-do joined the Loyalists that joined the rebels). Looking at the rebel side, we find little evidence for the contention that lower-class rebels were in conflict with the upper-class rebels. Indeed, the war effort against Britain tended to suppress class conflicts. Where it did not, the disputing rebels of one or another class usually became Loyalists. Loyalism thus operated as a safety valve to remove socio-economic discontent that exist among the rebels.

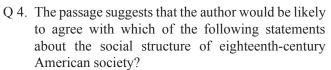
Disputes occurred, of course, among those who remained on the rebel side, but the extraordinary social mobility of eighteenth century American society (with the obvious exception of slaves)usually prevented such disputes from hardening along class lines. Social structure was in fact so fluid – though recent statistics suggest a narrowing of economic opportunity as the latter half of the century progressed – that to talk about social classes at all requires the use of loose economic categories such as rich, poor, and middle class, or eighteenth-century designations like "he better sort." Despite these vague categories, one should not claim unequivocally that hostility between recognizable classes cannot be legitimately observed. Outside of New York, however, there were very few instances of openly expressed class antagonism.

Having said this, however, one must add that there is much evidence to support the further claim of recent

historians that sectional conflicts were common between 1763 and 1789. The "Paxton Boys" incident and the Regulator movement are representative examples of the widespread, and justified, discontent of western settlers against colonial or state governments dominated by eastern interests. Although undertones of class conflict existed beneath such hostility, the opposition was primarily geographical. Sectional conflict which also existed between North and South – deserves further investigation. In summary, historians must be careful about the kind of conflict they emphasize in eighteenth-century America. Yet those who stress the achievement of a general consensus among the colonists cannot fully understand that consensus without understanding the conflicts that had to be overcome or repressed in order to reach it.

- Q 1. The author considers the contentions made by the recent historians discussed in the passage to be
 - (a) potentially verifiable.
 - (b) partially justified.
 - (c) logically contradictory.
 - (d) capricious and unsupported.
- Q 2. The author most likely refers to "historians such as Beard and Becker" in order to
 - (a) point out historians whose views of history anticipated some of the views of the recent historians mentioned in the passage.
 - (b) isolate the two historians whose work is most representative of the viewpoints of Progressive historians.
 - (c) emphasize the need to find connections between recent historians writing and the work of earlier historians.
 - (d) suggest that progressive historians were the first to discover the particular internal conflicts in eighteenth-century American life mentioned in the passage.
- Q 3. According to the passage, Loyalism during the American Revolutionary War served the function of
 - (a) eliminating the disputes that existed among those colonists who supported the rebel cause.
 - (b) drawing upper, as opposed to lower, socioeconomic classes away from the rebel cause.
 - (c) absorbing members of socio-economic groups on the rebel side who felt themselves in contention with members of other socio-economic groups.
 - (d) channeling conflict that existed within a socioeconomic class into the war effort against the rebel cause.





- I. It allowed greater economic opportunity than it did social mobility.
- II. It permitted greater economic opportunity prior to 1750 and after 1750.
- III. It did not contain rigidly defined socioeconomic divisions.
- IV. It prevented economic disputes from arising among members of the society.
- (a) I and IV only
- (b) II and III only
- (c) III and IV only
- (d) I, II and III only
- Q 5. It can be inferred from the passage that the author would be most likely to agree with which of the following statements regarding socioeconomic class and support for the rebel and Loyalist causes during the American Revolutionary War?
 - (a) Identifying a person's socioeconomic class is the least accurate method of ascertaining which side that person supported.
 - (b) Identifying a person as a member of the rebel or of the Loyalist side does necessarily reveal that person's particular socioeconomic class.
 - (c) Both the rebel and the Loyalist sides contained members of all socioeconomic classes, although there were fewer disputes among socioeconomic class on the Loyalist side.
 - (d) Both the rebel and Loyalist sides contained members of all socioeconomic classes, although the Loyalist side was made up primarily of members of the upper class.
- Q 6. The author suggests which of the following about representatives of colonial or state governments in America from 1763 to 1789?
 - (a) The governments inadequately represented the interests of people in western regions.
 - (b) The governments more often represented class interests than sectional interests.
 - (c) The governments were less representative than they had been before 1763.
 - (d) The governments were dominated by the interests of people of an upper socioeconomic class.
- Q 7. According to the passage, which of the following is a true statement about sectional conflicts in America between 1763 and 1789?

- (a) These conflicts were instigated by eastern interests against western settlers.
- (b) These conflicts were the most serious kind of conflict in America.
- (c) The conflicts eventually led to openly expressed class antagonism.
- (d) These conflicts contained an element of class hostility.

Passage 2

Many critics of Emily Bronte's novel Wuthering Heights see its second part as a counterpoint that comments on, if does not reverse, the first part, where a "romantic" reading receives more confirmation. Seeing the two parts as a whole is encouraged by the novel's sophisticated structure, revealed in its complex use of narrators and time shifts. Granted that the presence of these elements need not argue an authorial awareness of novelistic construction comparable to that of Henry James, their presence does encourage attempts to unify the novel's heterogeneous parts. However, any interpretation that seeks to unify of the novel's diverse elements is bound to be somewhat unconvincing. This is not because such an interpretation necessarily stiffens into a thesis (although rigidity in any interpretation of this or of any novel is always a danger), but because Wuthering Heights has recalcitrant elements of undesirable power that ultimately, resist inclusion in an all-encompassing interpretation. In this respect, Wuthering Heights shares a feature of Hamlet.

- Q 8. According to the passage, which of the following is a true statement about the first and second parts of *Wuthering Heights?*
 - (a) The second part has received more attention from critics.
 - (b) The second part has little relation to the first part.
 - (c) The second part is better because it is more realistic.
 - (d) The second part provides less substantiation for a "romantic" reading.
- Q 9. Which of the following inferences about Henry James's awareness of novelistic construction is best supported by the passage?
 - (a) James, more than any other novelist, was aware of the difficulties of novelistic construction.
 - (b) James was very aware of the details of novelistic construction.
 - (c) James's awareness of novelistic construction derived from the reading of Bronte.



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- (d) James's awareness of novelistic construction has led most commentators to see unity in his individual novels.
- Q 10. The author of the passage would be most likely to agree that an interpretation of a novel should:
 - (a) not try to unite heterogeneous elements in the novel
 - (b) not be inflexible in its treatment of the elements in the novel.
 - (c) not argue that the complex use of narrators or of time shifts indicates a sophisticated structure.
 - (d) concentrate on those recalcitrant elements of the novel that are outside the novel's main structure
- Q 11. The author of the passage suggests which of the following about *Hamlet*?
 - I. *Hamlet* has usually attracted critical interpretations that tend to stiffen into thesis.
 - II. *Hamlet* has elements that are not amenable to an all-encompassing critical interpretation.
 - III. *Hamlet* is less open to an all-encompassing critical interpretation that is *Wuthering Heights*.
 - IV. *Hamlet* has not received critical interpretation that has been widely accepted by readers.
 - (a) I only
 - (b) II only
 - (c) I and IV only
 - (d) I, II and III only

Passage 3

Upwards of a billion stars in our galaxy have burnt up their internal energy sources, and so can no longer produce heat a star needs to oppose the inward force of gravity. These stars, of more than a few solar masses, evolve, general, much more rapidly than does a star like the Sun. Moreover, it is just these more massive stars whose collapse does not halt at intermediate stages (that is, as white dwarfs or neutron stars). Instead, the collapse continues until a singularity (an infinitely dense concentration of matter) is reached.

It would be wonderful to observe a singularity and obtain direct evidence of the undoubtedly bizarre phenomena that occur near one. Unfortunately, in most cases a distant observer cannot see the singularity; outgoing light rays are dragged back by gravity so forcefully that even if they could start out within a few kilometers of the singularity, they would end up in the singularity itself.

- Q 12. The author's primary purpose in the passage is to:
 - (a) describe the formation and nature of singularities.
 - (b) explain why large numbers of stars become singularities.
 - (c) compare the characteristics of singularities with those of stars.
 - (d) explain what happens during the stages of a singularity's formation.
- Q 13. The passage suggests which of the following about the Sun?
 - I. The Sun could evolve to a stage of collapse that is less dense than a singularity.
 - II. In the Sun, the inward force of gravity is balanced by the generation of heat.
 - III. The Sun emits more observable light than does a dwarf or a neutron star.
 - (a) I only
 - (b) III only
 - (c) I and II only
 - (d) I, II, and III only
- Q 14. Which of the following sentences would most probably follow the last sentence of the passage?
 - (a) Thus, a physicist interested in studying phenomena near singularities would necessarily hope to find a singularity with a measurable gravitational field.
 - (b) Accordingly, physicist to date have been unable to observe directly any singularity.
 - (c) It is specifically this startling phenomenon that has allowed us to codify the scant information currently available about
 - (d) singularities.

 Moreover, the existence of this extraordinary phenomenon is implied in the extensive

Passage 4

As Gilbert White, Darwin, and others observed long ago, all species appear to have the innate capacity to increase their numbers from generation to generation. The task for ecologists is to untangle the environmental and biological factors that hold this intrinsic capacity for population growth in check over the long run. The great variety of dynamic behaviours exhibited by different populations makes this task more difficult: some populations remain roughly constant from year to year; others exhibit regular cycles of abundance and scarcity; still others vary wildly, with outbreaks and crashes that are in some cases plainly correlated with the weather, and in other cases not.

To impose some other order on this kaleidoscope of patterns, one school of thought proposes dividing

undaMakers



populations into two groups. These ecologists posit that the relatively steady populations have "densitydependent" growth parameters; that is, rates of birth, death, and migration which depend strongly on population density. The highly varying populations have "density-independent" growth parameters, with vital rates buffeted by environmental events; these rates fluctuate in a way that is wholly independent of population density.

This dichotomy has its uses, but it can cause problems if taken too literally. For one thing, no population can be driven entirely by densityindependent factors all the time. No matter how severely or unpredictably birth, death, and migration rates may be fluctuating around their long-term averages, if there were no density-dependent effects, the population would, in the long run, either increase or decrease without bound (barring a miracle by which gains and losses canceled exactly). Put another way, it may be that on average 99 per cent of all deaths in a population arise from density-independent causes, and only one per cent from factors varying with density. The factors making up the one present may seem unimportant, and their cause may be correspondingly hard to determine. Yet, whether recognized or not, they will usually determine the long-term average population density.

In order to understand the nature of the ecologist's investigation, we may think of the density-dependent effects on growth parameters as the "signal" ecologists are trying to isolate and interpret, one that tends to make the population increase from relatively low values or decrease from relatively high ones, while the density independent effects act to produce "noise" in the population dynamics. For populations that remain relatively constant, or that oscillate around repeated cycles, the signal can be fairly easily characterized and its effects described, even though the caustic biological mechanism may remain unknown. For irregularly fluctuating populations, we are likely to have too few observations to have any hope of extracting the signal from the overwhelming noise. But it now seems clear that all populations are regulated by a mixture of density-independent effects in varying proportions.

- Q 15. The author of the passage is primarily concerned with
 - (a) discussing two categories of factors that control population growth and assessing their relative importance.
 - (b) describing how growth rates in natural populations fluctuate over time and explaining why these changes occur.
 - (c) proposing a hypothesis concerning population sizes and suggesting ways to test it.

- (d) proposing a fundamental question about environmental factors in population growth and presenting some currently accepted answers.
- Q 16. It can be inferred from the passage that the author considers the dichotomy discussed in the third paragraph to be
 - (a) applicable only to erratically fluctuating populations.
 - (b) useful, but not only if its limitations are recognized.
 - (c) dangerously misleading in most circumstances.
 - (d) a complete and sufficient way to account for observed phenomena.
- Q 17. Which of the following statements can be inferred from the last paragraph?
 - (a) For irregularly fluctuating populations, doubling the number of observations made will probably result in the isolation of densitydependent effects.
 - (b) Density-dependent effects on population dynamics do not occur as frequently as do density-independent effects.
 - (c) It is sometimes possible to infer the existence of a density-dependent factor controlling population growth without understanding its causative mechanism.
 - (d) At present, ecologists do not understand any of the underlying causes of the densitydependent effects they observe in populations dynamics.
- Q 18. According to the passage, which of the following is a statement about density-dependent factors in population growth?
 - (a) They ultimately account for long-term population levels.
 - (b) They have little to do with long-term population dynamics.
 - (c) They are always more easily isolated and described than those that are densityindependent.
 - (d) They include random environmental events.
- Q 19. According to the passage, all of the following behaviours have been exhibited by different populations except
 - (a) roughly constant population levels from year to year.
 - (b) regular cycles of increases and decreases in numbers.
 - (c) erratic increases in numbers correlated with the weather.



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- (d) unchecked increases in numbers over many generations.
- Q 20. The discussion concerning population in the second paragraph serves primarily to
 - (a) underline the importance of even small density-dependent factors in regulating long-term population densities.
 - (b) advocate more rigorous study of densitydependent factors in population growth.
 - (c) prove that the death rates of any population are never entirely density independent.
 - (d) give an example of how death rates function to limit population densities in typical populations.
- Q 21. In the passage, the author does all of the following except
 - (a) cite the views of other biologists.
 - (b) define a basic problem that the passage addresses.
 - (c) present conceptual categories used by other biologists.
 - (d) describe the results of a particular study.

Passage 5

In Raisin in the Sun, Lorraine Hansberry does not reject integration or the economic and moral promise of the American dream; rather, she remains loyal to this dream while looking, realistically, at its incomplete realization. Once we recognize this dual vision, we can accept the play's ironic nuances as deliberate social commentaries by Hansberry rather than as the "unintentional" irony that Bigsby attributes to the work. Indeed, a curiously persistent refusal to credit Hansberry with a capacity for intentional irony has led some critics to interpret the play's thematic conflicts as mere confusion, contradiction, or eclecticism. Isaacs, for example, cannot easily reconcile Hansberry's intense concern for her race with her ideal of human reconciliation. But the play's complex view of Black self-esteem and human solidarity, as compatible is no more "contradictory" than Du Bios famous, well-considered ideal of ethnic self-awareness coexisting with human unity, or Fanon's emphasis on an ideal internationalism that also accommodates national identities and roles.

- Q 22. The author's primary purpose in this passage is to
 - (a) explain some critics refusal to consider *Raisin* in the Sun a deliberately ironic play.

- (b) affirm the thematic coherence underlying *Raisin in the Sun.*
- (c) analyze the fundamental dramatic conflicts in *Raisin in the Sun*.
- (d) justify the inclusion of contradictory elements in *Raisin in the Sun*.
- Q 23. It can be inferred from the passage that the author believes which of the following about Hansberry's use of irony in *Raisin in the Sun*?
 - (a) It reflects Hansberry's reservations about the extent to which the American dream has been realized.
 - (b) It derives from Hansberry's eclectic approach to dramatic structure.
 - (c) It is justified by Hansberry's loyalty to a favourable depiction of American life.
 - (d) It is influenced by the themes of works by DU Bios and Fanon.
- Q 24. In which of the following does the author of the passage reinforce his criticism of responses such as Isaacs to *Raisin in the Sun*?
 - (a) The statement that Hansberry's is "loyal" to the American drea.
 - (b) The description of Hansberry's concern for Black Americans as "intense".
 - (c) The assertion that Hansberry is concerned with "human solidarity".
 - (d) The description of Du Bios ideal as "well-considered".
- Q 25. The author of the passage would probably consider which of the following judgments to be most similar to the reasoning of critics described:
 - (a) The world is certainly flat; therefore, the person proposing to sail around it is unquestionably foolhardy.
 - (b) Radioactivity cannot be directed perceived; therefore, a scientist could not possibly control it in a laboratory.
 - (c) The painter of this picture could not intend it to be funny; therefore, its humor must result from a lack of skill.
 - (d) Traditional social mores are beneficial to culture; therefore, anyone who deviates from them acts destructively.



Practice Exercise 2

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

Passage 1

Since 1953, many experimental attempts to synthesize the chemical constituents of life under "primitive Earth conditions" have been performed, but none of these experiments has produced anything approaching the complexity of the simplest organism. They have demonstrated, however, that a variety of the complex molecules currently making up living organisms could have been present in the early ocean and atmosphere, with only one limitation: such molecules are synthesized far less readily when oxygen-containing compounds dominate the atmosphere. Therefore some scientists postulate that the Earth's earliest atmosphere, unlike that of today, was dominated by hydrogen, methane, and ammonia. From these studies, scientists have concluded that the surface of the primitive Earth was covered with oceans containing the molecules fundamental to life. Although, at present, scientists cannot explain how these relatively small molecules combined to produce larger, more complex molecules, some scientists have precipitously ventured hypothesis that attempt to explain the development, from these larger molecules, of the earliest self-duplicating organisms.

- Q 1. According to the passage, which of the following can be inferred about the process by which the chemical constituents of life were synthesized under primitive Earth conditions?
 - (a) The synthesis is unlikely to occur under current atmospheric conditions.
 - (b) The synthesis is common in modern laboratories.
 - (c) The synthesis occurs more readily in the atmosphere than in the ocean.
 - (d) The synthesis is accelerated by the presence of oxygen-containing compounds.
- Q 2. The primary purpose of the passage is to
 - (a) point out that theories about how life developed on Earth have changed little since 1953.
 - (b) warn of increasing levels of hydrogen, methane, and ammonia in the Earth's atmosphere.
 - (c) describe the development since 1953 of some scientists understanding of how life began on Earth.

- (d) demonstrate that the synthesis of life in the laboratory is too difficult for modern technology.
- O 3. It can be inferred from the passage that "some scientists" assume which of the following concerning "larger, more complex molecules"?
 - (a) The earliest atmosphere was formed primarily of these molecules.
 - (b) Chemical processes involving these molecules proceeded much more slowly under primitive Earth conditions.
 - (c) The presence of these molecules would necessarily precede the existence of simple
 - (d) Experimental techniques will never be sufficient sophisticated to produce in the laboratory simple organisms from these chemical constituents.
- O 4. The author's reaction to the attempts that have been made to explain the development of the first selfduplicating organisms can best the described as one of:
 - (a) Enthusiasm
- (b) Expectation
- (c) Dismay
- (d) Skepticism

Passage 2

By the time the American colonists took up arms against Great Britain in order to secure their independence, the institution of Black slavery was deeply entrenched. But the contradiction inherent in this situation was, for many, a source of constant embarrassment. "It always appeared a most iniquitous scheme to me", Abigail Adams wrote her husband in 1774, "to fight ourselves for what we are daily robbing and plundering from those who have as good a right to freedom as we have."

Many Americans besides Abigail Adams were struck by the inconsistency of their stand during the War of Independence, and they were not averse to making moves to emancipate the slaves. Quakers and other religious groups organized antislavery societies, while numerous individuals manumitted their slaves. In fact, within several years of the end of the War of Independence, most of the Eastern states had made provisions for the gradual emancipation of slaves.

- Q 5. Which of the following best states the central idea of the passage?
 - (a) The War of Independence produced among many Black Americans a heightened consciousness of the inequities in American society.



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- (b) The War of Independence strengthened the bonds of slavery of many Black Americans while intensifying their desire to be free.
- (c) The War of Independence exposed to many Americans the contradiction of slavery in a country seeking its freedom and resulted in efforts to resolve that contradiction.
- (d) The War of Independence provoked strong criticisms by many Americans of the institution of slavery, but produced little substantive action against it.
- Q 6. The passage contains information that would support which of the following statements about the colonies before the War of Independence?
 - (a) They contained organized antislavery societies.
 - (b) They allowed individuals to own slaves.
 - (c) They prohibited religious groups from political action.
 - (d) They were inconsistent in their legal definitions of slave status.
- Q 7. According to the passage, the War of Independence was embarrassing to some Americans for which of the following reasons?
 - I. It involved a struggle for many of the same liberties that Americans were denying to others.
 - II. It involved a struggle for independence from the very nation that had founded the colonies.
 - III. It involved a struggle based on inconsistencies in the participants conceptions of freedom.
 - (a) I only
- (b) II only
- (c) I and II only
- (d) I and III only
- Q 8. Which of the following statements regarding American society in the years immediately following the War of Independence is best supported by the passage?
 - (a) The unexpected successes of the antislavery societies led to their gradual demise in the Eastern states.
 - (b) Some of the newly independent American states had begun to make progress toward abolishing slavery.
 - (c) Americans like Abigail Adams became disillusioned with the slow progress of emancipation and gradually abandoned the cause
 - (d) Emancipated slaves gradually were accepted in the Eastern states as equal members of American society.

Passage 3

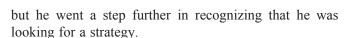
The evolution of sex ratios has produced, in most plants and animals with separate sexes, approximately equal numbers of males and females. Why should this be so? Two main kinds of answers have been offered. One is couched in terms of advantage to population. It is argued that the sex ratio will evolve so as to maximize the number of meetings between individuals of the opposite sex. This is essentially a "group selection" argument. The other, and in my view correct, type of answer was first put forward by Fisher in 1930. This "genetic" argument starts from the assumption that genes can influence the numbers of male and female offspring produced by an individual carrying the genes. That sex ratio will be favoured which maximizes the number of descendants an individual will have and hence the number of gene copies transmitted. Suppose that the population consisted mostly of females: then an individual who produced sons only would have more grandchildren. In contrast, if the population consisted mostly of males, it would pay to have daughters. If, however, the population consisted of equal numbers of males and females, sons and daughters would be equally valuable. Thus a one-to-one sex ratio is the only stable ratio; it is an "evolutionarily stable strategy." Although Fisher wrote before the mathematical theory of games had been developed, his theory incorporates the essential feature of a game - that the best strategy to adopt depends on what others are doing.

Since Fisher's time, it has been realized that genes can sometimes influence the chromosome or gamete in which they find themselves so that the gamete will be more likely to participate in fertilization. If such a gene occurs on a sex — determining (X or Y) chromosome, then highly aberrant sex ratios can occur. But more immediately relevant to game theory are the sex ratios in certain parasitic wasp species that have a large excess of females. In these species, fertilized eggs develop into females and unfertilized eggs into males.

A female stores sperm and can determine the sex of each egg she lays by fertilizing it or leaving it unfertilized. By Fisher's argument, it should still pay a female to produce equal numbers of sons and daughters. Hamilton, noting that the eggs develop within their host – the larva of another insect – and that the newly emerged adult wasps mate immediately and disperse, offered a remarkably cogent analysis. Since only one female usually lay eggs in a given larva, it would pay her to produce one male only, because this one male could fertilize all his sisters on emergence. Like Fisher, Hamilton looked for an evolutionarily stable strategy,



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- Q 9. The author suggests that the work of Fisher and Hamilton was similar in that both scientists:
 - (a) conducted their research at approximately the same time.
 - (b) sought to manipulate the sex ratios of some of the animals they studied.
 - (c) sought an explanation of why certain sex ratios exist and remain stable.
 - (d) studied game theory, thereby providing important groundwork for the later development of strategy theory.
- Q 10. It can be inferred from the passage that the author considers Fisher's work to be
 - (a) fallacious and unprofessional.
 - (b) definitive and thorough.
 - (c) inaccurate but popular, compared with Hamilton's work.
 - (d) admirable, but not as up to date as Hamilton's work.
- Q 11. The passage contains information that would answer which of the following questions about wasps?
 - I. How many eggs does the female wasp usually lay in a single host larva?
 - II. Can some species of wasp determine sex ratios among their offspring?
 - III. What is the approximate sex ratio among the offspring of parasitic wasps?
 - (a) I only
- (b) II only
- (c) III only
- (d) I and II only
- Q 12. It can be inferred that the author discusses the genetic theory in greater detail than the group selection theory primarily because he believes that the genetic theory is more:
 - (a) Complicated
- (b) Accurate
- (c) Popular
- (d) Comprehensive
- Q 13. According to the passage, successful game strategy depends on
 - (a) the ability to adjust one's behaviour in light of the behaviour of others.
 - (b) one's awareness that there is safety in numbers.
 - (c) the degree of stability one can create in one's immediate environment.
 - (d) the accuracy with which one can predict future events.
- Q 14. It can be inferred from the passage that the mathematical theory of games has been
 - (a) developed by scientists with an interest in genetics.

- (b) useful in explaining some biological phenomenon.
- (c) based on animal studies conducted prior to 1930.
- (d) adopted by Hamilton in his research.
- Q 15. Which of the following is not true of the species of parasitic wasps discussed in the passage?
 - (a) Adult female wasps are capable of storing sperm.
 - (b) Female wasps lay their eggs in the larvae of other insects.
 - (c) The adult female wasp can be fertilized by a male that was hatched in the same larva as herself
 - (d) So few male wasps are produced that extinction in almost certain.

Passage 4

Thomas Hardy's impulses as a writer, all of which he indulged in his novels, were numerous and divergent, and they did not always work together in harmony. Hardy was to some degree interested in exploring his characters psychologies, though impelled less by curiosity than by sympathy. Occasionally he felt the impulse to comedy (in all its detached coldness) as well as the impulse to farce, but he was more often inclined to see tragedy and record it. He was also inclined to literary realism in the several senses of that phrase. He wanted to describe ordinary human beings; he wanted to speculate on their dilemmas rationally (and, unfortunately, even schematically); and he wanted to record precisely the material universe. Finally, he wanted to be more than a realist. He wanted to transcend what he considered to be the banality of solely recording things exactly and to express his awareness of the occult as well and the strange. In his novels these various impulses were sacrificed to each other inevitably and often. Inevitably, because Hardy did not care in the way that novelists such as Flaubert or James cared, and therefore took paths of least resistance. Thus, one impulse often surrendered to a fresher one and, unfortunately, instead of exacting a compromise, simply disappeared.

A desire to throw over reality a light that never might give away abruptly to the desire on the part of what we might consider a novelist scientist to record exactly and concretely the structure and texture of a flower. In this instance, the new impulse was at least an energetic one, and thus its indulgence did not result in a relaxed style. But on other occasions Hardy abandoned a perilous, risky, and highly energizing impulse in favour of what was for him the fatally relaxing to classify



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and schematize abstractly. When a relaxing impulse was indulged, the style – that sure index of an author's literary worth – was certain to become verbose. Hardy's weakness derived from his apparent inability to control the comings and goings of these divergent impulses and from his unwillingness to cultivate and sustain the energetic and risky ones. He submitted to first one and then another, and the spirit blew where it listed; hence the unevenness of any one of his novels. His most controlled novel, *Under the Greenwood Tree*, prominently exhibits two different but reconcilable impulses – a desire to be a realist-historian and a desire to be a psychologist of love – but the slight interlockings of plot are not enough to bind the two completely together. Thus even this book splits into two distinct parts.

- Q 16. Which of the following is the most appropriate title for the passage, based on its content?
 - (a) Under the Greenwood Tree: Hardy's Ambiguous Triumph.
 - (b) The Real and the Strange: The Novelist's Shifting Realms.
 - (c) Energy *Versus* Repose: The Role of Ordinary People in Hardy's Fiction.
 - (d) Hardy's Novelistic Impulses: The Problem of Control.
- Q 17. The passage suggests that the author would be most likely to agree with which of the following statements about literary realism?
 - (a) Literary realism is most concerned with the exploration of the internal lives of ordinary human beings.
 - (b) The term "literary realism" is susceptible to more than a single definition.
 - (c) Literary realism and an interest in psychology are likely to be odds in a novelist's work.
 - (d) "Literary Realism" is the term most often used by crisis in describing the method of Hardy's novels.
- Q 18. The author of the passage considers a writer's style to be
 - (a) a reliable means by which to measure the writer's literary merit.
 - (b) most apparent in those parts of the writer's work that are not realistic.
 - (c) problematic when the writer attempts to follow perilous or risky impulses.
 - (d) shaped primarily by the writer's desire to classify and schematize.
- Q 19. Which of the following words could best be substituted for "relaxed" without substantially changing the author's meaning?

- (a) Informal
- (b) Risky
- (c) Wordy
- (d) Confined
- Q 20. The passage supplies information to suggest that its author would be most likely to agree with which of the following statements about the novelists Flaubert and James?
 - (a) They indulged more impulses in their novels than did hardy in his novels.
 - (b) They have elicited a greater degree of favourable response from most literary critics than has Hardy.
 - (c) In the writing of their novels, they often took pains to effect a compromise among their various novelists impulses.
 - (d) Regarding novelistic construction, they cared more about the opinions of other novelists than about the opinions of ordinary readers.
- Q 21. Which of the following statements best describes the organizations of lines of the passage ("Thus...... abstractly")?
 - (a) The author makes a disapproving observation and then present two cases, one of which leads to a qualification of his disapproval and the other of which does not.
 - (b) The author draws a conclusion from a previous statement, explains his conclusion in detail, and then gives a series of examples that have the effect of resolving an inconsistency.
 - (c) The author concedes a point and then makes a counterargument, using an extended comparison and contrast that qualifies his original concession.
 - (d) The author makes a judgment, points out an exception to his judgment, and then contradicts his original assertion.
- Q 22. Which of the following statements about the use of comedy in Hardy's novels is best supported by the passage?
 - (a) Hardy's use of comedy in his novels tended to weaken his literary style.
 - (b) Hardy's use of comedy in his novels was inspired by his natural sympathy.
 - (c) Comedy appeared less frequently in Hardy's novels than did tragedy.
 - (d) Comedy played an important role in Hardy's novels though that comedy was usually in the form of farce.
- Q 23. The author implies which of the following about *Under the Greenwood Tree* in relation to Hardy's other novels?



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- (a) It is Hardy's most thorough investigation of the psychology of love.
- (b) Although it is his most controlled novel, it does not exhibit any harsh or risky impulses.
- (c) It, more than his other novels, reveals Hardy as a realist, interested in the history of ordinary human beings.
- (d) In it Hardy's novelistic impulses are managed somewhat better than in his other novels.

Practice Exercise 3

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

Passage 1

A Marxist sociologist has argued that racism stems from the class struggle that is unique to the capitalist system – that racial prejudice is generated by capitalists as a means of controlling workers. His thesis works relatively well when applied to discrimination against Blacks in the United States, but his definition of racial prejudice as "radically-based negative prejudgments against a group generally accepted as a race in any given region of ethnic competition," can be interpreted as also including hostility towards such ethnic groups as the Chinese in California and the Jews in medieval Europe. However, since prejudice against these latter peoples was not inspired by capitalists, he has no reason that such antagonisms were not really based on race. He disposes thusly (albeit unconvincingly) of both the intolerance faced by Jews before the rise of capitalism and the early twentieth-century discrimination against Oriental people in California, which, inconveniently, was instigated by workers.

- Q 1. The passage supplies information that would answer which of the following questions?
 - (a) What accounts for the prejudice against the Jews in medieval Europe?
 - (b) What conditions caused in discrimination against Oriental people in California in the early twentieth-century?
 - (c) Which groups are not in ethnic competition with each other in the United States?
 - (d) What explanation did the Marxist sociologist give for the existence of racial prejudice?
- Q 2. The author considers the Marxist sociologist's thesis about the origins of racial prejudice to be:
 - (a) Unoriginal
- (b) Unpersuasive
- (c) Offensive
- (d) Obscure

- Q 3. It can be inferred from the passage that the Marxist sociologist would argue that in a noncapitalist society racial prejudice would be:
 - (a) Pervasive
- (b) Tolerated
- (c) Nonexistent
- (d) Forbidden
- Q 4. According to the passage, the Marxist sociologist's chain of reasoning him to assert that prejudice toward Oriental people in California was
 - (a) non-racial in character.
 - (b) similar in origin to prejudice against the Jews.
 - (c) understood by Oriental people as ethnic competition.
 - (d) provoked by workers.

Passage 2

By 1950, the results of attempts relate brain processes to mental experience appeared rather discouraging. Such variations in size, shape, chemistry, conduction speed, excitation threshold, and the like as had been demonstrated in nerve cells remained negligible in significance for any possible correlation with the manifold dimensions of mental experience. Near the turn of the century, it had been suggested by Hering that different modes of sensation, such as pain, taste, and colour, might be correlated with the discharge of specific kinds of nervous energy. However, subsequently developed methods of recording and analyzing nerve potentials failed to reveal any such qualitative diversity. It was possible to demonstrate by other methods refined structural differences among neuron types; however, proof was lacking that the quality of the impulse or its conduction was influenced by these differences, which seemed instead to influence the developmental patterning of the neural circuits.

Although qualitative variance among nerve energies was never rigidly disproved, the doctrine was generally abandoned in favour of the opposing view, namely, that nerve impulses are essentially homogeneous in quality and are transmitted as "common currency" throughout the nervous system. According to this, it is not the quality of the sensory nerve impulses that determines the diverse conscious sensations they produce, but rather the different areas of the brain into which they discharge, and there is



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some evidence for this view. In one experiment, when an electric stimulus was applied to a given sensory field of the cerebral cortex of a conscious human subject, it produced a sensation of the appropriate modality for that particular locus, that is, a visual sensation from the auditory cortex, and so on. Other experiments revealed slight variations in the size, number, arrangement, and interconnection of the nerve cells, but as far as psychoneural correlations were concerned, the obvious similarities of these sensory fields to each other seemed much more remarkable than any of the minute differences.

However, cortical locus, in itself, turned out to have little explanatory value. Studies showed that sensations as diverse as those of red, black, green, and white, or touch, cold, warmth, movement, pain, posture, and pressure apparently may arise through activation of the same cortical areas. What seemed to remain was some kind of differential patterning effects in the brain excitation: it is the difference in the central distribution of impulses that counts. In short, brain theory suggested a correlation between mental experience and the activity of relatively homogeneous nerve-cell units conducting essentially homogeneous impulses through homogeneous cerebral tissue. To match the multiple dimensions of mental experience, psychologists could only point to a limitless variation in the spatio-temporal patterning of nerve impulses.

- Q 5. The author suggests that, by 1950, attempts to correlate mental experience with brain processes would probably have been viewed with:
 - (a) Indignation
- (b) Impatience
- (c) Pessimism
- (d) Defiance
- Q 6. The author mentions "common currency" primarily in order to emphasize the
 - (a) lack of differentiation among nerve impulses in human beings.
 - (b) similarities of the sensations that all human beings experience.
 - (c) similarities in the views of scientists who have studied the human nervous system.
 - (d) continuous passage of nerve impulses through nervous system.
- Q 7. The description of an experiment in which electric stimuli were applied to different sensory fields of the cerebral cortex tends to support the theory that
 - (a) the stimuli presence of different cortical areas cannot account for the diversity of mental experience.
 - (b) variation in spatio-temporal patterning of nerve impulses correlates with variation in subjective experience.

- (c) nerve impulse are essentially homogeneous and are relatively unaffected as they travel through the nervous system.
- (d) the mental experiences produced by sensory nerve impulses are determined by the cortical area activated.
- Q 8. According to the passage, some evidences exist that the area of the cortex activated by a sensory stimulus determines which of the following?
 - I. The nature of the nerve impulse.
 - II. The modality of the sensory experience.
 - III. Qualitative differences within a modality.
 - (a) II only
- (b) III only
- (c) I and II only
- (d) II and III only
- Q 9. The passage can most accurately be described as a discussion concerning historical views of the
 - (a) anatomy of the brain.
 - (b) physiological correlates of mental experience.
 - (c) manner in which nerve impulse are conducted.
 - (d) mechanics of sense perception.
- Q 10. Which of the following best summarizes the author's opinion of the suggestion that different areas of the brain determine perceptions produced by sensory nerve impulses?
 - (a) It is a plausible explanation, but it has not been completely proved.
 - (b) It is the best explanation of brain processes currently available.
 - (c) It is disproved by the fact that the various areas of the brain are psychologically very similar.
 - (d) There is some evidence to support it, but it fails to explain the diversity of mental experience.

Passage 3

The transfer of heat and water vapour from the ocean to the air above, it depends on a disequilibrium at the interface of the water and the air. Within about a millimeter of the water, air temperature is close to that of the surface water, and the air is nearly saturated with water vapour. But the differences, however small, are crucial, and the disequilibrium is maintained by air near the surface mixing with air higher up, which is typically appreciably cooler and lower in water-vapour content. The air is mixed by means of turbulence that depends on the wind for its energy. As wind speed increases, so does turbulence, and thus the rate of heat and moisture transfer. Detailed understanding of this phenomenon awaits further study. An interacting – and complicated – phenomenon is wind-to-water transfer of momentum



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that occurs when waves are formed. When the wind waves, it transfers important amounts of energy – energy that is, therefore, not available to provide turbulence.

- Q 11. The primary purpose of the passage is to
 - (a) resolve a controversy.
 - (b) describe a phenomenon.
 - (c) outline a theory.
 - (d) classify various observations.
- Q 12. According to the passage, wind over the ocean generally does which of the following?
 - I. Causes relatively cool, dry air to come into proximity with the ocean surface.
 - II. Maintains steady rate of heat and moisture transfer between the ocean and the air.
 - III. Causes frequent changes in the temperature of the water at the ocean's surface.
 - (a) I only
- (b) II only
- (c) I and II only
- (d) II and III only
- Q 13. It can be inferred from the passage that the author regards current knowledge about heat and moisture transfer from the ocean to air as:
 - (a) Revolutionary (b) Outdated
 - (c) Incomplete
- (d) Derivative
- Q 14. The passage suggests that if on a certain day the wind were to decrease until there was no wind at all, which of the following would occur?
 - (a) The air closest to the ocean surface would become saturated with water vapour.
 - (b) The air closest to the ocean surface would be warmer than the water.
 - (c) The amount of moisture in the air closest to the ocean surface would increase.
 - (d) The rate of heat and moisture transfer would increase.

Passage 4

The molecules of carbon dioxide in the Earth's atmosphere affect the heat balance of the Earth by acting as a one-way screen. Although these molecules allow radiation at visible wavelength, where most of the energy of sunlight is concentrated, to pass through, they absorb some of the longer-wavelength, infrared emissions radiated from the Earth's surface, radiation that would otherwise be transmitted back into space. For the Earth to maintain a constant average temperature, such emissions from the planet must balance incoming solar radiation. If there were no carbon dioxide in the atmosphere, heat would escape from the Earth mush more easily. The surface temperature would be so much lower that the oceans might be a solid mass of ice.

Today, however, the potential problem is too much carbon dioxide. The burning of fossil fuels and the clearing of forests have increased atmospheric carbon dioxide by about 15 per cent in the last hundred years, and we continue to add carbon dioxide to the atmosphere. Could the increase in carbon dioxide cause a global rise in average temperature, and could such a rise have serious consequences for human society? Mathematical models that allow us to calculate the rise in temperature as a function of the increase indicate that the answer is probably 'yes'.

Under present conditions, a temperature of -18° C can be observed at an altitude of 5 to 6 kilometers above the Earth. Below this altitude (called the radiating level), the temperature increases by about 6° C per kilometer approaching the Earth's surface, where the average temperature is about 15° C. An increase in the amount of carbon dioxide means that there are more molecules of carbon dioxide to absorb infrared radiation. As the capacity of the atmosphere to absorb infrared radiation increases, the radiating level and the temperature of the surface must rise.

One mathematical model predicts that doubling the atmospheric carbon dioxide would rise the global mean surface temperature by 25° C. This model assumes that the atmosphere's relative humidity remains constant and the temperature decreases with altitude at a rate of 6.5° C per kilometer. The assumption of constant relative humidity is important, because water vapour in the atmosphere is another efficient absorber of radiation as infrared wavelengths. Because warm air can hold more moisture than cool air, the relative humidity will be constant only if the amount of water vapour in the atmosphere increases as the temperature rises. Therefore, more infrared radiation would be absorbed and redirected back to the Earth's surface. The resultant warming at the surface could be expected to melt snow and ice, reducing the Earth's reflectivity. More solar radiation would then be absorbed, leading to a further increase in temperature.

- Q 15. The primary purpose of the passage is to
 - (a) warn of the dangers of continued burning of fossil fuels.
 - (b) discuss the significance of increasing the amount of carbon dioxide in the atmosphere.
 - (c) explain how a constant temperature is maintained on the Earth's surface.
 - (d) describe the ways in which various atmospheric and climatic conditions contribute to the Earth's weather.
- Q 16. According to the passage, the greatest part of the solar energy that reaches the Earth is



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- (a) concentrated in the infrared spectrum.
- (b) concentrated at visible wavelengths.
- (c) absorbed by carbon dioxide molecules.
- (d) absorbed by atmospheric water vapour.
- Q 17. According to the passage, atmospheric carbon dioxide performs all of the following functions except
 - (a) absorbing radiation at visible wavelengths.
 - (b) absorbing infrared radiation.
 - (c) absorbing outgoing radiation from the Earth.
 - (d) helping to retain heat near the Earth's surface.
- Q 18. Which of the following best describes the author's attitude towards the increasing amount of carbon dioxide in the atmosphere and its consequences?
 - (a) Incredulous
 - (b) Completely detached
 - (c) Objective yet concerned
 - (d) Angry yet resigned
- Q 19. It can be concluded from information contained in the passage that the average temperature at an altitude of 1 kilometer above the Earth is about:
 - (a) 15° C
- (b) 9° C
- (c) 2.5° C
- (d) -12° C
- Q 20. It can be inferred from the passage that the construction of the mathematical model mentioned in the passage involved the formulation of which of the following?
 - (a) An assumption that the amount of carbon dioxide added to the atmosphere would in reality steadily increase.
 - (b) An assumption that human activities are the only agencies by which carbon dioxide is added to the atmosphere.
 - (c) Assumption about social and political consequences of any curtailment of the use of fossil fuels.
 - (d) Assumptions about the physical conditions that are likely to prevail during the period for which the model was made.
- Q 21. According to the passage, which of the following is true of the last hundred years?
 - (a) Fossil fuels were burned for the first time.
 - (b) Greater amounts of land were cleared then at any time before.
 - (c) The average temperature of the Earth's surface has become 2° C cooler.
 - (d) The amount of carbon dioxide in the atmosphere has increased measurably.

Passage 5

Some modern anthropologists hold that biological evolution has shaped not only human morphology but

also human behaviour. The role those anthropologists ascribe to evolution is not of dictating the details of human behaviour but one of imposing constraints – ways of feeling, thinking, and acting that "come naturally" in archetypal situations in any culture. Our "frailties" – emotions and motives such as rage, fear, greed, gluttony, joy, lust, love – may be a very mixed assortment, but they share at least one immediate quality: we are, as we say, "in the grip" of them. And thus they give us our sense of constraints.

Unhappily, some of those frailties — our need for ever-increasing security among them- are presently maladaptive. Yet, beneath the overlay of cultural detail, they, too said to be biological in direction, and therefore, as natural to us as are our appendixes. We would need to comprehend thoroughly their adaptive origins in order to understand how badly they guide us now. And we might then begin to resist their pressure.

- Q 22. The primary purpose of the passage is to present
 - (a) a position on the foundations of human behaviour and on what those foundations imply.
 - (b) a theory outlining the parallel development of human morphology and of human behaviour.
 - (c) a diagnostic test for separating biologically determined behaviour patterns from cultures specific detail.
 - (d) a practical method for resisting the pressures of biologically determined drives.
- Q 23. The author implies that control to any extent over the "frailties" that constraint our behaviour is thought to presuppose
 - (a) that those frailties are recognized as currently beneficial and adaptive.
 - (b) that there is little or no overlay of culture detail that mask their true nature.
 - (c) that there are cultures in which those frailties do not "come naturally" and from which such control can be learned.
 - (d) a full understanding of why those frailties evolved and of how they function now.
- Q 24. Which of the following most probably provides an appropriate analogy from human morphology for the "details" versus "constraints" distinction made in the passage in relation to human behaviour?
 - (a) The ability of most people to see all the colours of the visible spectrum as against most people's inability to name any but the primary colours.
 - (b) The ability of even the least fortunate people to show compassion as against people's inability to mask their feelings completely.



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- (c) The greater lung capacity of mountain peoples that helps them live in oxygen-poor air as against people's inability to fly without special apparatus.
- (d) The psychological profile of those people who are able to delay gratification as against people's inability to control their lives completely.
- Q 25. It can be inferred that in his discussion of maladaptive frailties the author assumes that

- (a) evolution does not favour the emergence of adaptive characteristics over the emergence of maladaptive ones.
- (b) changes in the total human environment can outpace evolutionary change.
- (c) maladaptive characteristics, once fixed, make the emergence of other maladaptive characteristics more likely.
- (d) the designation of characteristics as being maladaptive must always remain highly tentative.

Practice Exercise 4

Passage 1

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

- Q 1. The main idea of the passage is that
 - (a) migration over land requires a simpler explanation that migration over water does.
 - (b) the means by which animals migrate over water are complex and only partly understood.
 - (c) the ability of migrant animals to keep track of time is related to their magnetic sense.
 - (d) knowledge of geographic location is essential to migrants with little or no compass sense.
- Q 2. It can be inferred from the passage that if the flock of birds were navigating by compass sense alone, they would, after the storm, fly
 - (a) East
- (b) North
- (c) South
- (d) Southeast
- Q 3. In maintaining that migrating animals would need "a fantastic map sense" to determine their geographic

position by celestial navigation, the author intends to express

- (a) admiration for the ability of the migrants.
- (b) skepticism about celestial navigation as an explanation.
- (c) certainty that the phenomenon of migrants will remain mysterious.
- (d) interest in a new method of accounting for over-water migration.

Passage 2

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



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discourse: they indicate literally or symbolically how people may react emotionally, with hope or fear, to particular circumstances. A speech attempting to persuade people can achieve little unless it takes into account the aspect of their being related to such hopes and fears.

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

- Q 4. According to the passage, to reject rhetoric and till hope to persuade people is:
 - (a) An aim of most speakers and writers.
 - (b) An indication either of dishonesty or of credulity.
 - (c) A way of displaying distrust of the audience's motives.
 - (d) A characteristic of most humanistic discourse.
- Q 5. It can be inferred from the passage that in the late nineteenth century rhetoric was regarded as:
 - (a) The only necessary element of persuasive discourse.
 - (b) A dubious art in at least two ways.
 - (c) An outmoded and tedious amplification of logic.
 - (d) An open offense to the rational mind.
- Q 6. It can be inferred from the passage that in the late nineteenth century rhetoric was regarded as:
 - (a) Reaction against science.
 - (b) Lack of training in logic.
 - (c) View of human motivation.
 - (d) Misunderstanding of the use of the term "scientistic".
- Q 7. The passage suggests that a speech that attempts to persuade people to act is likely to fail if it does not
 - (a) distort the truth a little to make it more acceptable to the audience.
 - (b) appeal to the self-interest as well as the humanitarianism of the audience.

- (c) address listeners' emotions as well as their intellects.
- (d) concede the logic of other points of view.
- Q 8. The passage suggests that to consider people as "thinking machines" is to consider them as:
 - (a) Beings separated from a historical context.
 - (b) Replaceable parts of a larger social machine.
 - (c) More complex than other animals.
 - (d) Liars rather than honest people.
- Q 9. Which of the following persuasive devices is not used in the passage?
 - (a) A sample of an actual speech delivered by an orator.
 - (b) The contrast of different points of view.
 - (c) The repetition of key ideas and expressions.
 - (d) An analogy that seeks to explain logical argument.
- Q 10. Which of the following best states the author's main point about logical argument?
 - (a) It is a sterile, abstract discipline, of little use in real life.
 - (b) It is an essential element of persuasive discourse, but only one such element.
 - (c) It is an important means of persuading people to act against their desires.
 - (d) It is the lowest order of discourse because it is the least imaginative.

Passage 3

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

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

- Q 11. The author of the passage is primarily concerned with
 - (a) discussing different approaches biologists have taken to testing theories about the distribution of plants in Hawaii.



- (b) discussing different theories about the transport of plant seeds to Hawaii.
- (c) discussing the extent to which air currents are responsible for the dispersal of plant seeds to Hawaii.
- (d) resolving a dispute about the adaptability of plant seeds to bird transport.
- Q 12. Author mentions the results of flotation experiments on plant seeds most probably in order to
 - (a) support the claim that the distribution of plants in Hawaii is the result of the longdistance dispersal of seeds.
 - (b) lend credibility to the thesis that air currents provide a method of transport for plant seeds to Hawaii.
 - (c) suggest that the long-distance dispersal of seeds is a process that requires long periods of
 - (d) challenge the claim that ocean currents are responsible for the transport of plant seeds to Hawaii.
- Q 13. It can be inferred from information in the passage that the existence in alpine regions of Hawaii of a plant species that also grows in the southwestern United States would justify which of the following conclusions:
 - (a) The ecology of the southwestern United States is similar in important respects to the ecology of alpine regions of Hawaii.
 - (b) There are ocean currents that flow from the southwestern United States to Hawaii.
 - (c) The plant species discovered in Hawaii must have traveled from the southwestern United States only very recently.
 - (d) The plant species discovered in Hawaii reached there by attaching to the feathers of birds migrating from the southwestern United States.
- Q 14. The passage supplies information for answering which of the following questions?
 - (a) Why does successful long-distance dispersal of plant seeds require an equivalence between the ecology of the source area and that of the recipient area?
 - (b) Why are more varieties of plant seeds adapted to external rather than to internal bird transport?
 - (c) What varieties of plant seeds are birds that fly long distances most likely to swallow?
 - (d) What is a reason for accepting the long-distance dispersal of plant seeds as an explanation for the origin of Hawaiian flora?

Passage 4

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

According to Webb, the purpose of Garrison government was to provide military support for a royal policy designed to limit the power of the upper classes in the American colonies. Webb argues that the colonial legislative assemblies represented the interests not of the common people but of the colonial upper classes, a coalition of merchants and nobility who favoured selfrule and sought to elevate legislative authorityat the expense of the executive. It was, according to Webb, the colonial governors who favoured the small farmer, opposed the plantation system, and tried through taxation to break up large holdings of land. Backed by the military presence of the garrison, these governors tried to prevent the gentry and merchants, allied in the colonial assemblies, from transforming colonial America into a capitalistic oligarchy. Webb's study illuminates the political alignments that existed in the colonies in the century prior to the American Revolution, but his view of the crown's use of the military as an instrument of colonial policy is not entirely convincing. Englandduring the seventeenth century was not noted for its military achievements. Cromwell did mount England's most ambitious overseas military expedition in more than a century, but it proved to be an utter failure. Under Charles II, the English army was too small to be a major instrument of government. Not until the war France in 1697 did William III persuade Parliament to create a professional standing army, and Parliaments price for



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doing so was to keep the army under tight legislative control. While it may be true that the crown attempted to curtail the power of the colonial upper classes, it is hard to imagine how the English army during the seventeenth century could have provided significant military support for such a policy.

- Q 15. The passage can best be described as a
 - (a) survey of the inadequacies of a conventional viewpoint.
 - (b) reconciliation of opposing points of view.
 - (c) summary and evaluation of a recent study.
 - (d) defence of a new thesis from anticipated objections.
- Q 16. The passage suggests that the long-standing view referred to in the first paragraph a gued that
 - (a) the colonial governors were sympathetic to the demands of the common people.
 - (b) Charles II was a pivotal figure in the shift of English monarchs toward a more imperial policy in their governorship of the American colonies.
 - (c) the American Revolution was generated largely out of a conflict between the colonial upper classes and an alliance of merchants and small farmers.
 - (d) the military did not play a major role as an instrument of colonial policy until 1763.
- Q 17. It can be inferred from the passage that Webb would be most likely to agree with which of the following statements regarding garrison government?
 - (a) Garrison government gave legislative assemblies in the colonies relatively little authority, compared to the authority that it gave the colonial governors.
 - (b) Garrison government proved relatively ineffective until it was used by Charles II to curb the power of colonial legislatures.
 - (c) Garrison government became a less viable colonial policy as the English Parliament

- began to exert tighter legislative control over the English Military.
- (d) Oliver Cromwell was the first English ruler to make use of garrison government on a large scale.
- Q 18. According to the passage, Webb views Charles II as the "proper successor" (in the first paragraph) of the Tudor monarchs and Cromwell because Charles II
 - (a) used colonial tax revenues to fund overseas military expeditions.
 - (b) used the military to extend executive power over the English colonies.
 - (c) wished to transform the American colonies into capitalistic oligarchies.
 - (d) resisted the English Parliament's efforts to exert control over the military.
- Q 19. According to Webb's view of colonial history, which of the following was (were) true of the merchants and nobility mentioned in the second paragraph?
 - I. They were opposed to policies formulated by Charles II that would have transformed the colonies into capitalistic oligarchies.
 - II. They were opposed to attempts by the English crown to limit the power of the legislative assemblies.
 - III. They were united with small farmers in their opposition to the stationing of English troops in the colonies.
 - (a) I only
- (b) II only
- (c) I and II only
- (d) I, II and III
- Q 20. The author suggests that if William III had wanted to make use of the standing army (mentioned in last paragraph) to administrator garrison government in the American colonies, he would have had to
 - (a) make peace with France.
 - (b) abolish the colonial legislative assemblies.
 - (c) seek approval from the English Parliament.
 - (d) appoint colonial governors who were more sympathetic to royal policy.

Practice Exercise 5

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

Passage 1

The belief that art originates in intuitive rather than rational faculties was worked out historically and philosophically in the somewhat wearisome volumes of Benedetto Croce, who is usually considered the



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

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

- Q 4. The author mentions "linear perspective and anatomy", in the last sentence in order to do which of the following?
 - (a) Expand his argument to include painting as well as architecture.
 - (b) Indicate his disagreement with Croce's theory of the origins of art.
 - (c) Support his point that rational order of some kind has often seemed to discipline artistic inspiration.
 - (d) Explain the rational elements in Gothic painting that corresponded to craftsmanship in Gothic architecture.

Passage 2

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

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

Mathematics must deal with well-defined situations. Thus, mathematicians depend on an intellectual effort outside of mathematics for the crucial specification of the approximation that mathematics is to take literally. Give mathematicians a situation that is the least bit ill-defined, and they will make it well-defined, perhaps



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appropriately, but perhaps inappropriately. In some cases, the mathematicians' literal-mindedness may have unfortunate consequences. The mathematicians turn the scientist's theoretical assumptions, that is, their convenient points of analytical emphasis, into axioms, and then take these axioms literally. This brings the danger that they may also persuade the scientists to take these axioms literally. The question, central to the scientific investigation but intensely disturbing in the mathematical context – what happens if the axioms are relaxed? – is thereby ignored.

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

- Q 5. The author discusses computing machines in the first paragraph primarily in order to do which of the following?
 - (a) Indicate the dangers inherent in relying to a great extent on machines.
 - (b) Illustrate his views about the approach of mathematicians to problem solving.
 - (c) Compare the work of mathematicians with that of computer programmers.
 - (d) Provide one definition of intelligence.
- Q 6. According to the passage, scientists are skeptical toward their equations because scientists
 - (a) work to explain real, rather than theoretical or simplified, situations.
 - (b) know that well-defined problems are often the most difficult to solve.
 - (c) are unable to express their data in terms of multiple variables.
 - (d) are unwilling to relax the axioms they have developed.
- Q 7. It can be inferred from the passage that scientists make which of the following assumptions about scientific a guments?
 - (a) The literal truth of the arguments can be made clear only in a mathematical context.
 - (b) The arguments necessarily ignore the central question of scientific investigation.
 - (c) The arguments probably will be convincing only to other scientists.
 - (d) The premises on which the arguments are based may change.
- Q 8. According to the passage, mathematicians present a danger to scientists for which of the following reasons?

- (a) Mathematicians may provide theories that are incompatible with those already developed by scientists.
- (b) Mathematicians may define situation in a way that is incomprehensible to scientists.
- (c) Mathematicians may convince scientists that theoretical assumptions are facts.
- (d) Scientists may come to believe that axiomatic statements are untrue.
- Q 9. The author suggests that the approach of physicists to solving scientific problems is which of the following?
 - (a) Practical for scientific purposes.
 - (b) Detrimental to scientific progress.
 - (c) Unimportant in most situations.
 - (d) Effective, but rarely recognized as such.
- Q 10. The author suggests that a mathematician asked to solve a problem in an ill-defi ed situation would first attempt to do which of the following
 - (a) Identify an analogous situation.
 - (b) Simplify and define the situation.
 - (c) Vary the underlying assumptions of a description of the situation.
 - (d) Determine what use would be made of the solution provided.
- Q 11. The author implies that scientists develop a healthy skepticism because they are aware that
 - (a) mathematicians are better able to solve problems than are scientists.
 - (b) changes in axiomatic propositions will inevitably undermine scientific arguments.
 - (c) some factors in most situations must remain unknown.
 - (d) mathematical solutions can rarely be applied to real problems.

Passage 3

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



In the 1750's, when salons were firmly established in France, some English women, who called themselves "Bluestockings" followed the example of the salonnieres (French salon hostesses) and formed their own salons. Most Bluestockings did not wish to mirror the salonnieres; they simply desired to adapt a proven formula to their own purpose - the elevation of women's status through moral and intellectual training. Differences in social orientation and background can account perhaps for differences in the nature of French and English salons. The French salon incorporated aristocratic attitudes that exalted courtly pleasure and emphasized artistic accomplishments. The English Bluestockings, originating from a more modest background, emphasized learning and work over pleasure. Accustomed to the regimented life of court circles, salonnieres tended toward formality in their salons. The English women, though somewhat puritanical, were more casual in their approach.

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

Though the Bluestockings were trailblazers when compared with the *salonnieres*, they were not feminists. They were too traditional, too hemmed by their generation to demand social and political rights. Nonetheless, in their desire for education, their willingness to go beyond the confines of the salon in pursuing their interests, and their championing of unity among women, the Bluestockings began the process of questioning women's role in society.

- Q 12. Which of the following best states the central idea of the passage?
 - (a) The establishment of literary salons was a response to reformers' demands for social rights for women.
 - (b) For women, who did not have access to higher education as men did, literary salons provided an alternate route to learning and a challenge to some of society's basic assumptions about women.

- (c) The literary salons provided a sounding board for French and English women who called for access to all the educational institutions in their societies on an equal basis with men.
- (d) In England, as in France, the general prejudice against higher education for women limited women's function in literary salons to a primarily social one.
- Q 13. According to the passage, a significant distinction between the *salonnieres* and Bluestockings was in the way each group regarded which of the following?
 - (a) The value of acquiring knowledge.
 - (b) The role of pleasure in the activities of the literary salon.
 - (c) The desirability of a complete break with societal traditions.
 - (d) The inclusion of women of different backgrounds in the salons.
- Q 14. The author refers to differences in social background between *salonnieres* and Bluestockings in order to do which of the following?
 - (a) Criticize the view that their choices of activities were significantly influenced by male salon members.
 - (b) Discuss the reasons why literary salons in France were established before those in England.
 - (c) Question the importance of the Bluestockings in shaping public attitudes toward educated women.
 - (d) Explain the differences in atmosphere and style in their salons.
- Q 15. Which of the following statements is most compatible with the principles of the *salonnieres* as described in the passage?
 - (a) Women should aspire to be not only educated but independent as well.
 - (b) The duty of the educated women is to provide an active political model for less educated women.
 - (c) Devotion to pleasure and art is justified in itself.
 - (d) Substance, rather than form, is the most important consideration in holding a literary salon.
- Q 16. The passage suggests that the Bluestockings might have had a more significant impact on society if it had not been for which of the following?
 - (a) Their unwillingness to defy aggressively the conventions of their age.
 - (b) Competitiveness among their salons.



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- (c) Their emphasis on individualism.
- (d) The limited scope of their activities.
- Q 17. Which of the following could best be considered a twentieth-century counterpart of an eighteenth-century literary salon as it is described in the passage?
 - (a) A social sorority
 - (b) A community centre
 - (c) A lecture course on art
 - (d) A humanities study group
- Q 18. To an assertion that Bluestockings were feminists, the author would most probably respond in which of the following way?
 - (a) Admitted uncertainty
 - (b) Qualified disagreement
 - (c) Complete indifference
 - (d) Strong disparagement
- Q 19. Which of the following titles best describes the content of the passage?
 - (a) Eighteenth Century Egalitarianism
 - (b) Feminists of the Eighteenth Century
 - (c) Eighteenth Century Precursors of Feminism
 - (d) Intellectual Life in the Eighteenth Century

Passage 4

When same parameters and quantitative theory are used to analyze both termite colonies and troops of rhesus macaques, we will have a unified science of sociobiology. Can this ever really happen? As my own studies have advanced, I have been increasingly impressed with the functional similarities between insect and vertebrate societies and less so with the structural differences that seem, at first glance, to constitute such an immense gulf between them. Consider for a moment termites and macaques. Both form cooperative groups that occupy territories. In both kinds of society there is a well-marked division of labour. Members of both groups communicate to each other hunger, alarm, hostility, caste status or

rank, and reproductive status. From the specialist's point of view, this comparison may at first seem facile - or worse. But it is out of such deliberate oversimplification that the beginnings of a general theory are made.

- Q 20. Which of the following best summarizes the author's main point?
 - (a) Oversimplified comparisons of animal societies could diminish the likelihood of developing a unified science of sociobiology.
 - (b) Understanding the ways in which animals as different as termites and rhesus macaques resemble each other requires train in both biology and sociology.
 - (c) A study of the similarities between insect and vertebrate societies could provide the basis for a unified science of sociobiology.
 - (d) Animals as different as termites and rhesus macaques follow certain similar and predictable patterns of behaviour.
- Q 21. The author's attitude toward the possibility of a unified theory in sociobiology is best described as which of the following?
 - (a) Guarded optimism
 - (b) Unqualified enthusiasm
 - (c) Objective indifference
 - (d) Dissatisfaction
- Q 22. In discussing insect and vertebrate societies, the author suggests which of the following?
 - (a) A distinguishing characteristic of most insect and vertebrate societies is a well-marked division of labour.
 - (b) The caste structure of insect societies is similar to that of vertebrate societies.
 - (c) Most insect and vertebrate societies form cooperative groups in order to occupy territory.
 - (d) There are significant structural differences between insect and vertebrate societies.

Practice Exercise 6

Direction for questions 1 to 25: Each passage is followed by questions based on its content. After reading passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.

Passage 1

Theorists are divided concerning the origin of the Moon. Some hypothesize that the Moon was formed in the

same way as were the planets in the inner solar system (Mercury, Venus, Mars, and Earth) – from planet-forming materials in the presolar nebula. But, unlike the cores of the inner planets, the Moon's core contains little or no iron, while the typical planet-forming materials were quite rich in iron. Other theorists propose that the Moon was ripped out of the Earth's rocky mantle by the Earth's collision with another large celestial body after much of the Earth's iron fell to its core. One problem with the collision hypothesis is the question of



how a satellite formed in this way could have settled into the nearly circular orbit that the Moon has today. Fortunately, the collision hypothesis is testable. If it is true, the mantle rocks of the Moon and the Earth should be the same geochemically.

- Q 1. The primary purpose of the passage is to
 - (a) present two hypotheses concerning the origin of the Moon.
 - (b) discuss the strengths and weaknesses of the collision hypothesis concerning the origin of the Moon.
 - (c) propose that hypotheses concerning the Moon's origin be tested.
 - (d) argue that the Moon could not have been formed out of the typical planet-forming materials of the presolar nebula.
- Q 2. According to the passage, Mars and the Earth are similar in which of the following ways?
 - I. Their satellites were formed by collisions with other celestial bodies.
 - II. Their cores contain iron.
 - III. They were formed from the presolar nebula.
 - (a) III only
- (b) I and II only
- (c) I and III only (d) II and III only
- Q 3. The author implies that a nearly circular orbit is unlikely for a satellite that
 - (a) circles one of the inner planets.
 - (b) is deficient in iron.
 - (c) is different from its planet geochemically.
 - (d) was formed by a collision between two celestial bodies.
- Q 4. Which of the following, if true, would be most likely to make it difficult to verify the collision hypothesis in the manner suggested by the author?
 - (a) The Moon's core and mantle rock are almost inactive geologically.
 - (b) The mantle rock of the Earth has changed in composition since the formation of the Moon, while the mantle rock of the Moon has remained chemically inert.
 - (c) Much of the Earth's iron fell to the Earth's core long before the formation of the Moon, after which the Earth's mantle rock remained unchanged.
 - (d) The mantle rock of the Moon contains elements such as platinum, gold, and iridium.

Passage 2

For some time scientists have believed that cholesterol plays a major role in heart disease because people with familial hypercholesterolemia, a genetic defect, have six to eight times the normal level of cholesterol in their blood and they invariably develop heart disease. These people lack cell-surface receptors for low-density lipoproteins (LDL's), which are the fundamental carriers of blood cholesterol to the body cells that use cholesterol. Without an adequate number of cell-surface receptors to remove LDL's from the blood, the cholesterol-carrying LDL's remain in the blood, increasing blood cholesterol levels. Scientists also noticed that people with familial hypercholesterolemia appear to produce more LDL's than normal individuals. How, scientists wondered, could a genetic mutation that causes a slowdown in the removal of LDL's from the blood also result in an increase in the synthesis of this cholesterol-carrying protein?

Since scientists could not experiment on human body tissue, their knowledge of familial hypercholesterolemia was severely limited. However, a breakthrough came in the laboratories of Yoshio Watanabe of Kobe University in Japan in 1980. Watanabe noticed that a male rabbit in his colony had ten times the normal concentration of cholesterol in its blood. By appropriate breeding, Watanabe obtained a strain of rabbits that had very high cholesterol levels. These rabbits spontaneously developed heart disease. To his surprise, Watanabe further found that the rabbits, like humans with familial hypercholesterolemia, lacked LDL receptors. Thus, scientists could study these Watanabe rabbits to gain a better understanding of familial hypercholesterolemia in humans.

Prior to the breakthrough at Kobe University, it was known that LDL's are secreted from the liver in the form of a precursor, called very low-density lipoproteins (VLD's), which carry triglycerides as well as relatively small amounts of cholesterol. The triglycerides are removed from the VLDL's by fatty and other tissues. What remains is a remnant particle that must be removed from the blood. What scientists learned by studying the Watanabe rabbits is that the removal of the VLDL remnant requires the LDL receptor. Normally, the majority of the VLDL remnants go to the liver where they bind to LDL receptors and are degraded. In the Watanabe rabbit, due to a lack of LDL receptors on liver cells, the VLDL remnants remain in the blood and are eventually converted to LDL's. The LDL receptors thus have a dual effect in controlling LDL levels. They are necessary to prevent over synthesis of LDL's from VLDL remnants and they are necessary for the normal removal of LDL's from the blood. With this knowledge, scientists are now well on the way toward developing drugs that dramatically lower cholesterol levels in people afflicted with certain forms of familial hypercholesterolemia.



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- Q 5. In the passage, the author is primarily concerned with
 - (a) presenting a hypothesis and describing compelling evidence in support of it.
 - (b) raising a question and describing an important discovery that led to an answer.
 - (c) showing that a certain genetically caused disease can be treated effectively with drugs.
 - (d) explaining what causes the genetic mutation that leads to heart disease.
- Q 6. Which of the following drugs, if developed, would most likely be an example of the kind of drug mentioned in the line 32?
 - (a) A drug that stimulates the production of VLDL remnants.
 - (b) A drug that stimulates the production of LDL receptors on the liver.
 - (c) A drug that stimulates the production of an enzyme needed for a cholesterol production.
 - (d) A drug that suppresses the production of body cells that use cholesterol.
- Q 7. The passage supplies information to answer which of the following questions?
 - (a) Which body cells are the primary users of cholesterol?
 - (b) How did scientists discover that LDL's are secreted from the liver in the form of a precursor?
 - (c) Where in the body are VLDL remnants degraded?
 - (d) Which body tissues produce triglycerides?
- Q 8. According to the passage, by studying the Watanabe rabbits scientists learned that
 - (a) VLDL remnants are removed from the blood by LDL receptors in the liver.
 - (b) LDL's are secreted from the liver in the form of precursors called VLDL's.
 - (c) VLDL remnant particles contain small amounts of cholesterol.
 - (d) LDL receptors remove LDL's from the blood.
- Q 9. The development of drug treatments for some forms of familial hypercholesterolemia is regarded by the author as
 - (a) possible, but not very important.
 - (b) highly probable.
 - (c) promising, but many years off.
 - (d) extremely unlikely.
- Q 10. The passage implies that if the Watanabe rabbits had had as many LDL receptors on their livers as do normal rabbits, the Watanabe rabbits would have been

- (a) less likely than normal rabbits to develop heart disease.
- (b) less likely than normal rabbits to develop high concentrations of cholesterol in their blood.
- (c) less useful than they actually were to scientists in the study of familial hypercholesterolemia in humans.
- (d) unable to secrete VLDL's from their livers.
- Q 11. The passage implies that Watanabe rabbits differ from normal rabbits in which of the following ways?
 - (a) Watanabe rabbits have more LDL receptors than do normal rabbits.
 - (b) The blood of Watanabe rabbits contains more VLDL remnants than does the blood of normal rabbits.
 - (c) Watanabe rabbits have fewer fatty tissues than do normal rabbits.
 - (d) Watanabe rabbits secrete lower levels of VLDL's than do normal rabbits.

Passage 3

When speaking of Romare Bearden, one is tempted to say, "A great Black American artist." The subject matter of Bearden's collages is certainly Black. Portrayals of the folk of Mecklenburg County, North Carolina, whom he remembers from early childhood, of the jazz musicians and tenement roofs of his Harlem days, of Pittsburgh steelworkers, and his reconstruction of classical Greek myths in the guise of the ancient Black kingdom of Benin, attest to this. In natural harmony with this choice of subject matter are the social sensibilities of the artist, who remains active today with the Cinque Gallery in Manhattan, which he helped found and which is devoted to showing the work of minority artists. Then why not call Bearden a Black American artist? Because ultimately this categorization is too narrow. "What stands up in the end is structure," Bearden says. "What I try to do is amplify. If I were just creating a picture of a farm woman from back home, it would have meaning to her and people there. But art amplifies itself to something universal."

- Q 12. According to the passage, all of the following are depicted in Bearden's collages EXCEPT:
 - (a) Workers in Pittsburgh's steel mills.
 - (b) Scenes set in the ancient kingdom of Benin.
 - (c) People Bearden knew as a child.
 - (d) Traditional representations of the classical heroes of Greek mythology.
- Q 13. The author suggests that Bearden should not be called a Black American artist because





- (a) there are many collages by Bearden in which the subject matter is not Black.
- (b) Bearden's work reflects the Black American experience in a highly individual style.
- (c) through the structure of Bearden's art his Black subjects come to represent all of humankind.
- (d) Bearden's true significance lies not so much in his own work as in his efforts to help other minority artists.
- Q 14. Bearden's social sensibilities and the subject matter of his collages are mentioned by the author in order to explain
 - (a) why one might be tempted to call Bearden a Black American artist.
 - (b) why Bearden cannot be readily categorized.
 - (c) why Bearden's appeal is thought by many to be ultimately universal.
 - (d) how deeply an artist's artistic creations are influenced by the artist's social conscience.
- Q 15. The author of the passage is chiefly concerned with
 - (a) discussing Bearden's philosophy of art.
 - (b) assessing the significance of the ethnic element in Bearden's work.
 - (c) acknowledging Bearden's success in giving artistic expression to the Black American experience.
 - (d) pointing out Bearden's helpfulness to other minority artists.

Passage 4

Surprisingly enough, modern historians have rarely interested themselves in the history of the American South in the period before the South began to become self-consciously and distinctively "Southern" - the decades after 1815. Consequently, the cultural history of Britain's North American empire in the seventeenth and eighteenth centuries has been written almost as if the Southern colonies had never existed. The American culture that emerged during the Colonial and Revolutionary eras has been depicted as having been simply an extension of New England Puritan culture. However, Professor Davis has recently argued that the South stood apart from the rest of American society during this early period, following its own unique pattern of cultural development. The case for Southern distinctiveness rests upon two related premises: first, that the cultural similarities among the five Southern colonies were far more impressive than the differences, and second, that what made those colonies alike also made them different from the other colonies. The first,

for which Davis offers an enormous amount of evidence, can be accepted without major reservations; the second is far more problematic.

What makes the second premise problematic is the use of the Puritan colonies as a basis for comparison. Quite properly, Davis decries the excessive influence ascribed by historians to the Puritans in the formation of American culture. Yet Davis inadvertently adds weight to such ascriptions by using the Puritans as the standard against which to assess the achievements and contributions of Southern colonials. Throughout, Davis focuses on the important, and undeniable, differences between the Southern and Northern colonies in motives for and patterns of early settlement, in attitudes toward nature and Native Americans, and in the degree of receptivity to metropolitan cultural influences.

However, recent scholarship has strongly suggested that those aspects of early New England culture that seem to have been most distinctly Puritan, such as the strong religious orientation and the communal impulse, were not even typical of New England as a whole, but were largely confined to the two colonies of America. Thus, what in contrast to the Puritan (Northern) colonies appears to Davis to be peculiarly Southern – acquisitiveness, a strong interest in politics and the law, and a tendency to cultivate metropolitan cultural models - was not only more typically English than the cultural patterns exhibited by Puritan Massachusetts and Connecticut, but also almost certainly characteristic of most other early modern British colonies from Barbados north to Rhode Island and New Hampshire. Within the larger framework of American colonial life, then, not the Southern but the Northern colonies appear to have been distinctive, and even they seem to have been rapidly assimilating to the dominant cultural patterns by the last Colonial period.

- Q 16. The author is primarily concerned with
 - (a) refuting a claim about the influence of Puritan culture on the early American South.
 - (b) refuting a thesis about the distinctiveness of the culture of the early American South.
 - (c) refuting the two premises that underlie Davisdiscussion of the culture of the American South.
 - (d) challenging the hypothesis that early American culture was homogeneous in nature.
- Q 17. The passage implies that the attitudes toward Native Americans that prevailed in the Southern colonies
 - (a) were in conflict with the cosmopolitan outlook of the South.
 - (b) derived from Southerners' strong interest in the law.



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- (c) were modelled after those that prevailed in the North.
- (d) differed from those that prevailed in the Puritan colonies.
- Q 18. According to the author, the depiction of American culture during the Colonial and Revolutionary eras as an extension of New England Puritan culture reflects th
 - (a) fact that historians have overestimated the importance of the Puritans in the development of American culture.
 - (b) fact that early American culture was deeply influenced by the strong religious orientation of the colonists.
 - (c) extent to which Massachusetts and Connecticut served as cultural models for the other American colonies.
 - (d) extent to which colonial America resisted assimilating cultural patterns that were typically English.
- Q 19. The author of the passage is in agreement with which of the following elements of Davis' book?
 - I. Davis' claim that acquisitiveness was a characteristic unique to the South during the Colonial period.
 - II. Davis' argument that there were significant differences between Puritan and Southern culture during the Colonial period.
 - III. Davis' thesis that the Southern colonies shared a common culture.
 - (a) I only
- (b) II only
- (c) III only
- (d) II and III only
- Q 20. The passage suggests that by the late Colonial period the tendency to cultivate metropolitan cultural models was a cultural pattern that was
 - (a) dying out as Puritan influence began to grow.
 - (b) self-consciously and distinctively Southern.
 - (c) spreading to Massachusetts and Connecticut.
 - (d) more characteristic of the Southern colonies than of England.
- Q 21. Which of the following statements could most logically follow the last sentence of the passage?
 - (a) Thus, had more attention been paid to the evidence, Davis would not have been tempted to argue that the culture of the South diverged greatly from Puritan culture in the seventeenth century.
 - (b) Thus, convergence, not divergence, seems to have characterized the cultural development of the American colonies in the eighteenth century.

- (c) Thus, without the cultural diversity represented by the America South, the culture of colonial America would certainly have been homogeneous in nature.
- (d) Thus, the contribution of Southern colonials to American culture was certainly overshadowed by that of the Puritans.

Passage 5

The social sciences are less likely than other intellectual enterprises to get credit for their accomplishments. Arguably, this is so because the theories and conceptual constructs of the social sciences are especially accessible: human intelligence apprehends truths about human affairs with particular facility. And the discoveries of the social sciences, once isolated and labelled, are quickly absorbed into conventional wisdom, whereupon they lose their distinctiveness as scientific advances.

This under appreciation of the social sciences contrasts oddly with what many see as their overutilization. Game theory is pressed into service in studies of shifting international alliances. Evaluation research is called upon to demonstrate successes or failures of social programs. Models from economics and demography become the definitive tools for examining the financial base of social security. Yet this rush into practical applications is itself quite understandable: public policy must continually be made, and policy-makers rightly feel that even tentative findings and untested theories are better guides to decision-making than no findings and no theories at all.

- Q 22. The author is primarily concerned with
 - (a) advocating a more modest view, and less widespread utilization, of the social sciences.
 - (b) analyzing the mechanisms for translating discoveries into applications in the social sciences.
 - (c) dissolving the air of paradox inherent in human beings studying themselves.
 - (d) explaining a peculiar dilemma that the social sciences are in.
- Q 23. Which of the following is a social science discipline that the author mentions as being possibly over-utilized?
 - (a) Conventional theories of social change
 - (b) Game theory
 - (c) Decision-making theory
 - (d) Systems analysis
- Q 24. It can be inferred from the passage that, when speaking of the "overutilization", of the social sciences, the author is referring to the



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- (a) premature practical application of social science advances.
- (b) habitual reliance on the social sciences even where common sense would serve equally well
- (c) use of social science constructs by people who do not fully understand them.
- (d) tendency on the part of social scientists to recast everyday truths in social science jargon.
- Q 25. The author confronts the claim that the social sciences are being over-utilized with

- (a) proof that over-extensions of social science results are self-correcting.
- (b) evidence that some public policy is made without any recourse to social science findings or theories.
- (c) the observation that this practice represents the lesser of two evils under existing circumstances.
- (d) the argument that over-utilization is by and large the exception rather than the rule.

Practice Exercise 7

Direction for questions 1 to 15: Each passage is followed by questions based on its content. After reading passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.

Passage 1

Diamonds, an occasional component of rare igneous rocks called Lamproites and Kimbserlites, have never been dated satisfactorily. However, some diamonds contain minute inclusions of silicate minerals, commonly olivine, pyroxene, and garnet. These minerals can be dated by radioactive decay techniques because of the very small quantities of radioactive trace elements they, in turn, contain. Usually, it is possible to conclude that the inclusions are older than their diamond hosts, but with little indication of the time interval involved. Sometimes, however, the crystal form of the silicate inclusions is observed to resemble more closely the internal structure of diamond than that of other silicate minerals. It is not known how rare this resemblance is, or whether it is most often seen in inclusions of silicates such as garnet, whose crystallography is generally somewhat similar to that of diamond; but when present, the resemblance is regarded as compelling evidence that the diamonds and inclusions are truly co-genetic.

- Q 1. The author implies that silicate inclusions were most often formed
 - (a) with small diamonds inside them.
 - (b) with trace elements derived from their host minerals.
 - (c) by the radioactive decay of rare igneous rocks.
 - (d) at the earlier period than were their host minerals.
- Q 2. According to the passage, the age of silicate minerals included in diamonds can be determined due to a feature of the

- (a) trace elements in the diamond hosts.
- (b) trace elements in the rock surrounding the diamonds.
- (c) trace elements in the silicate minerals.
- (d) silicate minerals' crystal structure.
- Q 3. The author states that which of the following generally has a crystal structure similar to that of diamond?
 - (a) Garnet
- (b) Lamprorite
- (c) Olivine
- (d) Pyroxene
- Q 4. The main purpose of the passage is to
 - (a) explain why it has not been possible to determine the age of diamonds.
 - (b) explain how it might be possible to date some diamonds.
 - (c) compare two alternative approaches to determining the age of diamonds.
 - (d) compare a method of dating diamonds with a method used to date certain silicate minerals.

Passage 2

Discussion of the assimilation of Puerto Ricans in the United States has focused on two factors: social standing and the loss of national culture. In general, excessive stress is placed on one factor or the other, depending on whether the commentator is North American or Puerto Rican. Many North American social scientists, such as Oscar Handlin, Joseph Fitzpatrick, and Oscar Lewis, consider Puerto Ricans as the most recent in a long line of ethnic entrants to occupy the lowest rung on the social ladder. Such a "sociodemographic" approach tends to regard assimilation as a benign process, taking for granted increased economic advantage and inevitable cultural integration, in a supposedly egalitarian context. However, this approach fails to take into account the colonial nature of the Puerto Rican case, with this group, unlike their European



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predecessors, coming from a nation politically subordinated to the United States. Even the "radical" critiques of this mainstream research model, such as the critique developed in *Divided Society*, attach the issue of ethnic assimilation too mechanically to factors of economic and social mobility and are thus unable to illuminate the cultural subordination of Puerto Ricans as a colonial minority.

In contrast, the "colonialist" approach of island-based writers such as Eduardo Seda-Bonilla, Manuel Maldonado-Denis, and Luis Nieves-Falcon tends to view assimilation as the forced loss of national culture in an unequal contest with imposed foreign values. There is, of course, a strong tradition of cultural accommodation among other Puerto Rican thinkers. The writings of Eugenio Fernandez Mendez clearly exemplify this tradition, and many supporters of Puerto Rico's commonwealth status share the same universalizing orientation. But the Puerto Rican intellectuals who have written most about the assimilation process in the United States all advance cultural nationalist views, advocating the preservation of minority cultural distinctions and rejecting what they see as the subjugation of colonial nationalities.

This cultural and political emphasis is appropriate, but the colonialist thinkers misdirect it, overlooking the class relations at work in both Puerto Rican and North American history. They pose the clash of national cultures as an absolute polarity, with each culture understood as static and undifferentiated. Yet both the Puerto Rican and North American traditions have been subjected to constant challenge from cultural forces within their own societies, forces that may move toward each other in ways that cannot be written off as mere "assimilation". Consider, for example, the indigenous and Afro-Caribbean traditions in Puerto Rican culture and how they influence and are influenced by other Caribbean cultures and Black cultures in the United States. The elements of coercion and inequality, so central to cultural contact according to the colonialist framework play no role in this kind of convergence of racially and ethnically different elements of the same social class.

- Q 5. The author's main purpose is to
 - (a) criticize the emphasis on social standing in discussions of the assimilation of Puerto Ricans in the United States.
 - (b) support the thesis that assimilation has not been a benign process for Puerto Ricans.
 - (c) defend a view of the assimilation of Puerto Ricans that emphasizes the preservation of national culture.
 - (d) indicate deficiencies in two schools of thought on the assimilation of Puerto Ricans in the United States.

- Q 6. According to the passage, cultural accommodation is promoted by
 - (a) many supporters of Puerto Rico's commonwealth status.
 - (b) Manuel Maldonado-Denis.
 - (c) the author of Divided Society.
 - (d) the majority of social scientists writing on immigration.
- Q 7. It can be inferred from the passage that a writer such as Eugenio Fernandez Mendez would most likely agree with which of the following statements concerning members of minority ethnic groups?
 - (a) The members of such groups generally encounter a culture that is static and undifferentiated.
 - (b) It is necessary for the members of such groups to adapt to the culture of the majority.
 - (c) Social mobility is the most important feature of the experience of members of such groups.
 - (d) Social scientists should emphasize the cultural and political aspects of the experience of members of such groups.
- Q 8. The author implies that the Puerto Rican writers who have written most about assimilation do not do which of the following?
 - (a) Regard assimilation as benign.
 - (b) Resist cultural integration.
 - (c) Describe in detail the process of assimilation.
 - (d) Take into account the colonial nature of the Puerto Rican case.
- Q 9. It can be inferred from the passage that the "colonialist" approach is so-called because its practitioners
 - (a) support Puerto Rico's commonwealth status.
 - (b) have a strong tradition of cultural accommodation.
 - (c) pose the clash of national cultures as an absolute polarity in which each culture is understood as static and undifferentiated.
 - (d) regard the political relation of Puerto Rico to the United States as a significant factor in the experience of Puerto Ricans.
- Q 10. The author regards the emphasis by island-based writers on the cultural and political dimensions of assimilation as:
 - (a) Ironic
 - (b) Dangerous
 - (c) Fitting but misdirected
 - (d) Illuminating but easily
- Q 11. The example discussed in last paragraph is intended by the author to illustrate a



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- (a) strength of a socio-demographic approach.
- (b) strength of the "colonists" approach.
- (c) weakness of the socio-demographic approach.
- (d) weakness of the "colonists" approach.

Passage 3

A serious critic has to comprehend the particular content, unique structure, and special meaning of a work of art. And here she faces a dilemma. The critic must recognize the artistic element of uniqueness that requires subjective reaction; yet she must not be unduly prejudiced by such reactions. Her likes and dislikes are less important than what the work itself communicates, and her preferences may blind her to certain qualities of the work and thereby prevent an adequate understanding of it. Hence, it is necessary that a critic develop a sensibility informed by familiarity with the history of art and aesthetic theory. On the other hand, it is insufficient to treat the artwork solely historically, in relation to a fixed set of ideas or values. The critic's knowledge and training are, rather, a preparation of the cognitive and emotional abilities needed for an adequate personal response to an artwork's own particular qualities.

- Q 12. According to the author, a serious art critic may avoid being prejudiced by her subjective reactions if she
 - (a) treats an artwork in relation to a fixed set of ideas and values.
 - (b) brings to her observation a knowledge of art history and aesthetic theory.

- (c) allows more time for the observation of each artwork.
- (d) takes into account the preferences of other art critics.
- Q 13. The author implies that it is insufficient to treat a work of art solely historically because
 - (a) doing so would lead the critic into a dilemma.
 - (b) doing so can blind the critic to some of the artwork's unique qualities.
 - (c) doing so can insulate the critic from personally held beliefs.
 - (d) subjective reactions can produce a biased response.
- Q 14. The passage suggests that the author would be most likely to agree with which of the following statements?
 - (a) Art speaks to the passions as well as to the intellect.
 - (b) Most works of art express unconscious wishes or desires.
 - (c) The best art is accessible to the greatest number of people.
 - (d) The art produced in the last few decades is of inferior quality.
- Q 15. The author's argument is developed primarily by the use of
 - (a) an attack on sentimentality.
 - (b) an example of successful art criticism.
 - (c) a critique of artists training.
 - (d) a warning against extremes in art criticism.

Practice Exercise 8

Direction for questions 1 to 21: Each passage is followed by questions based on its content. After reading passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.

Passage 1

Ragtime is musical form that synthesizes folk melodies and musical techniques into a brief quadrille-like structure, designed to be played – exactly as written – on the piano. A strong analogy exists between European composers like Ralph Vaughan Williams, Edvard Grieg, and Anton Dvorak who combined folk tunes and their own original materials in larger compositions and the pioneer ragtime composers in the United States. Composers like Scott Joplin and James Scott were in a sense collectors or musicologists, collecting dance

and folk music in Black communities and consciously shaping it into brief suites or anthologies called piano rags. It has sometimes been charged that ragtime is mechanical. For instance, Wilfred Mellers comments, "rags were transferred to the pianola roll and, even if not played by a machine, should be played like a machine, with meticulous precision." However, there is no reason to assume that ragtime is inherently mechanical simply because commercial manufacturers applied a mechanical recording method to ragtime, the only way to record pianos at that date. Ragtime's is not a mechanical precision, and it is not precision limited to the style of performance. It arises from ragtime's following a welldefined form and obeying simple rules within that form. The classic formula for the piano rag disposes three to five themes in sixteen-bar strains, often organized with repeats. The rag opens with a bright, memorable strain or theme, followed by a similar theme, leading



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to a trio of marked lyrical character, with the structure concluded by a lyrical strain that parallels the rhythmic developments of the earlier themes. The aim of the structure is to rise from one theme to another in a stairstep manner, ending on a note of triumph or exhilaration. Typically, each strain is divided into two 8-bar segments that are essentially alike, so the rhythmic-melodic unit of ragtime is only eight bars of 2/4 measure. Therefore, themes must be brief with clear, sharp melodic figures. Not concerned with development of musical themes, the ragtime composer instead sets a theme down intact, in finished form, and links it to various related themes. Tension in ragtime compositions arises from a polarity between two basic ingredients: a continuous bass—called by jazz musicians a boom-chick bass in the pianist's left hand, and its melodic, syncopated counterpart in the right hand. Ragtime remains distinct from jazz both as an instrumental style and as a genre. Ragtime style stresses a pattern of repeated rhythms, not the constant inventions and variations of jazz. As a genre, ragtime requires strict attention to structure, not inventiveness or virtuosity. It exists as a tradition, a set of conventions, a body of written scores, separate from the individual players associated with it. In this sense ragtime is more akin to folk music of the nineteenth century than to jazz.

- Q 1. Which of the following best describes the main purpose of the passage?
 - (a) To contrast ragtime music and jazz.
 - (b) To acknowledge and counter significant adverse criticisms of ragtime music.
 - (c) To define ragtime music as an art form and describe its structural characteristics.
 - (d) To review the history of ragtime music and analyze ragtime's effect on listeners.
- Q 2. According to the passage, each of the following is a characteristic of ragtime compositions that follow the classic ragtime formula EXCEPT
 - (a) well-defined melodic figures.
 - (b) rising rhythmic-melodic intensity.
 - (c) a bass line distinct from the melodic line.
 - (d) full development of musical themes.
- Q 3. According to the passage, Ralph Vaughan Williams, Anton Dvorak, and Scott Joplin are similar in that they all
 - (a) conducted research into musicological history.
 - (b) wrote original compositions based on folk tunes.
 - (c) collected and recorded abbreviated piano suites.
 - (d) created intricate sonata-like musical structures.

- Q 4. The author rejects the argument that ragtime is a mechanical music because that argument
 - (a) overlooks the precision required of the ragtime player.
 - (b) does not accurately describe the sound of ragtime pianola music.
 - (c) confuses the means of recording and the essential character of the music.
 - (d) exaggerates the influence of the performance style of professional ragtime players on the reputation of the genre.
- Q 5. It can be inferred that the author of the passage believes that the most important feature of ragtime music is its:
 - (a) Commercial success
 - (b) Formal structure
 - (c) Emotional range
 - (d) Improvisational opportunities
- Q 6. It can be inferred from the passage that the essential nature of ragtime has been obscured by commentaries based on
 - (a) the way ragtime music was first recorded.
 - (b) interpretations of ragtime by jazz musicians.
 - (c) the dance fashions that were contemporary with ragtime.
 - (d) early reviewers' accounts of characteristic structure.
- Q 7. Which of the following is most nearly analogous in source and artistic character to a ragtime composition as described in the passage?
 - (a) Symphonic music derived from complex jazz motifs.
 - (b) An experimental novel based on well- known cartoon characters.
 - (c) A dramatic production in which actors invent scenes and improvise lines.
 - (d) A ballet whose disciplined choreography is based on folk-dance steps.

Passage 3

The term "Ice Age" may give a wrong impression. The epoch that geologists known as the Pleistocene and that spanned the 1.5 to 2.0 million years prior to the current geologic epoch was not one long continuous glaciation, but a period of oscillating climate with ice advances punctuated by times of interglacial climate not very different from the climate experienced now. Ice sheets that derived from an ice cap centered on northern Scandinavia reached southward to Central Europe. And Beyond the margins of the ice sheets, climatic oscillations affected most of the rest of the



world; for example, in the deserts, periods of wetter conditions (pluvials) contrasted with drier, interpluvial periods. Although the time involved is so short, about 0.04 per cent of the total age of the Earth, the amount of attention devoted to the Pleistocene has been incredibly large, probably because of its immediacy, and because the epoch largely coincides with the appearance on Earth of humans and their immediate ancestors. There is no reliable way of dating much of the Ice Age. Geological dates are usually obtained by using the rates of decay of various radioactive elements found in minerals. Some of these rates are suitable for very old rocks but involve increasing errors when used for young rocks; others are suitable for every young rocks and errors increase rapidly in older rocks. Most of the Ice Age spans a period of time for which no element has as appropriate decay rate. Nevertheless, researchers of the Pleistocene epoch have developed all sorts of more or less fanciful model schemes of how they would have arranged the Ice Age had they been in charge of events. For example, an each classification of Alpine glaciations suggested the existence there of four glaciations, named the Gunz, Mindel, Riss, and Wurm. This succession was based primarily on a series of deposits and events not directly related to glacial and interglacial periods, rather than on the more usual modern method of studying biological remains found in interglacial beds themselves interstratified within glacial deposits. Yet this succession was forced willy-nilly onto the glaciated parts of Northern Europe, where there are partial successions of true glacial ground moraines and interglacial deposits, with hopes of ultimately piecing them together to provide a complete Pleistocene succession. Eradication of the Alpine nomenclature is still proving a Herculean task. There is no conclusive evidence about the relative length, complexity, and temperatures of the various glacial and interglacial periods. We do not know whether we live in a postglacial period or an interglacial period. The chill truth seems to be that we are already past the optimum climate of postglacial time. Studies of certain fossil distributions and of the pollen of certain temperate plants suggest decreases of a degree or two in both summer and winter temperatures and, therefore, that we may be in the declining climatic phase leading to glaciations and extinction.

- Q 8. In the passage, the author is primarily concerned
 - (a) searching for an accurate method of dating the Pleistocene epoch.
 - (b) discussing problems involved in providing an accurate picture of the Pleistocene epoch.

- (c) declaring opposition to the use of the term "Ice Age" for the Pleistocene epoch.
- (d) criticizing fanciful schemes about what happened in the Pleistocene epoch.
- Q 9. The "wrong impression" mentioned in the opening line, to which the author refers, is the idea that the
 - (a) climate of the Pleistocene epoch was not very different from the climate we are now experiencing.
 - (b) climate of the Pleistocene epoch was composed of periods of violent storms.
 - (c) Pleistocene epoch consisted of very wet, cold periods mixed with very dry, hot periods.
 - (d) Pleistocene epoch comprised one period of continuous glaciations during which Northern Europe was covered with ice sheets.
- Q 10. According to the passage, one of the reasons for the deficiencies of the "early classification of Alpine glaciations", is that it was
 - (a) derived from evidence that was only tangentially related to times of actual glaciations.
 - (b) based primarily on fossil remains rather than on actual living organisms.
 - (c) an abstract, imaginative scheme of how the period might have been structured.
 - (d) based on unmethodical examinations of randomly chosen glacial biological remains.
- Q 11. Which of the following does the passage imply about the "early classification of Alpine glaciations"?
 - (a) It should not have been applied as widely as
 - (b) It represents the best possible scientific practice, given the tools available at the time.
 - (c) It was a valuable tool, in its time, for measuring the length of the four periods of glaciations.
 - (d) It could be useful, but only as a general guide to the events of the Pleistocene epoch.
- O 12. It can be inferred from the passage that an important result of producing an accurate chronology of events of the Pleistocene epoch would be a
 - (a) clearer idea of the origin of the Earth.
 - (b) clearer picture of the Earth during the time that humans developed.
 - (c) clearer understanding of the reasons for the existence of deserts.
 - (d) more detailed understanding of how radioactive dating of minerals works.
- Q 13. The author refers to deserts primarily in order to
 - (a) illustrate the idea that an interglacial climate is marked by oscillations of wet and dry periods.



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- (b) illustrate the idea that what happened in the deserts during the Ice Age had far-reaching effects even on the ice sheets of Central and Northern Europe.
- (c) illustrate the idea that the effects of the Ice Age's climatic variations extended beyond the areas of ice.
- (d) support the view that during the Ice Age sheets of ice covered some of the deserts of the world.
- Q 14. The author would regard the idea that we are living in an interglacial period as
 - (a) Unimportant
 - (b) Unscientific
 - (c) Self-evident
 - (d) Plausible

Passage 4

Imagine for a moment that you are the manager of a daycare center. You have a clearly stated policy that children are supposed to be picked up by 4 p.m. But very often parents are late. The result: at day's end, you have some anxious children and at least one teacher who must wait around for the parents to arrive. What to do? A pair of economists who heard of this dilemma—it turned outto be a rather common one—offered a solution: fine the tardy parents. Why, after all, should the day-care center take care of these kids for free? The economists decided to test their solution by conducting a study of ten daycare centers in Haifa, Israel. The study lasted twenty weeks, but the fine was not introduced immediately. For the first four weeks, the economists simply kept track of the number of parents who came late; there were, on average, eight late pickups per week per daycare center. In the fifth week, the fine was enacted. It was announced that any parent arriving more than ten minutes late would pay \$3 per child for each incident. The fee would be added to the parents' monthly bill, which was roughly \$380. After the fine was enacted, the number of late pickups promptly went up. Before long there were twenty late pickups per week, more than double the original average. The incentive had plainly backfired. Economics is, at root, the study of incentives: how people get what they want, or need, especially when other people want or need the same thing.

Economists love incentives. They love to dream them up and enact them, study them and tinker with them. The typical economist believes the world has not yet invented a problem that he cannot fix if given a free hand to design the proper incentive scheme. His solution may not always be pretty—it may involve

coercion or exorbitant penalties or the violation of civil liberties – but the original problem, rest assured, will be fixed. An incentive is a bullet, a lever, a key: an often tiny object with astonishing power to change a situation. We all learn to respond to incentives, negative and positive, from the outset of life. If you toddle over to the hot stove and touch it, you burn a finger. But if you bring home straight A's from school, you get a new bike. If you break curfew, you get grounded. But if you ace your SATs, you get to go to a good college. If you flunk out of law school, you have to go to work at your father's insurance company. But if you perform so well that a rival company comes calling, you become a vicepresident and no longer have to work for your father. If vou become so excited about your new vice-president job that you drive home at eighty mph, you get pulled over by the police and fined \$100. But if you hit your sales projections and collect a year-end bonus, you not only aren't worried about the \$100 ticket but can also afford to buy that Viking range you've always wanted and on which your toddler can now burn her own finger. An incentive is simply a means of urging people to do more of a good thing and less of a bad thing.

- Q 15. What is primary function of the second paragraph?
 - (a) To show the ubiquity of incentives in Economics and beyond.
 - (b) To argue against the relevance of incentives in Economics.
 - (c) To moot the ineptitude of the traditional economists.
 - (d) To illustrate the problem solving ability of the Economics.
- Q 16. What does the author believe about the role played by the typical economists?
 - (a) Their incentive schemes fail to solve the real problems.
 - (b) They are involved in coercion and violation of civil liberties.
 - (c) They wield astonishing power to change a situation.
 - (d) In their zealousness to solve the main problem, they may create more problems.
- Q 17. Why does the author mention the day-care center case in the first paragraph
 - (a) To prove the futility of financial incentive in economics.
 - (b) To discuss a dilemma faced by a pair of economists.
 - (c) To illustrate the primary goal of Economics.
 - (d) To illustrate the role of incentives in Economics.



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Funda Makers

- Q 18. What was the assumption of the economists mentioned in the first paragraph who proposed to fine the tardy parents
 - (a) Imposing fine is the best possible way to modify the behaviour of late coming parents.
 - (b) Imposing fine would be profitable for the business in the long run.
 - (c) Not fining the parents would ruin the daycenter business.
 - (d) Imposing fine can be a powerful economic incentive.

Passage 5

The dark regions in the starry night sky are not pockets in the universe that are devoid of stars as had long been thought. Rather, they are dark because of interstellar dust that hides the stars behind it. Although its visual effect is so pronounced, dust is only a minor constituent of the material, extremely low in density, that lies between the stars. Dust accounts for about one per cent of the total mass of interstellar matter. The rest is hydrogen and helium gas, with small amounts of other elements. The interstellar material, rather like terrestrial clouds, comes in all shapes and sizes. The average density of interstellar material in the vicinity of our Sun is 1,000 to 10,000 times less than the best terrestrial laboratory vacuum. It is only because of the enormous interstellar distances that so little material per unit of volume becomes so significant. Optical astronomy is most directly affected, for although interstellar gas is perfectly transparent, the dust is not.

- Q 19. According to the passage, which of the following is a direct perceptual consequence of interstellar dust?
 - (a) Some stars are rendered invisible to observers on Earth.
 - (b) Many visible stars are made to seem brighter than they really are.
 - (c) The presence of hydrogen and helium gas is revealed.
 - (d) The night sky appears dusty at all times to observers on Earth.
- Q 20. It can be inferred from the passage that the density of interstellar material is
 - (a) higher where distances between the stars are shorter.
 - (b) equal to that of interstellar dust.
 - (c) unusually low in the vicinity of our Sun.
 - (d) not homogeneous throughout interstellar space.
- Q 21. It can be inferred from the passage that it is because space is so vast that
 - (a) little of the interstellar material in it seems substantial
 - (b) normal units of volume seem futile for measurements of density.
 - (c) stars can be far enough from Earth to be obscured even by very sparsely distributed matter.
 - (d) interstellar gases can, for all practical purposes, be regarded as transparent.

Practice Exercise 9

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

Passage 1

Whether the languages of the ancient American peoples were used for expressing abstract universal concepts can be clearly answered in the case of Nahuatl. Nahuatl, like Greek and German, is a language that allows the formation of extensive compounds. By the combination of radicals or semantic elements, single compound words can express complex conceptual relations, often of an abstract universal character. The *tlamatinime* ("those who know") were able to use this rich stock of abstract terms to express the nuances of their thought. They

also availed themselves of other forms of expression with metaphorical meaning, some probably original, some derived from Toltec coinages. Of these forms the most characteristic in Nahuatl is the juxtaposition of two words that, because they are synonyms, associated terms, or even contraries, complement each other to evoke one single idea. Used as metaphor, the juxtaposed terms connote specific or essential traits of the being they refer to, introducing a mode of poetry as an almost habitual form of expression.

- Q 1. A main purpose of the passage is to
 - (a) delineate the function of the *tlamatinime* in Nahuatl society.
 - (b) explain the abstract philosophy of the Nahuatl thinkers.
 - (c) argue against a theory of poetic expression by citing evidence about the Nahuatl.



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- (d) describe some conceptual and aesthetic resources of the Nahuatl language.
- Q 2. According to the passage, some abstract universal ideas can be expressed in Nahuatl by
 - (a) putting various meaningful elements together in one word.
 - (b) removing a word from its associations with other words.
 - (c) giving a word a new and opposite meaning.
 - (d) turning each word of a phrase into a poetic metaphor.
- Q 3. It can be inferred solely from the information in the passage that
 - (a) there are many languages that, like Greek or German, allow extensive compounding.
 - (b) all abstract universal ideas are ideas of complex relations.
 - (c) some record or evidence of the thought of the *tlamatinime* exists.
 - (d) metaphors are always used in Nahuatl to express abstract conceptual relationships.

Passage 2

Many theories have been formulated to explain the role of grazers such as zooplankton in controlling the amount of planktonic algae (phytoplankton) in lakes. The first theories of such grazer control were merely based on observations of negative correlations between algal and zooplankton numbers. A low number of algal cells in the presence of a high number of grazers suggested, but did not prove, that the grazers had removed most of the algae. The converse observation, of the absence of grazers in areas of high phytoplankton concentration, led Hardy to propose his principle of animal exclusion, which hypothesized that phytoplankton produced a repellent that excluded grazers from regions of high phytoplankton concentration. This was the first suggestion of algal defences against grazing.

Perhaps the fact that many of these first studies considered only algae of a size that could be collected in a net (net phytoplankton), a practice that overlooked the smaller phytoplankton (nanoplankton) that we now know grazers are most likely to feed on, led to a deemphasis of the role of grazers in subsequent research. Increasingly, as in the individual studies of Lund, Round, and Reynolds, researchers began to stress the importance of environmental factors such as temperature, light, and water movements in controlling algal numbers. These environmental factors were amenable to field monitoring and to simulation in the laboratory. Grazing was believed to have some effect on algal numbers, especially after

phytoplankton growth rates declined at the end of bloom periods, but grazing was considered a minor component of models that predicted algal population dynamics.

The potential magnitude of grazing pressure on freshwater phytoplankton has only recently been determined empirically. Studies by Hargrave and Geen estimated natural community grazing rates by measuring feeding rates of individual zooplankton species in the laboratory and then computing community grazing rates for field conditions using the known population density of grazers. The high estimates of grazing pressure postulated by these researchers were not fully accepted, however, until the grazing rates of zooplankton were determined directly in the field, by means of new experimental techniques. Using a specially prepared feeding chamber, Haney was able to record zooplankton grazing rates in natural field conditions. In the periods of peak zooplankton abundance, that is, in the late spring and in the summer, Haney recorded maximum daily community grazing rates, for nutrient-poor lakes and bog lakes, respectively, of 6.6 per cent and 114 per cent of daily phytoplankton production. Cladocerans had higher grazing rates than copepods, usually accounting for 80 per cent of the community grazing rate. These rates varied seasonally, reaching the lowest point in the winter and early spring. Haney's thorough research provides convincing field evidence that grazers can exert significant pressure on phytoplankton population.

- Q 4. The author most likely mentions Hardy's principle of animal exclusion in order to
 - (a) give an example of one theory about the interaction of grazers and phytoplankton.
 - (b) defend the first theory of algal defenses against grazing.
 - (c) support the contention that phytoplankton numbers are controlled primarily by environmental factors.
 - (d) demonstrate the superiority of laboratory studies of zooplankton feeding rates to other kinds of studies of such rates.
- Q 5. It can be inferred from the passage that the —first theories of grazer control mentioned in the first paragraph would have been more convincing if researchers had been able to
 - (a) observe high phytoplankton numbers under natural lake conditions.
 - (b) discover negative correlations between algae and zooplankton numbers from their field research.
 - (c) understand the central importance of environmental factors in controlling the growth rates of phytoplankton.



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- (d) make verifiable correlations of cause and effect between zooplankton and phytoplankton numbers.
- Q 6. Which of the following, if true, would call into question Hardy's principle of animal exclusion?
 - (a) Zooplankton are not the only organisms that are affected by phytoplankton repellents.
 - (b) Zooplankton exclusion is unrelated to phytoplankton population density.
 - (c) Zooplankton population density is higher during some parts of the year than during others.
 - (d) Net phytoplankton are more likely to exclude zooplankton than are nanoplankton.
- Q 7. It can be inferred from the passage that one way in which many of the early researchers on grazer control could have improved their data would have been to
 - (a) emphasize the effect.
 - (b) disregard nanoplankton in their analysis of phytoplankton numbers.
 - (c) collect phytoplankton of all sizes before analyzing the extent of phytoplankton concentration.
 - (d) recognize that phytoplankton other than net phytoplankton could be collected in a net.
- Q 8. According to the passage, Hargrave and Geen did which of the following in their experiments?
 - (a) They estimated the natural community grazing rates of zooplankton by using laboratory data concerning the grazing rates of individual zooplankton species.
 - (b) The hypothesized about the population density of grazers in natural habitats by using data concerning the population density of grazers in the laboratory.
 - (c) They estimated the community grazing rates of zooplankton in the laboratory by using data concerning the natural community grazing rates of zooplankton.
 - (d) They estimated the natural community grazing rates of zooplankton by using data concerning the known population density of phytoplankton.
- Q 9. The author would be likely to agree with which of the following statements regarding the pressure of grazers on phytoplankton numbers?
 - I. Grazing pressure can vary according to the individual type of zooplankton.
 - II. Grazing pressure can be lower in nutrientpoor lakes than in bog lakes.

- III. Grazing tends to exert about the same pressure as does temperature.
- (a) I only
- (b) III only
- (c) I and II only
- (d) I, II, and III
- Q 10. The passage supplies information to indicate that Hargrave and Green's conclusion regarding the grazing pressure exerted by zooplankton on phytoplankton numbers was most similar to the conclusion regarding grazing pressure reached by which of the following researchers?
 - (a) Hardy
- (b) Haney
- (c) Lund
- (d) Round
- Q 11. Which of the following is a true statement about the zooplankton numbers and zooplankton grazing rates observed in Haney's experiments?
 - (a) While zooplankton numbers began to decline in August, zooplankton grazing rates began to increase.
 - (b) Although zooplankton numbers were high in May, grazing rates did not become high until January.
 - (c) Both zooplankton numbers and grazing rates were higher in December than in November.
 - (d) Both zooplankton numbers and grazing rates were lower in March than in June.

Passage 3

Hydrogeology is a science dealing with the properties, distribution, and circulation of water on the surface of the land, in the soil and underlying rocks, and in the atmosphere. The hydrologic cycle, a major topic in this science, is the complete cycle of phenomena through which water passes, beginning as atmospheric water vapour, passing into liquid and solid form as precipitation, thence along and into the ground surface, and finally again returning to the form of atmospheric water vapour by means of evaporation and transpiration.

The term "Geo-hydrology" is sometimes erroneously used as a synonym for "hydrogeology." Geo-hydrology is concerned with underground water. There are many formations that contain water but are not part of the hydrologic cycle because of geologic changes that have isolated them underground. These systems are properly termed as geohydrologic but not hydrogeologic. Only when a system possesses natural or artificial boundaries that associate the water within it with the hydrologic cycle may the entire system properly be termed hydrogeologic.

- Q12. The author's primary purpose is most probably to:
 - (a) Present a hypothesis
 - (b) Refute an argument



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- (c) Correct a misconception
- (d) Predict an occurrence
- Q 13. It can be inferred that which of the following is most likely to be the subject of study by a geohydrologist?
 - (a) Soft, porous rock being worn away by a waterfall.
 - (b) Water depositing minerals on the banks of a gorge through which the water runs.
 - (c) The trapping of water in a sealed underground rock cavern through the action of an earthquake.
 - (d) Water becoming unfit to drink through the release of pollutants into it from a manufacturing plant.
- Q 14. The author refers to "many formations", primarily in order to:
 - (a) Clarify a distinction
 - (b) Introduce a subject
 - (c) Draw an analogy
 - (d) Emphasize a similarity

Passage 4

The historian Frederick J. Turner wrote in the 1890's that the agrarian discontent that had been developing steadily in the United States since about 1870 had been precipitated by the closing of the internal frontier—that is, the depletion of available new land needed for further expansion of the American farming system. Not only was Turner's thesis influential at the time, it was later adopted and elaborated by other scholars, such as John D. Hicks in The Populist Revolt (1931). Actually, however, new lands were taken up for farming in the United States throughout and beyond the nineteenth century. In the 1890's, when agrarian discontent had become most acute, 1,100,000 new farms were settled, which was 500,000 more than had been settled during the previous decade. After 1890, under the terms of the Homestead Act and its successors, more new land was taken up for farming than had been taken up for this purpose in the United States up until that time. It is true that a high proportion of the newly farmed land was suitable only for grazing and dry farming, but agricultural practices had become sufficiently advanced to make it possible to increase the profitability of farming by utilizing even these relatively barren lands.

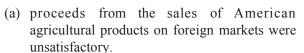
The emphasis given by both scholars and statesmen to the presumed disappearance of the American frontier helped to obscure the great importance of changes in the conditions and consequences of international trade that occurred during the second half of the nineteenth century. In 1869 the Suez Canal was opened and the first transcontinental rail-road in the United States

was completed. An extensive network of telegraph and telephone communications was spun: Europe was connected by submarine cable with the United States in 1866 and with South America in 1874. By about 1870 improvements in agricultural technology made possible the full exploitation of areas that were most suitable for extensive farming on a mechanized basis. Huge tracts of land were being settled and farmed in Argentina, Australia, Canada, and in the American West, and these areas were joined with one another and with the countries of Europe into an interdependent market system. As a consequence, agrarian depressions no longer were local or national in scope, and they struck several nations whose internal frontiers had not vanished or were not about to vanish. Between the early 1870's and the 1890's, the mounting agrarian discontent in America paralleled the almost uninterrupted decline in the prices of American agricultural products on foreign markets. Those staple-growing farmers in the United States who exhibited the greatest discontent were those who had become most dependent on foreign markets for the sale of their products. Insofar as Americans had been deterred from taking up new land for farming, it was because market conditions had made this period a perilous time in which to do so.

- Q 15. The author is primarily concerned with
 - (a) showing that a certain interpretation is better supported by the evidence than is an alternative explanation.
 - (b) developing an alternative interpretation by using sources of evidence that formerly had been unavailable.
 - (c) questioning the accuracy of the evidence that most scholars have used to counter the author's own interpretation.
 - (d) reviewing the evidence that formerly had been thought to obscure a valid interpretation.
- Q 16. According to the author, changes in the conditions of international trade resulted in an
 - (a) underestimation of the amount of new land that was being famed in the United States.
 - (b) underutilization of relatively small but rich plots of land.
 - (c) overexpansion of the world transportation network for shipping agricultural products.
 - (d) extension of agrarian depressions beyond national boundaries.
- Q 17. The author implies that the change in the state of the American farmer's morale during the latter part of the nineteenth century was traceable to the American farmer's increasing perception that the



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- (b) development of the first transcontinental railroad in the United States occurred at the expense of the American farmer.
- (c) American farming system was about to run out of the new farmland that was required for its expansion.
- (d) prices of American agricultural products were deteriorating especially rapidly on domestic markets.
- Q 18. According to the passage, which of the following occurred prior to 1890?
 - (a) Frederick J. Turner's thesis regarding the American frontier became influential.
 - (b) The Homestead Act led to an increase in the amount of newly farmed land in the United States.
 - (c) Technological advances made it fruitful to farm extensively on a mechanized basis.
 - (d) Direct lines of communication were constructed between the United States and South America.
- Q 19. The author implies that after certain territories and countries had been joined into an interdependent market system in the nineteenth century, agrarian depressions within that system
 - (a) spread to several nations, excluding those in which the internal frontier remained open.
 - (b) manifested themselves in several nations, including those in which new land remained available for farming.
 - (c) slowed down the pace of new technological developments in international communications and transportation.

- (d) affected the local and national prices of the non-agricultural products of several nations.
- Q 20. The author provides information concerning newly farmed lands in the United States as evidence in direct support of which of the following?
 - (a) A proposal by Frederick J. Turner that was later disputed by John D. Hicks.
 - (b) An elaboration by John D. Hicks of a thesis that formerly had been questioned by Frederick J. Turner.
 - (c) The view that the American frontier did not become closed during the nineteenth century or soon thereafter.
 - (d) The thesis that important changes occurred in the nature of international trade during the second half of the nineteenth century.
- Q 21. The author implies that the cause of the agrarian discontent was
 - (a) masked by the vagueness of the official records on newly settled farms.
 - (b) overshadowed by disputes on the reliability of the existing historical evidence.
 - (c) misidentified as a result of influential but erroneous theorizing.
 - (d) overlooked because of a preoccupation with market conditions.
- Q 22. The author's argument implies that compared to the yearly price changes that actually occurred on foreign agricultural markets during the 1880's, American farmers would have most preferred yearly price changes that were
 - (a) much smaller and in the same direction.
 - (b) much smaller but in the opposite direction.
 - (c) slightly smaller and in the same direction.
 - (d) similar in size but in the opposite direction.



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Answer's

Practice Exercise 1

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(b)	2	(a)	3	(c)	4	(b)
5	(b)	6	(a)	7	(d)	8	(d)
9	(b)	10	(b)	11	(b)	12	(a)
13	(c)	14	(b)	15	(a)	16	(b)
17	(c)	18	(a)	19	(d)	20	(a)
21	(d)	22	(b)	23	(a)	24	(d)
25	(c)						

Practice Exercise 2

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(a)	2	(c)	3	(c)	4	(d)
5	(c)	6	(b)	7	(a)	8	(b)
9	(c)	10	(d)	11	(b)	12	(b)
13	(a)	14	(b)	15	(d)	16	(d)
17	(b)	18	(a)	19	(c)	20	(c)
21	(a)	22	(c)	23	(d)		

CAT- Practice Exercise 3T - BBA

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(b)	3	(c)	4	(a)
5	(c)	6	(a)	7	(d)	8	(a)
9	(b)	10	(d)	11	(b)	12	(a)
13	(c)	14	(a)	15	(b)	16	(b)
17	(a)	18	(c)	19	(b)	20	(d)
21	(d)	22	(a)	23	(d)	24	(c)
25	(b)						

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(b)	2	(a)	3	(b)	4	(b)
5	(b)	6	(c)	7	(c)	8	(a)
9	(a)	10	(b)	11	(b)	12	(d)
13	(a)	14	(d)	15	(c)	16	(d)
17	(a)	18	(b)	19	(b)	20	(c)



Practice Exercise 5

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(b)	2	(d)	3	(a)	4	(c)
5	(b)	6	(a)	7	(d)	8	(c)
9	(a)	10	(b)	11	(c)	12	(b)
13	(b)	14	(d)	15	(c)	16	(a)
17	(d)	18	(b)	19	(c)	20	(c)
21	(a)	22	(d)				

Practice Exercise 6

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(a)	2	(d)	3	(d)	4	(b)
5	(b)	6	(b)	7	(c)	8	(a)
9	(b)	10	(c)	11	(b)	12	(d)
13	(c)	14	(a)	15	(b)	16	(b)
17	(d)	18	(a)	19	(d)	20	(c)
21	(b)	22	(d)	23	(b)	24	(a)
25	(c)		~ 1	$\Lambda_{>}$			

Practice Exercise 7

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(c)	3	(a)	4	(b)
5	(d)	6	(a)	7	(b)	8	(a)
9	(d)	10	(c)	11	(d)	12	(b)
13	(b)	14	(a)	15	(d)		

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(c)	2	(d)	3	(b)	4	(c)
5	(b)	6	(a)	7	(d)	8	(b)
9	(d)	10	(a)	11	(a)	12	(b)
13	(c)	14	(d)	15	(a)	16	(d)
17	(d)	18	(a)	19	(a)	20	(d)
21	(c)						



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Practice Exercise 9

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(a)	3	(c)	4	(a)
5	(d)	6	(b)	7	(c)	8	(a)
9	(c)	10	(b)	11	(d)	12	(c)
13	(c)	14	(a)	15	(a)	16	(d)
17	(a)	18	(c)	19	(b)	20	(c)
21	(c)	22	(d)				

Hints And Explanations

- 1. (b) Author considers the contentions made by the recent historians discussed in the passage to be partially justified, as it is given in the passage that-looking at the rebel side, we find little evidence for the contention that lower-class rebels were in conflict with the upper-class rebels. All other options are incorrect as they are not related to the passage above. Hence, the answer is option B.
- 2. (a) The author most likely refers to "historians such as Beard and Becker" in order to point out historians whose views of history anticipated some of the views of the recent historians mentioned in the passage which is option A and is direct from the passage. So, no need to see all other options. Hence, the answer is option A.
- 3. (c) The answer is option C, as Loyalism, thus, operated as a safety valve to remove socioeconomic discontent that exists among the rebels is given in the passage which is related to absorbing members of socio-economic groups on the rebel side who felt themselves in contention with members of other socio-economic groups. Option A is incorrect, as eliminating the disputes . . . is not mentioned in the passage. Similarly, options B and D are incorrect as per the passage given. Hence, the answer is option C.
- 4. (b) Information I and IV is not mentioned in the passage but II and III is present. So, option B is correct, rest all are incorrect. Hence, the answer is option B.
- 5. (b) Here option B is correct, as it given that identifying a person as a member of the rebel or

- of the Loyalist side does necessarily reveal that person's particular socio-economic class which is true as per the passage. Whereas, option A is incorrect as the content in it is not related to passage. Similarly, options C and D are incorrect. Hence, the answer is option B.
- 6. (a) The author suggests the governments inadequately represented the interests of people in western regions as a representative of colonial or state governments in America from 1763 to 1789 which is option A. Option B is incorrect, as it is not mentioned in the passage. Similarly, options C and D are incorrect. Hence, the answer is option A
- 7. (d) The answer is option D, as it is mentioned about the sectional conflicts in America between 1763 and 1789. Whereas, options A, B and C are incorrect. Hence, the answer is option D.
- 8. (d) According to the first sentence, the first part of the novel tends to confirm the "romantic" reading more strongly than the second. Therefore, option D is correct are incorrect, as nothing in the passage suggests that critics have paid more attention to the second part, that the two parts have little relation, or that the second part is better. Hence, the answer is option D.
- 9. (b) The fourth sentence implies that James represents a very high degree of authorial awareness of novelistic construction and that no such claim is necessarily being made for Bronte. Thus, option B is correct. Option A is incorrect, since the passage does not imply that there are particular difficulties that James understood uniquely among novelists. Option C is also incorrect, as it



- is not mentioned in the passage, similarly option D. Hence, the answer is option B.
- 10. (b) Here option A is incorrect, as the author does not indicate that the unification of different elements is to be avoided in interpretation generally. By contrast, the author's parenthetical statement about rigidity does present a general warning against inflexib lity of interpretation and is that it supports option B. Option C is incorrect, as the passage does not include that, also option D is incorrect. Hence, the answer is option B.
- 11. (b) The answer is option B, as *Hamlet* is mentioned only in the final sentence of the passage, which refers to "this respect" in which *Hamlet* and *Wuthering Heights* are similar. Option A is incorrect, as the passage does not provide information about the characteristics of the usual critical interpretations of *Hamlet*. Option C is also no true as it does not suggest anything about a difference in their openness, similarly option D. Hence, the answer is option B.
- 12. (a) The author's primary purpose in the passage is to describe the formation and nature of singularities which is direct from the passage above. Option B cannot be the primary purpose of the passage as the author is concerned with much more than the reason of starts becoming singularities. Similarly, options C and D are the sub-parts of the passage and not the main theme. Hence, the answer is option A.
- 13. (c) Here information I and II is mentioned in the passage but information III not. So, option C is correct. Hence, the answer is option C.
- 14. (b) The last sentence of the passage is Unfortunately in most cases a distant observer cannot see the singularity; outgoing light rays are dragged back by gravity so forcefully that even if they could start out within a few kilometers of the singularity, they would end up in the singularity itself. According to this, option B is most probably follow the sentence. Options A, C and D are not true. Hence, the answer is option B.
- 15. (a) The author of the passage is primarily concerned with discussing two categories of factors that control population growth and assessing their relative importance which is directly given in the passage. Options B, C and D are not true. Hence, the answer is option A.

- 16. (b) Author considers the dichotomy (division) as useful, but not only if its limitations are recognized, which is mentioned in the passage in line 15. Hence, the answer is option B.
- 17. (c) It is sometimes possible to infer the existence of a density-dependent factor controlling population growth without understanding its causative mechanism, can be inferred from last paragraph which is given in the passage above. Hence, the answer is option C.
- 18. (a) As it is given in the passage that No matter how severely or unpredictably birth, death, and migration rates may be fluctuating around their long-term averages, if there were no density-dependent effects, the population would, in the long run, either increase or decrease without bound, this depicts to option A as an answer. All other options are incorrect. Hence, option (A) is the answer.
- 19. (d) The answer is option D which is not mentioned in the passage. Whereas the content in optionsA, B and C are already mentioned in the passage. Hence, the answer is option D.
- 20. (a) The answer is option A, which is clearly mentioned. Other options are not mentioned. Hence, the answer is option A.
- 21. (d) The author does not describe the result of a particular study at all so answer is option D as per the question given. All other options are somewhere mentioned in the passage. Hence, the answer is option D.
- 22. (b) The author's primary purpose in this passage is to affirm the thematic coherence underlying *Raisin in the Sun*, that is option B as the passage includes thematic conflicts as mere confusion, contradiction, or eclecticism. Whereas all other options are not best suited. Hence, the answer is option B.
- 23. (a) The answer is option A as it is mentioned in the passage that once we recognize this dual vision, we can accept the play's ironic nuances as deliberate social commentaries by Hansberry rather than as the "unintentional" irony that Bigsby attributes to the work. Hence, the answer is option A.
- 24. (d) The answer is option D, as it is mentioned in last of the passage, whereas all other options are not related to Isaacs' criticism. Hence, the answer is option D.



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25. (c) The answer is option C as all other options are not true as per the condition given in the question. Hence, the answer is option C.

- 1. (a) The synthesis is unlikely to occur under current atmospheric conditions be inferred about the process by which the chemical constituents of life were synthesized under primitive Earth conditions that is option A as per the passage given above. Other options are not supported as per the passage given. Hence, the answer is option A.
- 2. (c) The answer is option C as it is mentioned in first line of the passage that since 1953, many experimental attempts to synthesize the chemical constituents of life under "primitive Earth conditions" have been performed, with this it is clear that option A cannot be the answer, similarly options C and D. Hence, the answer is option C.
- 3. (c) The answer is option C as all other options are related to larger, more complex molecules. Hence, the answer is option C.
- 4. (d) Skepticism means **doubt** which is best suited to explain the development of the first self-duplicating organisms. Other options are not at all true for the passage. Hence, the answer is option D.
- 5. (c) The central idea of the passage is the War of Independence exposed to many Americans the contradiction of slavery in a country seeking its freedom and resulted in efforts to resolve that contradiction that is option C. Option A cannot be the best idea of the passage. Similarly, options B and D are not true. Hence, the answer is option C.
- 6. (b) The answer is option B as per the 1st line given in the passage which clearly defines the colonies. Hence, the answer is option B.
- 7. (a) The answer is option A, as information II and III is not mentioned in the passage and Information 1 is partially mentioned according to the passage. Hence, the answer is option A.
- 8. (b) Here the answer is option B as it is mentioned in the passage, 2nd paragraph about Americans. Other options are supported in the passage. Hence, the answer is option B.

- 9. (c) Option C is the answer as it mentions clearly in the passage about the evolutionarily stable strategy a one-to-one sex ratio is the only stable ratio; it is an "evolutionarily stable strategy." Options A, B and D do not present similar work and results in case of both the scientists. Hence, the answer is option C.
- 10. (d) Here option D is the answer as it is given in the passage that-Like Fisher, Hamilton looked for an evolutionarily stable strategy, but he went a step further in recognizing that he was looking for a strategy. So, it is direct answer from the passage. Hence, the answer is option D.
- 11. (b) Information I and III are not mentioned in the passage at all, whereas information I is mentioned in the passage. Hence, the answer is option B.
- 12. (b) The author believes that the genetic theory is more accurate than the group selection theory as for group selection it is given that the sex ratio will evolve so as to maximize the number of meetings between individuals of the opposite sex and for genetic it is given that sex ratio will be favoured which maximizes the number of descendants an individual will have and hence the number of gene copies transmitted, which is accurate that is option B. Hence, the answer is option B.
- 13. (a) Following line is mentioned in the passage theory of games had been developed, theory incorporates the essential feature of a game that the best strategy to adopt depends on what others are doing. This is exactly what is mentioned in option A. Hence, the answer is option A.
- 14. (b) Entire passage talks about the biological phenomenon. Besides, the author also mentioned about the game theory. It is mentioned in option ((b) Other options are not supported by this theory. Hence, the answer is option B.
- 15. (d) According to the passage it is given that the sex ratios in certain parasitic wasp species that have a large excess of females. In these species, fertilized eggs develop into females and unfertilized eggs into males, which contradict the question given. Hence, the answer is option D.
- 16. (d) Following lines are mentioned as the 2nd last line of the passage His most controlled novel, Under the Greenwood Tree, prominently exhibits two different but reconcilable impulses a



desire to be a realist-historian and a desire to be a psychologist of love — but the slight interlocking of plot are not enough to bind the two completely together. Thus even this book splits into two distinct parts, clearly state that the answer must be option D. Other options are not most appropriate title of the passage. Hence, the answer is option D.

- 17. (b) Here the answer is option B, as it is mentioned that Finally, he wanted to be more than a realist, the word finally gives B as the answer directly. Hence, the answer is option B.
- 18. (a) The author of the passage considers a writer's style to be a reliable means by which to measure the writer's literary merit as per given in the passage. Whereas, option B is not true if we take from the author's point of view, options C and D are also no true. Hence, the answer is option A.
- 19. (c) The answer is option C, 'wordy' as this is to describe author's Hardy writing style as Hardy uses larger bulk of words rather than author's short cuts. All other options are not fall into this category. Hence, the answer is option C.
- 20. (c) Here the answer is option C, as it can often be a way of writing to appeal to a wide range of audience to communicate the stories across with ease of the readers of their book. Other options are not true about the novelists Flaubert and James. Hence, the answer is option C.
- 21. (a) The answer is option A, as author shows his distaste for Hardy's writing style using words like 'he did not care' this gives the first case of the two writing styles. Hence, the answer is option A.
- 22. (c) As it is mentioned in the passage Occasionally he felt the impulse to comedy (in all its detached coldness) as well as the impulse to farce, but he was more often inclined to see tragedy and record it, according to this the answer is option C. Whereas all other options are not best suited. Hence, the answer is option C.

Practice Exercise 3

 (d) The answer is option D, which would answer the information in the passage as the explanation of racism is given in the 1st line of the passage. All other options are sub-parts of the passage which the author has talked about. Hence, the answer is option D.

- 2. (b) The author defines the sociologist's argument from capitalism, however, he then argues that "since prejudice against these latter peoples was not inspired by capitalists, he has no reason that such antagonisms were not really based on race". Hence he points out a flaw in the argument. He then claims the author "disposes thusly (albeit unconvincingly) of both the intolerance faced by Jews before the rise of capitalism and the early twentieth-century discrimination against Oriental people in California, which, inconveniently, was instigated by workers." Thus, the author is clearly skeptical of the argument, and the reason is that the argument is unpersuasive means baseless. Hence, the answer is option B.
- 3. (c) The answer is option C, which can be directly inferred from the 1st line of the passage. Whereas all other options does not match with the author's view. Hence, the answer is option C.
- 4. (a) In last line of the passage the tone of author is such that this theory is not able to explain the occurrence of racial discrimination in other communities such as Jews and Chinese, therefore options B, C and D are out of the question. Hence, the answer is option A.
- 5. (c) The answer is option C as it is given in passage that By 1950, the results of attempts relate brain processes to mental experience appeared rather discouraging, which is related to pessimism. Whereas option A, indignation means distress which is not related to discourage, also option D, defiance means opposition which the author is not talking about. Hence, the answer is option C.
- 6. (a) Author in the passage stated that "The nerve impulses are essentially homogeneous in quality and are transmitted as "common currency" throughout the nervous system. The different areas of the brain into which they discharge, and there is some evidence for this view." This brings the answer as option A that is lack of differentiation among nerve impulses in human beings. Whereas all other options are not related to "common currency". Hence, the answer is option A.
- 7. (d) In an experiment, it is given that, when an electric stimulus was applied to a given sensory field of the cerebral cortex of a conscious human subject, it produced a sensation of the appropriate modality for that particular locus, that is, a visual sensation from the auditory cortex, which is



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- related to option D. Whereas in option A, is not true according to the experiment, also options B and C are not true. Hence, the answer is option D.
- 8. (a) The answer is option A, as it is clearly given in 2nd paragraph of the passage that sensory field of the cerebral cortex of a conscious human subject, it produced a sensation of the appropriate modality for that particular locus, that is, a visual sensation from the auditory cortex. Other two parts are not as per the passage. Hence, the answer is option A.
- 9. (b) The most accurately described as a discussion concerning historical views be the physiological correlates of mental experience, that is option B. Other options are not concerning the historical view. Hence, the answer is option B.
- 10. (d) The answer is option D, as it is given in the passage "To match the multiple dimensions of mental experience psychologists could only point to a limitless variation in the spatio-temporal patterning of nerve impulses". Other options cannot be termed as the summary of the passage. Hence, the answer is option D.
- 11. (b) The primary purpose of the passage is to describe a phenomenon which is option B. According to the passage, option A cannot be the answer as it is about the controversy which the author is not talking about. Options C and D are not true as these can be at best sub-parts of the passage, and not the primary purpose of the passage. Hence, the answer is option B.
- 12. (a) The answer is option A, as per the content given in the passage about wind over energy which causes relatively cool, dry air to come into proximity with the ocean surface. Whereas, option B is not true as wind speed increases, so does turbulence, and thus the rate of heat and moisture transfer is given in the passage. Options C and D are also cannot be the answer. Hence, the answer is option A.
- 13. (c) The author regards current knowledge about heat and moisture transfer from the ocean to air as incomplete that is option C as it is clearly mentioned in the passage that detailed understanding of this phenomenon awaits further study. Other options are not supported as per the passage given. Hence, the answer is option C.
- 14. (a) Consider the lines mentioned as the opening statement of the passage the transfer of heat

- and water vapour from the ocean to the air above it depends on disequilibrium at the interface of the water and the air. Within about a millimeter of the water, air temperature is close to that of the surface water, and the air is nearly saturated with water vapour, therefore the answer is option A. Option B is not mentioned in the passage, also options C and D are not true as per the question given. Hence, the answer is option A.
- 15. (b) The primary purpose of the passage is to discuss the significanc of increasing the amount of carbon dioxide in the atmosphere and that is mentioned in option B. Opening statement of 2nd paragraph mentions "burning of fossil fuels" more as a comparison with respect to what was the scenario before. Even if we consider it a warning, but that is not what author intends to discuss as the main theme in the passage. Hence option (a) is not the answer. Similarly, option C and option D cannot be the primary purpose of the passage. Hence, the answer is option B.
- 16. (b) The answer is option B, which is mentioned in 1st paragraph, whereas option A cannot be the answer as infrared spectrum radiates back (given in last paragraph). Options C and D are also incorrect as they are not the greatest part of solar energy that reaches the earth. Hence, the answer is option B.
- 17. (a) The answer is option A, as atmospheric carbon dioxide does not perform functions absorbing radiation at visible wavelength mentioned in first paragraph they absorb longer wavelength and they radiate back into space. All other options are matching with the function of the atmospheric carbon dioxide. Hence, the answer is option A.
- 18. (c) Author is somewhere concerned about the increase in the carbon dioxide results in global warming etc. The answer is option C as it best describes the author's attitude towards the increasing amount of carbon dioxide in the atmosphere and its consequences. Option (A) incredulous means unbelieving which does not suit the author's attitude. Options B and D are not describing author's behaviour according to the passage. Hence, the answer is option C.
- 19. (b) The answer is option B, i.e., 9° C which is the average temperature at an altitude of 1 kilometer above the Earth. It is mentioned in 3rd paragraph. (Under present conditions a temperature of 18° C can be observed at an altitude of 5 to 6 kilometers above the Earth. Below



this altitude (called the radiating level), the temperature increases by about 6° C per kilometer approaching the Earth's surface, where the average temperature is about 15° C So, $15 - 6 = 9^{\circ}$ C is the answer. Hence, the answer is option B.

- 20. (d) Here the option D is the answer. Option A does not match with the condition at all. Options B and C are also not true as it is not satisfying the condition given. Option D talks about the mathematical model mentioned in the passage. Hence, the answer is option D.
- 21. (d) Look at the opening statement of the 2nd paragraph Today, however, the potential problem is too much carbon dioxide. The burning of fossil fuels and the clearing of forests have increased atmospheric carbon dioxide by about 15 per cent in the last hundred years, and we continue to add carbon dioxide to the atmosphere.

Option A is not true according to the passage given as it is not mentioned in the passage that fossil fuels were burned for the first time. Similarly options B and C are not true as per the passage. Option (d) is clearly mentioned in the passage. Hence, the answer is option **D**.

- 22. (a) The answer is option A, as it clearly describes the primary purpose of the passage, whereas all other options does not describe the same that is option B, talks about human morphology and human behaviour which is not a primary purpose, option D is not mentioned in the passage at all. Hence, the answer is option A.
- 23. (d) The answer is option D as in this context we would need to comprehend thoroughly their adaptive origin in order to understand how badly they guide us now and we might then begin to resist their pressure. Other options they are not perfect answer to the question. Hence, the answer is option D.
- 24. (c) The answer is option C which probably provides an appropriate analogy from human morphology for the "details" versus "constraints" distinction made in the passage in relation to human behaviour, whereas options A, B and D are not providing distinction in details and constraints. Hence, the answer is option C.

- 1. (b) The answer is option B clearly given in the first line of the passage that a mysterious phenomenon is the ability of overwater migrants to travel, which is complex and partly understood. Option A is an explanation of the theme. Option C is the way through which migrant animals keep track of time, and not the main theme. Similarly option (d) is not the main idea. Hence, the answer is option B.
- 2. (a) The answer is option A, as flock of birds navigating by compass sense alone, they would, after the storm, fly east as given in the passage. The answer to this question is direct, and hence we are not even needed to consider other options. Hence, the answer is option A.
- 3. (b) In option B, skepticism means unempirical knowledge or opinions/beliefs stated as facts, or doubt as this context is clearly mentioned in the passage some scientists thought, migrants determine their geographic position on Earth by celestial navigation, almost as human navigators use stars and planets, but this would demand of the animals a fantastic map sense. Options A, C, and D are not related to what the question is asking. Hence, the answer is option B.
- 4. (b) Answer is option B because it is clearly mentioned in the last two lines of 2st paragraph about the hope and dishonesty (liars). Option A talks about the aim of writers and speakers which the author does not indicate, options C and D also does not match with the authors perspective in the passage. Hence, the answer is option **B**.
- 5. (c) In the late nineteenth century, rhetoric was regarded as the view of human motivation as given in the passage that pure logic has never been a motivating force unless it has been subordinated to human purposes, feelings, and desires, and thereby ceased to be pure logic. Other options do not match with this perspective. Hence, the answer is option C.
- 6. (c) The answer is option C because the author addresses the listener's emotions as well as their intellects that appeal to the parts of our nature



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- that are involved in feeling, desiring, acting, and suffering. Option A, B and D will not fail to persuade people as per the author's view. Hence, the answer is option C.
- 9. (a) Passage talks about a sample of an actual speech delivered by an actor which is not mentioned by the author in the passage as a persuasive device. Options B, C and D are considered to be persuasive devices found in the passage. Hence, the answer is option A.
- 10. (b) The answer is option B because it is stated in the passage that logical argument is an essential element of persuasive discourse. Whereas option A indicates the sterile, discipline which the author does not indicate. Options C and D does not match what the author is talking about. Hence, the answer is option B.
- 11. (b) The author of the passage is primarily concerned with discussing different theories about the transport of plant seeds to Hawaii as it is clearly mentioned in the passage. Option A is incorrect as it is not given only about the biologists in the passage. Similarly, options C and D are incorrect, as they are subparts in the passage. Hence, the answer is option B.
- 12. (d) As it is given in the passage that Some biologists argue that ocean and air currents are responsible for the temperature of plant seeds to Hawaii. Yet the results of flotation experiments and the low temperatures of air currents cast doubt on these hypotheses. So, the answer is option D. Other options are not true as per the content given in the passage. Hence, the answer is option D.
- 13. (a) The existence in Alpine regions of Hawaii of a plant species that also grows in the southwestern United States would justify the ecology of the southwestern United States is similar in important respects to the ecology of Alpine regions of Hawaii, that is option A. Option B is not true according to the passage, also options C and D are not true as they are not related to Alpine regions. Hence, the answer is option A.
- 14. (d) Answer is option D, which can be used as a question as per the content given in the passage.

 Whereas, option A is incorrect as it is not an accurate question according to the passage.

- Similarly, options B and C are incorrect according to the passage. Hence, the answer is option D.
- 15. (c) The answer is option C which can be best described as a summary and evaluation of recent study. Option A is incorrect because the original did not appear survey, are described by Webb's point of view to the old view is incorrect, and secondly, this article mainly talking about new ideas, rather than on the old view of the comment; Option D is also not true as the original structure of the old view put forward new ideas new ideas prove new ideas shortcomings, there is no defence. Hence, the answer is option C.
- 16. (d) The first paragraph of the passage clearly states that the military did not play a major role as an instrument of colonial policy until 1763 as a long-held view, that is option D. Option C cannot be true as sentence is talking about merchants and farmers which is not mentioned in the passage. Similarly, options A and B are not true as they are not related to the passage. Hence, the answer is option D.
- 17. (a) As it is given that Garrison government allowed the colonists a legislative assembly but real authority, in Webb's view, belonged to the colonial governor, who was appointed by the king and supported by the "garrison", that is, by the local contingent of English troops under the colonial governor's command, so option A is true. Options B, C and D are not true as these are not supported by the passage. Hence, the answer is option A.
- 18. (b) Webb views Charles II as the "proper successor" of the Tudor monarchs and Cromwell because Charles II used the military to extend executive power over the English colonies, which is option B. Option A is not true, as it is not related to the passage and condition given. Similarly, options C and D are not true. Hence, the answer is option B. Top of Form
- 19. (b) Information II is true as per the passage given whereas information I and III are not related to passage. Also it is mentioned in second paragraph. Hence, the answer is option B.
- 20. (c) Answer is option C, as it is related to the passage above. Other options are not related to the passage. Hence, the answer is option C.



- (b) The answer is option B, as it is clearly mentioned in the last line of the passage that- It was necessary to master certain laws and to use intellect in order to build Gothic cathedrals, or set-up the stained glass windows of Chartres. When this bracing element of craftsmanship ceased to dominate artists' outlook, new technical elements had to be adopted to maintain the intellectual element in art. Whereas, option A is not true as it is not related to the passage. Similarly, options C and D, are incorrect. Hence, the answer is option B.
- 2. (d) It is given in the passage about the traditional romantics stressed intuition and self-expression, the frenzy of inspiration was regarded as fundamental to art. Questions given in the other questions cannot be answered by the information given in the passage. Hence, the answer is option D.
- 3. (a) It is mentioned in the passage that "Long before the Romantics stressed intuition and self-expression, the frenzy of inspiration was regarded as fundamental to art, but philosophers had always assumed it must be controlled by law and by the intellectual power of putting things into harmonious order". This is mentioned in option ((a) Other options are not related to traditional assumptions of aesthetic philosophers. Hence, the answer is option A.
- 4. (c) The author mentions "linear perspective and anatomy" in the last sentence in order to support his point that rational order of some kind has often seemed to discipline artistic inspiration, which is mentioned in option C. Other options are not correct according to the passage. Hence, the answer is option C.
- 5. (b) The author discusses computing machines in the first paragraph primarily in order to illustrate his views about the approach of mathematicians to problem solving, that is option B. Option A is incorrect as it is giving a negative tone which is not needed. Option C is incorrect as the passage is not comparing. Option D is incorrect as it is not related to the paragraph mentioned. Hence, the answer is option B.
- 6. (a) It is given in the passage that Since science tries to deal with reality, even the most precise sciences normally work with more or less imperfectly understood approximations toward

- which scientists must maintain an appropriate skepticism which means doubtful. Author talks about equation as an example, therefore, option A, is correct answer. Hence, the answer is option A.
- 7. (d) The answer is option D, as it is best suited for the assumption to be made by scientists about scientific arguments, also mentioned in the last paragraph of the passage. Hence, the answer is option D.
- 8. (c) It is mentioned in the passage that In some cases, the mathematicians' literal-mindedness may have unfortunate consequences. The mathematicians turn the scientist's theoretical assumptions, that is, their convenient points of analytical emphasis, into axioms, and then take these axioms literally. This brings the danger that they may also persuade the scientists to take these axioms literally. Hence, the answer is option C.
- 9. (a) The approach of physicists to solve the scientific problems is practical for scientific purposes, which is mentioned in option A. (As it is given in the passage that Physicists, looking at the original Schrodinger equation, learn to sense in it the presence of many invisible terms in addition to the differential terms visible, and this sense inspires an entirely appropriate disregard for the purely technical features of the equation). Option B is incorrect as it talks about danger which the physicist is not concerned. Similarly, options C and D are incorrect. Hence, the answer is option A.
- 10. (b) Option B is the answer.
- 11. (c) The author implies that scientists develop a healthy skepticism because they are aware that some factors in most situations must remain unknown (as mentioned in 2nd paragraph) and hence, answer is option C.
- 12. (b) Passage states that For women, who did not have access to higher education as men did, literary salons provided an alternate route to learning and a challenge to some of society's basic assumptions about women, which is mentioned in option B.
- 13. (b) A significant distinction between the *salonnieres* and Bluestockings was the role of pleasure in the activities of the literary salon, that is answer is option B. All other options are not suited for a significant distinction between the *salonnieres* and Bluestockings. Hence, the answer is option B.
- 14. (d) As it is mentioned in the passage that In an atmosphere of mutual support, the Bluestockings



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- went beyond the salon experience. They travelled, studied, worked, wrote for publication, and by their activities challenged the stereotype of the passive woman, therefore, option D is an answer. Hence, the answer is option D.
- 15. (c) Option C is the answer, as it is most compatible with the principles of the *salonnieres* as described in the passage. Whereas, option A, is incorrect as it is not related to the principles. Similarly, options B and D are incorrect. Hence, the answer is option C.
- 16. (a) The answer is option A, as it is satisfying with question. Other options are not related to the question. Hence, the answer is option A.
- 17. (d) Answer is option D, as it is considered a twentieth-century counterpart of an eighteenth-century literary salon as it is described in the passage. Other options are not related to the counterpart and therefore, not correct. Hence, the answer is option D.
- 18. (b) As it is mentioned in the last passage that women's are not feminists, and as per the question To an assertion that Bluestockings were feminists, the author would most probably respond in a qualified disagreement way. Hence, the answer is option B.
- 19. (c) The title that best describes the content of the passage is option C, that is Eighteenth Century

 Precursors of Feminism. Option A is not correct as it is generalized, therefore cannot be the answer. Option C, cannot be true as in last paragraph it is mentioned that women's are not feminists. Option D, is again too generalized. Hence, the answer is option C.
- 20. (c) The author is trying to study the similarities between insect and vertebrate societies which could provide the basis for a unified science of socio-biology, that is option C. Besides in the whole passage comparison is being done between insect and vertebrate societies. Option A cannot be the answer as it is giving a negative sign. Similarly, options B and D are incorrect, as they are not related to the passage. Hence, the answer is option C.
- 21. (a) The answer is option A, that is guarded optimism. As in the beginning of the passage, the author wonders if unified science of sociobiology can ever really happen which shows a slight doubt on his part, but expresses optimism towards the similarities between insects and

- vertebrates by saying it is out of such deliberate oversimplification that the beginning of a general theory are made (this shows optimism). Other options are not related to optimism. Hence., the answer is option A.
- 22. (d) The author best suggests that- there are significant structural differences between insect and vertebrate societies; hence option D is the answer. Options A, B and C are specifically talking about the termites and macaques, therefore are incorrect. Hence, the answer is option D.

- 1. (a) The primary purpose of the passage is to present two hypotheses concerning the origin of the Moon, that is, the answer is option A. As, it is given in the first line of the passage Theorists are divided concerning the origin of the Moon. Some hypothesize that the Moon was formed in the same way as were the planets in the inner solar system. So, no need to see all other options. Hence, the answer is option A.
- 2. (d) Information I is not mentioned in the passage, whereas, information II and III are given in lines2 and 3, therefore, the option D is correct. Hence, the answer is option D.
- 3. (d) The author implies that a nearly circular orbit is unlikely for a satellite that was formed by a collision between two celestial bodies, so the answer is option D. Option A is incorrect, as it is not given in the passage. Options C and D, are wrong reasons as the passage is concerned. Hence, the answer is option D.
- 4. (b) The answer is option B, as it is given in the last line of the passage, that If there are changes in the mantle rock of the earth, it would be difficult to verify the collision hypothesis. Whereas, option A is incorrect, as it not satisfying the conditions given in the question. Similarly, options C and D are incorrect. Hence, the answer is option B.
- 5. (b) The author is primarily concerned with raising a question and describing an important discovery that led to an answer, that is, the answer is option B. It is mentioned in the first paragraph of the passage. Option A is incorrect, as it is not a primary concern of the author. Similarly, options C and D are incorrect. Hence, the answer is option B.



- 6. (b) Answer is option B, that is a drug that stimulates the production of LDL receptors on the liver, if developed would most likely be an example of the kind of drug mentioned. As it is given that They are necessary to prevent over synthesis of LDL's from VLDL remnants and they are necessary for the normal removal of LDL from the blood. Hence, the answer is option B.
- 7. (c) The answer is option C, as it is mentioned in the passage above in lines 20–30. Option A is incorrect, as it not supplying the information. Similarly, options B and D are incorrect. Hence, the answer is option C.
- 8. (a) According to the passage, by studying the Watanabe rabbits, scientists learned that VLDL remnants are removed from the blood by LDL receptors in the liver, that is the correct answer choice is option A. Hence, the answer is option A.
- 9. (b) The development of drug treatments for some forms of familial hypercholesterolemia is regarded by the author as highly probable (likely), so the answer is option B, as per information given in the passage. Option C is also incorrect, as the passage is not promising. Similarly, option D is incorrect. Hence, the answer is option B.
- 10. (c) The answer is option C as it is given that Watanabe noticed that a male rabbit in his colony had ten times the normal concentration of cholesterol in its blood. By appropriate breeding, Watanabe obtained a strain of rabbits that had very high cholesterol levels. These rabbits spontaneously developed heart disease. To his surprise, Watanabe further found that the rabbits, like humans with familial hypercholesterolemia, lacked LDL receptors. Other options are not related to condition given in the question. Hence, the answer is option C.
- 11. (b) The passage implies that Watanabe rabbits differ from normal rabbits as in the blood of Watanabe, correct answer choice is option B, which is mentioned in the passage. All other options are not true, as far as Watanabe rabbits are concerned. Hence, the answer is option B.
- 12. (d) Option (D) is the answer.
- 13. (c) Answer is option C, that is through the structure of Bearden's art, his Black subjects come to represent all of humankind, as it is mentioned in the passage. It is given in the passage that The subject matter of Bearden's collages is certainly

- Black. Portrayals of the folk of Mecklenburg County, North Carolina, whom he remembers from early childhood. Other options are not correct and not related to the passage. Hence, the answer is option C.
- 14. (a) Bearden's social sensibilities and the subject matter of his collages are mentioned by the author in order to explain why one might be tempted to call Bearden, a Black American artist, hence answer is option A. It is given that In natural harmony with this choice of subject matter are the social sensibilities of the artist, who remains active today with the Cinque Gallery in Manhattan, which he helped found and which is devoted to showing the work of minority artists. Other options are not related to the question asked. Hence, the answer is option A.
- 15. (b) The author of the passage is mainly concerned with assessing the significan e of the ethnic element in Bearden's work, hence correct choice is option B. So, the answer is option B.
- 16. (b) The author is primarily concerned with refuting a thesis about the distinctiveness of the culture of the early American South, hence option B is the answer. (It is mentioned in the last line of the passage). Option A is incorrect as the keyword claim is not mentioned in the passage. Similarly, options C and D are incorrect. Hence, the answer is option B.
- 17. (d) The passage implies that the attitudes toward Native Americans that prevailed in the Southern colonies differed from those that prevailed in the Puritan colonies, hence answer is option D. It is mentioned in the passage about the attitudes towards Native Americans that prevailed in the Southern colonies. Other options are incorrect as per the passage given. Hence, the answer is option D.
- 18. (a) As it is given that The American culture that emerged during the Colonial and Revolutionary eras has been depicted as having been simply an extension of New England Puritan culture, therefore, the answer is option A, which is clearly mentioned in the passage. Option B, is incorrect, as it is not reflecting the culture. Similarly, options C and D are incorrect. Hence, the answer is option A.
- 19. (d) The answer is option D as information II and III are mentioned in the passage, whereas information I is not given in the passage. So, options A, B and C are incorrect. Hence, the answer is option D.



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- 20. (c) The answer is option C that is spreading to Massachusetts and Connecticut. Other options are incorrect as per the condition given in the question above. Hence, the answer is option C.
- 21. (b) Here option B most logically follows the last sentence of the passage and so option B is the answer. It is given that the larger framework of American colonial life, then, not the Southern but the Northern colonies appear to have been distinctive, and even they seem to have been rapidly assimilating to the dominant cultural patterns by the last colonial period. Options A, C and D are incorrect, as per the passage is concerned. Hence, the answer is option B.
- 22. (d) As in the first line of the passage it is given that

 The social sciences are less likely than other intellectual enterprises to get credit for their accomplishments. This gives an idea that the author is primarily concerned with explaining a peculiar dilemma that the social sciences are in, hence correct answer choice is option D. Option A is incorrect as it is not a primarily concern of the passage. Similarly, options B and C are incorrect. Hence, the answer is option D.

- 23. (b) Game theory is a social science discipline that the author mentions as being possibly over utilized, which is mentioned clearly in the passage. Hence, answer is option B. Hence, the answer is option B.
- 24. (a) Look at the keyword 'under appreciation' mentioned in the passage This under appreciation of the social sciences contrasts oddly with what many see as their overutilization, therefore, correct option is option A, that is premature practical application of social science advances. Option B is incorrect, as it is not related to overutilization. Similarly options C and D are incorrect. Hence, the answer is option A.
- 25. (c) It is mentioned in the passage that "As it is given that in last line of the passage that tentative findings and untested theories are better guides to decision-making than no findings and no theories at all." The author confronts the claim that the social sciences are being over utilized with the observation that this practice represents the lesser of two evils under existing circumstances; hence, option C is the answer. Other options are incorrect, as the claim is concerned. Hence, the answer is option C.

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Reading Comprehension A Day



Passage 1

start Time: end Time:

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

Deborah Mayo is a philosopher of science who has attempted to capture the implications of the new experimentalism in a philosophically rigorous way. Mayo focuses on the detailed way in which claims are validated by experiment, and is concerned with identifying just what claims are borne out and how. A key idea underlying her treatment is that a claim can only be said to be supported by experiment if the various ways in which the claim could be as fault have been investigated and eliminated. A claim can only be said to be borne out by experiment, and a severe test of a claim, as usefully construed by Mayo, must be such that the claim would be unlikely to pass it, if it were false.

Her idea can be explained by some simple examples. Suppose Snell's law of refraction of light is tested by some very rough experiments in which very large margins of error are attributed to the measurements of angles of incidence and refraction, and suppose that the results are shown to be compatible with the law within those margins of error. Has the law been supported by experiments that have severely tested it? From Mayo's perspective the answer is 'no' because, owing to the roughness of the measurements, the law of refraction would be quite likely to pass this test even if it were false and some other law differing not too much from Snell's law true. An exercise I carried out in my school-teaching days serves to drive this point home. My students had conducted some not very careful experiments to test Snell's law. I then presented them with some alternative laws of refraction that had been suggested in antiquity and mediaeval times, prior to the discovery of Snell's law, and invited the students to test them with the measurements





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they had used to test Snell's law; because of the wide margins of error they had attributed to their measurements, all of these alternative laws pass the test. This clearly brings out the point that the experiments in question did not constitute a severe test of Snell's law. The law would have passed the test even if it were false and one of the historical alternatives true.

Word Count = 371

Time Taken =

- Q 1. Which of the following conclusion can be drawn from the passage?
 - (a) Experimental data might support multiple theoretical explanations at the same time, hence, validity of theories needs to be tested further.
 - (b) Precise measurement is a sufficient condition to ensure validity of conclusions resulting from an experiment.
 - (c) Precise measurement is both a necessary and sufficient condition to ensure validity of conclusions resulting from an experiment.
 - (d) Precise measurement along with experimenter's knowledge of the theory underpinning the experiment is sufficient to ensure the validity of conclusions drawn from experiments.
- Q 2. As per Mayo's perspective, which of the following best define to place of explanation?
 - (a) One which is most detailed in its explanation of natural phenomena.
 - (b) One which has been thoroughly tested by scientific experts.
 - (c) One which survives examinations better than other explanations.
 - (d) One which refutes other explanations convincingly.
- Q 3. The author's use of Snell's law of refraction to illustrate Mayo's perspective can best said to be
 - (a) contrived.
- (b) premeditated.
- (c) superfluous.
- (d) illustrative.

Passage 2

start Time: end Time:

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

Though the last twenty-five years have seen China dazzle the world with its excellent economic performance it has shied away from playing the kind of active role in international affairs that would seem commensurate with its economic weight. This is because traditionally China's politics have been defined by the need for economic development above all else. In the past, China's authorities have tended to downplay the country's international clout, choosing to stress instead its developing country status and limited military capabilities. Such modest rhetoric was intended to allay the fears that China's rise was causing across its immediate





neighbourhood. That Beijing is finally acknowledging its status as a major player in the international system is evidenced by the fact that the President has formally developed a theory of international relations; the concept of harmonious world. The concept, encompassing broad notions of multilateralism, prosperity for all through common development and tolerance for diversity has left world opinion perplexed. These are commendable objectives but the theory is short on specifics regarding the means to achieve them.

China's recent willingness to be a more active player internationally stems from complex factors. The country's economic strength—having acquired the largest foreign exchange reserves in the world—is undeniable and reports favour it to be the largest economy in the next quarter of a century. For sustained double digit economic growth China, thus, has no choice but to become more active internationally. Moreover as a major proportion of the oil and other natural resources that China needs to feed its growing economy are imported. Beijing has to aggressively woo the countries rich in energy resources, which also represent emerging markets for Chinese products. To ensure a stable security environment within the region and thus facilitate economic growth. China played an active role in facilitating negotiations with North Korea. Destabilization of a potential flashpoint like the Korean peninsula would lead to a flood of refugees crossing the border, interrupting careful plans of economic rejuvenation of China's North-East. China's growing influence has caused a shift in the geopolitical status quo and its influence is beginning to replace that of the United States and European powers in Africa. China's new diplomacy though has had its share of critics who have expressed their unease at China's military modernization program and its willingness to deal with regimes widely condemned as corrupt and oppressive. Despite this, when Africa was in need of aid and infrastructure or the US needed help in negotiating with Korea they turned to China. By taking a lead in a variety of international and regional forums, initiating bilateral and military exchanges and dispensing aid and technical assistance in parts of the world where traditional powers are cautions to tread China has signed that its days of sitting on the sidelines, content to let others shape world affairs are emphatically over.

Word Count = 494

Time Taken =

- Q 1. Why has China traditionally been a passive spectator in global affairs?
 - (a) To safeguard its oil resources.
 - (b) To maintain security in its vicinity.
 - (c) To conceal its economic predicament.
 - (d) To focus on domestic economic growth.
- Q 2. Which of the following best describes China's current international status?
 - (a) Cause of insecurity among developing nations.
 - (b) Largest economy in the world.
 - (c) Largest donor of aid to developing countries.
 - (d) Pioneer of implementing a 'harmonious world' philosophy.





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- Q 3. What has been the fall out of China's increased participation in world affairs?
 - (a) International scrutiny of its economic policies.
 - (b) Growth of corruption among its politicians.
 - (c) Its influence and prestige have grown substantially.
 - (d) Its growth rate has stabilized.
- Q 4. Which of the following is TRUE in the context of the passage?
 - (a) China's current political standing internationally disproportionate to its financial strength.
 - (b) China is a reluctant participant in military dialogues.
 - (c) The harmonious world theory is the only utilitarian remedy to the current challenges facing the world.
 - (d) US has recognized and acknowledged China' growing international reputation.

Passage 3

start Time: end Time:

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

In 1980, the US Supreme Court overturned decades of legal precedents that said that naturally occurring phenomenon, such as bacteria, could not be patented because they were discoveries rather than inventions. Yet that year, the Court decided that a biologist named Chakrabarty could patent a hybridized bacterium because, 'his discovery was his handiwork, not that of nature'. A majority of the judges reiterated that, 'a new mineral discovered in the earth or a new plant discovered in the wild is not patentable'. Yet they believed that Chakrabarty had concocted something new using his own ingenuity. Even Chakrabarty was surprised. He had simply cultured different strains of bacteria in the belief that they would exchange genetic material in a laboratory soup. The then embryonic industry used the case to argue that patents should be issued on gene, proteins and other materials of commercial value.

By 1980s, the US Patent Office had embarked on a far-reaching change of policy to propel the US industry forward, routinely issuing patents on products of nature including genes, fragments of genes and human proteins. In 1987 for example, Genetics Institute Inc. was awarded a patent on erythropoietin, a protein of 165 amino acids that stimulates the production of red blood cells. It did not claim to have invented the protein: it had extracted small amounts of the naturally occurring substance from thousands of gallons of urine. Erythropoietin is now a multi-billion dollar-a-year treatment.

The industry's argument is that innovation prospers only when it is rewarded. Without rewards, innovation will not take place. The barriers to entry into biotechnology are relatively low. Biotechnology companies do not have to build costly factories of high street retail outlets or invest in brand reputations. The basic units of production are bacteria manipulated to deliver therapeutically and commercially valuable substances. Without the protection of a patent, an innovative biotechnology company will find its discoveries quickly copied by later entrant. If the ownership of rights to exploit a genetic discovery were left unclear, there would be less innovation



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in the economy as a whole and we would all be worse off. The biotechnology industry in USA is larger than anywhere else, in part because innovators there have been allowed to patent their 'inventions'. In 1998, there were almost 1500 patents claiming rights to exploit human gene sequences.

Yet the ownership regime for industries and products spawned by genetics is far from settled. A practical argument is about what should be owned—the gene or the treatment. The cystic fibrosis gene, for example, is patented, and anyone who makes or uses a diagnostic kit that uses knowledge of the gene sequence has to pay royalty to the patent holder. Many would argue that this is too broad a patent, which may be excessively strong and slow down innovation. As we move into the knowledge economy, issues such as the breadth and scope of a patent, the standards of novelty, even the duration, will become more problematical. To put in another way, who should own what and for how long will become more of an issue in a knowledge driven economy. That is because incentives to exploit knowledge need to be set against the value of sharing it. Scientific enquiry proceeds as a result of collaboration, the sharing and testing of ideas. We are lucky that James Watson and his collaborator Francis Creek did not work for Genentech or Glaxo Wellcome because every genetic researcher would now be paying a royalty to use their discovery. Genetics, as most sciences, is built on bedrock of shared knowledge. The more basic the knowledge, the more inappropriate strong property rights and exclusive private ownership becomes. Privatisation of knowledge may make it less likely that know-how will be shared. PerkinElme will publish its research on the human genome, but only once in three months and the company will reserve at least 300 genes for its own patent programme. Publicly funded researchers share their results more openly and more frequently.

Word Count = 662

Time Taken =

- Q 1. The erythropoietin episode shows that
 - (a) patenting is the only way to encourage exploration of new ideas.
 - (b) patenting accelerates exploitation of new ideas.
 - (c) claims to patentability are often false.
 - (d) None of these.
- Q 2. After reading the passage, which of the following statements do you think captures best, the tenor of the piece?
 - (a) The author is unequivocal about undesirability of a patenting system.
 - (b) The author explores the complexities in patenting.
 - (c) The author deliberately obfuscates issues.
 - (d) The passage is boring about.
- Q 3. Chakrabarty patent issue shows that
 - (a) patent authorities are infallible.
 - (b) patent systems are adhoc.
 - (c) patenting rationale is socially embedded and evolutionary.
 - (d) None of these.

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start Time: end Time:

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



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Kodak decided that traditional film and prints would continue to dominate through the 1980s and that photo finishers, film retailers, and, of course, Kodak itself could expect to continue to occupy their long-held positions until 1990. Kodak was right and wrong. The quality of digital cameras greatly improved. Prices plunged because the cameras generally followed Moore's Law, the famous prediction by Intel co-founder Gordon Moore in the 1960s that the cost of a unit of computing power would fall by 50 per cent every eighteen to twenty-four months. Cameras began to be equipped with what the industry called removable media – those little cards that hold the pictures – so pictures were easier to print or to move to other devices, such as computers. Printers improved. Their costs dropped, too. The internet caught the popular imagination, and people began e-mailing each other pictures rather than print them. Kodak did little to ready itself for the onslaught of digital technology because it consistently tried to hold on to the profits from its old technology and underestimated the speed with which the new would take hold. Kodak decided it could use digital technology to enhance film, rather than replace it. Instead of preparing for the digital world, Kodak headed off in a direction that cost it dearly. In 1988, Kodak bought sterling drug for \$5.1 billion. Kodak had decided it was really a chemicals business, not a photography company. So, Kodak reasoned, it should move into adjacent chemical markets, such as drugs. Well, chemically treated photo paper really is not that similar to hormonal agents and cardiovascular drugs. The customers are different. The delivery channels are different. Kodak lost its shirt. It sold sterling in pieces in 1994 for about half the original purchase price. George M.C. Fisher was the new CEO of Kodak in 1993. Fisher's solution was to hold on to the film business as long as possible, while adding a technology veneer to it. For instance, he introduced the advantix preview camera, a hybrid of digital and film technology. User took pictures the way they always had, and the images were captured on film. Kodak spent more than \$500 million developing advantix, which flopped.

Fisher also tried to move Kodak's traditional retail photoprocessing systems into digital world and in this regard installed tens of thousands of image magic kiosks. These kiosks came just as numerous companies introduced in-expensive, high-quality photo printers that people could use at home, which, in fact, is where customers preferred to view their images and fiddle with them. Fisher also tried to insert Kodak as an intermediary in the process of sharing images electronically. He formed partnerships that let customers receive electronic versions of their photos by e-mail and gave them access to kiosks that let them manipulate and reproduce old photographs. You do not need Kodak to upload photos to your computer and e-mail them. Fisher also formed a partnership with AOL called, 'You have Got Pictures.' Customers would have their film developed and posted online, where friends and family could view them. Customers would pay AOL \$7 for this privilege, on top of the \$9 paid for photo-processing. However, sites like snapfish were allowing pictures to be posted online free. Fisher promised early on that Kodak's digital-photography business would be profitable by 1997. It was not. In 1997 Philippe Kahn led the advent of cell phone camera. With the cell phone camera market growth, Kodak did not just lose out on more prints. The whole industry lost out on sales of digital cameras, because they became just a feature that was given away free on cell phones. Soon cameras became a free feature on many personal







computers, too. What had been so profitable for Kodak for so long-capturing images and displaying them was going to become essentially free.

In 1999, Fisher resigned and Carp became to new CEO. In 2000, Carp's first year as CEO, profit was about flat, at \$1.41 billion. Carp, too, retired early, at age fifty-seven. Carp had pursued Fisher's basic strategy of 'enhancing' the film business to make it last as long as possible, while trying to figure out some way to get recurring revenue from the filmless, digital world. But the temporizing did not work any better for Carp than it had for Fisher. Kodak talked, for instance, about getting customers to digitize and upload to the internet more of the 300 million rolls of film that Kodak processed annually, as of 2000. Instead, customers increasingly skipped the film part. In 2002, sales of digital cameras in the United States passed those of traditional cameraseven though Kodak in the mid-1990s had projected that it would take twenty years for digital technology to eclipse film. The move to digital in the 2000s happened so fast that, in 2004, Kodak introduced a film camera that won a 'camera of the year' award, yet was discontinued by the time Kodak collected the award. Kodak staked out a position as one of the major sellers of digital cameras, but being 'one of' is a lot different from owning 70 per cent to 80 per cent of a market, as Kodak had with film, chemicals, and processing. In 2002 competition in the digital market was so intense that Kodak lost 75 per cent of its stockmarket value over the past decade, falling to a level about half of what it was when the reporter suggested to Carp that he might sell the company. As of 2005, Kodak employed less than a third of the number who worked for it twenty years earlier. To see what might have been, look at Kodak's principal competitors in the film and paper markets. Agfa temporized on digital technology, then sold its film and paper business to private-equity investors in 2004. The business went into bankruptcy proceedings the following year, but that was not Agfa's problem. It had cashed out at a halfway reasonable price.

Word Count = 974 Time Taken =

Q 1. As per the passage which of the following statements truly reflect the real base of the passage?

- (a) Moore's law predicted that cost per unit of computing power would exhibit a standard deviation of 25% per annum.
- (b) Popularity of removable media and internet lead to high demand for computers.
- (c) Kodak managers were able to predict the flow of digital technology and their critical value drivers.
- (d) Kodak did not have a vision to plough back the profits from old technology to research and development in new technology.
- O 2. Which of the following statements is not true?
 - Kodak bought sterling drug as a strategic choice for a chemical business as it was already in the business of chemically treated photo paper.
 - ii. The chemical business was in sync with the existing business of Kodak running across the customer segment, delivery channels and the regulatory environment.
 - iii. Kodak committed a mistake by selling sterling in pieces at a loss of 50%.
 - iv. Kodak's diversification attempt with purchase of sterling to strengthen its core business and shift to digital world was a shift from its strategic focus.



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3.74 Reading Comprehension

- (a) Only i and ii (b) Only ii and iii
- (c) Only iii and iv (d) Only i, ii, iii
- Q 3. Kodak lost a big piece of its market share to its competitors because of the following best explained reason.
 - i. When Carp became the CEO the digital technology eclipsed film technology business and further Carp had been with the company for twenty-nine years and had no background in technology.
 - ii. Carp in 2004 introduced a film camera that won camera of the year award, yet it was discontinued by the time Kodak collected the award.
 - iii. Kodak moved from traditional retail photo processing systems into digital world installing several thousands of image magic kiosks that failed to deliver real benefits to the customers.
 - iv. Phillipe Kahn led the advent of cell phone camera and Kodak lost out on the print business and ability to share images became a free feature with no additional charge.
 - (a) i and ii
- (b) ii and iii
- (c) i and iv
- (d) iii and iv
- Q 4. Arrange the given statements in the correct sequence as they appear in the passage.
 - i. Kodak lost to its competitors a big pie of its market share.
 - ii. Kodak ventured into chemical business to strengthen its digital technology business.
 - iii. Kodak downsized its workforce drastically.
 - iv. Kodak tied up with business firms for photo-processing.
 - (a) i, ii, iii, iv
- (b) iii, iv, ii, i
- (c) ii, iv, i, iii
- (d) i, iii, ii, iv
- O 5. Match the following:
 - 1. Intel
- a. Preview cameras that helped users to immediately see the pictures taken.
- 2. Fisher
- Photo-processing, developing and posting online photos.

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- 3. AOL
- e. Lead to insolvency of digital technology
- 4. Agfa
- d. Price of technology product reduces to half every year or two.
- (a) 1-d, 2-a, 3-b, 4-c
- (b) 1-a, 2-d, 3-c, 4-b
- (c) 1-c, 2-b, 3-a, 4-d
- (d) 1-d, 2-c, 3-a, 4-b

Passage 5

start Time: end Time:

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





Deliberative democracy demands a reflexive (or reflection driven) reordering of preferences in a non-coercive manner. The authenticity of democracy requires in addition that these reflective preferences, influence collective outcomes and action, and so long as the state is the main (though far from exclusive) locus of collective decisions; it requires discursive mechanisms for transmission of public opinion to the state. A deliberative or more properly a discursive democracy, in order that it can accommodate several competing versions of democracies such as the liberal, the minimal, the difference, etc., must also accommodate rhetoric, narratives, and empathy along with reasoning. A rationality and a reasoning that does not accommodate values is meaningless. However, it is also argued that individual rationality cannot be realised if values are embedded in the decision procedures, in other words, realisation of values could be made possible only when individuals behave non-rationally. Further if values having been abandoned at the individual level are accorded a place only collectively, the same must lead to either, 'epistemological inconsistency or abandonment of autonomy of individual evaluations'. A talk or a rhetoric, otherwise, is strategic and is employed with the intention of signalling certain information. Such a talk can be, therefore, deceptive and coercive. The illocutionary force and the normative trappings of a Foucauldian discourse while allowing identification with a community and differences with the others, do simultaneously pose through coercion a threat to an utterance as such. If democracy cannot ensure utterance as freedom and if the illocutionary forces in a discursive democracy disciplines the thought and the talk, then how such a democracy could indeed be called authentic!

Most human actions and discourses are actuated by a deeper or primordial ante-deliberation Desire (let us use a capital D). Speaking as such is out of such a Desire (one might use volition or passion). Engaging in a deliberation or else in an action is possible only since there has been such a Desire. Desire appears to both the reflection and also to an observer as a mental-state. A discourse can be set only when such mental states are in harmony, or share a common predisposition or attitude. In the absence of such shared mental-states, no discourse and no deliberation can begin. A running underlying and most often unstated theme that remains at the back of the idea of deliberative democracy is competition – a competition with the 'other' which introduces strategy. The alternative to competition, a mental-state which is out of a Desire to enjoy the 'other' in the light of a memory that this 'one' and the 'other' were but the same and would again become the same, do not appear in the known Anglo-American literature. Such a mental-state might generate and keep alive possibilities, of cooperation although is never a state of cooperation alone as such.

Word Count = 469

- Q 1. Which of the following follows from the passage above?
 - (a) A rhetoric laden talk can generate authentic democratic collective choice.
 - (b) Irrational persons alone can have values.
 - (c) Authenticity of democracy requires a strong reflection-action interaction.
 - (d) A paradigm of competition alone can sustain an authentic democracy.





3.76 ☐ Reading Comprehension

- Q 2. Desire as ante-deliberation driving action refer to
 - (a) irrationality of deliberation.
 - (b) uselessness of deliberation.
 - (c) desire to act without thinking.
 - (d) temporal inconsistency in a position that argues for deliberative action constituting democracy.
- Q 3. Which of the following is true from the passage?
 - (a) Author argues that democracy is bound to fail.
 - (b) Author argues that Desire is primal.
 - (c) Author argues for an end to primal Desire so that an end to competition can come through.
 - (d) None of these
- Q 4. A Foucauldian discourse as used in the passage does NOT refer to
 - (a) discourse based on power.
 - (b) community-based discourse.
 - (c) strategic discourse.
 - (d) None of these.
- Q 5. Which of the following words is closest to the word 'primordial' as used in the passage above?
 - (a) Elemental
 - (b) Anarchist
 - (c) Animalistic
 - (d) Nihilistic
- Q 6. Which of the following captures the spirit of the position that the author hints at through the phrase 'alternative to competition'?
 - (a) All the pragmatic world is a stage a play unfolding.
 - (b) Democracy is an unruly fight among citizens.
 - (c) Socialist planning does away with the chaos of competition.
 - (d) None of these

Passage 6

start Time: end Time:

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

Democracies everywhere, but perhaps nowhere more so than in India, present a complex scenario of tensions between constraints and liberty, unfreedom and freedom, the imperatives of the modern national security state and the aspirations of a free citizenry. The very fact that India has repeatedly been able to mount general elections since it gained its freedom from British rule in 1947, and on a scale never before witnessed in history, is adduced as evidence of the strength of Indian democracy—an accomplishment that seems all the more remarkable given the precarious state of democracy in most of the world. Indeed, assumptions about the *robustness* of democracy in India always take as their implied referent the contrast that comes to mind with Pakistan and many other states in the global South. Pakistan has been under military rulers for 32 of its sixty years of its existence, and even



Reading Comprehension A Day 3.77

its civilian rulers have always governed with the apprehension that a coup might summarily remove them from office – as the constant tussle between Benazir Bhutto and Nawaz Sharif, each removed from office more than once to pave the way for the other, amply suggests. In Africa, democratic states have had at least as fragile an existence, and military dictatorships, despotisms, and authoritarian democracies have indisputably been the norm.

Word Count = 215

Time Taken =

- Q 1. What can be said about democracy in India?
 - (a) It is the epitome of freedom for all.
 - (b) It's a mix of polarities.
 - (c) It's superior to the other democracies.
 - (d) It promotes tension among the masses.
- Q 2. Why does the Indian democracy appear like an accomplishment?
 - (a) Other democracies have not fared well.
 - (b) India is far superior because of its rich culture.
 - (c) Indians are devoted to their country.
 - (d) It is inherently strong.
- Q 3. What is the meaning of *robustness* used in the passage?
 - (a) Status
 - (b) Significance
 - (c) Success
 - (d) Debacle
- Q 4. What should be the title of the passage?
 - (a) The achievement of the Indian Democracy
 - (b) The best democracy in the world
 - (c) Indian democracy the best in South Asia
 - (d) Indian democracy a relative success

Passage 7

start Time: end Time:

Direction for questions 1 to 4: Read the passage given below and solve the questions based on it.

Enunciated by Jung as an integral part of his psychology in 1916 immediately after his unsettling confrontation with the unconscious, the transcendent function was seen by Jung as uniting the opposites, transforming psyche, and central to the individuation process. It also undoubtedly reflects his personal experience in coming to terms with the unconscious. Jung portrayed the transcendent function as operating through symbol and fantasy and mediating between the opposites of consciousness and the unconscious to prompt the emergence of a new, third posture that transcends the two. In exploring the details of the transcendent function and its connection to other Jungian constructs, this work has unearthed significant changes, ambiguities, and inconsistencies in Jung's writings. Further, it has identified two separate images of the transcendent function: (1) the narrow transcendent function, the function or process within Jung's

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pantheon of psychic structures, generally seen as the uniting of the opposites of consciousness and the unconscious from which a new attitude emerges; and (2) the expansive transcendent function, the root metaphor for psyche or being psychological that subsumes Jung's pantheon and that apprehends the most fundamental psychic activity of interacting with the unknown or other. This book has also posited that the expansive transcendent function, as the root metaphor for exchanges between conscious and the unconscious, is the wellspring from whence, flows other key Jungian structures such as the archetypes and the Self, and is the core of the individuation process. The expansive transcendent function has been explored further by surveying other schools of psychology, with both depth and non-depth orientations, and evaluating the transcendent function alongside structures or processes in those other schools which play similar mediatory and/or transitional roles.

Word Count = 278

Time Taken =

- Q 1. The above passage is most likely an excerpt from
 - (a) a research note.
 - (b) an entry on a psychopathology blog.
 - (c) a popular magazine article.
 - (d) a scholarly treatise.
- Q 2. It can be definitel inferred from the passage above that
 - (a) the expansive transcendent function would include elements of both the consciousness and the unconscious.
 - (b) archetypes emerge from the narrow transcendent function.
 - (c) the whole work, from which this excerpt is taken, primarily concerns itself with the inconsistencies in Jung's writings.
 - (d) the transcendent is the core of the individuation process.
- Q 3. A comparison similar to the distinction between the two images of the transcendent function would be;
 - (a) Raucous: Hilarious
 - (b) Synchronicity:Ontology
 - (c) Recession:Withdrawal
 - (d) None of these
- Q 4. As per the passage, the key Jungian structure other than the Self that emerges from the expansive transcendent function may NOT be expressed as a(n):
 - (a) Stereotype
 - (b) Anomaly
 - (c) Idealized model
 - (d) Original pattern

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start Time: end Time:

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.



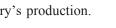


Can poor countries afford to be green? That is a question which politicians in the developing world have often asked pointedly. To them, it seems that the obsession of some rich type with preserving forests and saving cuddly animals like pandas or lemurs, while paying less attention to the human brings living nearby, is both cynical and hypocritical. There is of course plenty of evidence that greenery and growth are not polar opposite. After decades of expansion in China and other fast-emerging economies, some of the negative side-effects and their impact on human welfare, above all the death toll caused by foul air and water, are horribly clear. Yet the relationship between growth and the state of environment is far from simple. Some experts feel that poor countries have been quiet right to challenge the sort of green orthodox which rejects the very idea of economic growth. Indeed, the single biggest variable in determining the countrie's ranking is income per head. But that does not imply that economic growth automatically leads to an improvement in the environment. Growth does offer solutions to the sorts of environmental woes (local air pollution, for example), that directly kill humans. This matters, because about a quarter of all deaths in the world have some link to environmental factors. Most of the victims are poor people who are already vulnerable because of bad living conditions, lack of access to medicine, and malnutrition. Among the killers especially of children, in which the environment plays the role, are diarrhoea, respiratory and infections and malaria. These diseases reinforce a vicious circle of poverty and hopelessness by depressing production. According to the World Bank the economic burden on society caused by bad environmental health amounts to between 2% and 5% of GDP. As poor countries get richer, they usually invest heavily in environmental improvements, such as cleaning up water supplies and improving sanitation, that boost human health. But the link between growth and environmentally benign outcomes is, much less clear when it comes to the sort of pollution that fouls up nature (such as acid rain, which poisons lakes and forests) as opposed to directly killing human beings. The key to addressing that sort of pollution is not just money but good governance. Hence, the poor Dominican Republic is much healthier than nearby Haiti, Costa Rica is far ahead of Nicaragua, in spite of broadly similar nature and resources, and wealthy Belgium is the sick man of Western Europe, with an environmental record worse than that of many developing countries.

Word Count = 420

- O 1. The passage DOES NOT talk about
 - (a) the impact of environmental health no economic growth.
 - (b) factors determining good governance.
 - (c) the impact of economic growth on environment health.
 - (d) environmental factors affecting child mortality.
- Q 2. Which one of the following statements CANNOT be inferred from the passage?
 - (a) Fast-emerging economies are responsible for polluting their environment.
 - (b) Bad environmental health affects a country's production.







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- (c) Environment can be protected only after economic prosperity has been achieved.
- (d) The link between the state of the environment and human health is ambiguous.
- Q 3. The MOST APPROPRIATE title for the passage would be:
 - (a) How Green is Their Growth?
 - (b) Green Orthodoxy
 - (c) Growth vs Greenery
 - (d) Global Warming
- Q 4. Which one of the following can be MOST APPROPRIATELY inferred from the passage?
 - (a) Environmental health should be the single biggest variable in determining a country's ranking.
 - (b) Poor countries cannot afford to save forests or protect cuddly animals.
 - (c) Haiti, Nicargagua and Belgium are the most polluted countries in the world.
 - (d) Economic progress can help to ease environmental woes, as long as the governance is good.

Passage 9

start Time: end Time:

Direction for questions 1 to 4: Read the passage given below and solve the questions based on it.

The starting point for our discussion is the common view expressed in the saying 'Necessity is the mother of invention.' That is, inventions supposedly arise when a society has an unfulfilled need. Would be inventors, motivated by the prospect of money or fame, perceive the need and try to meet it. Some inventor finally comes up with a solution superior to an existing, unsatisfactory technology. Society adopts the solution if it is compatible with the society's values and other technologies. Some inventions do conform to this common sense view of necessity as inventions' mother. Eli Whitney's 1794 invention of a cotton gin to replace laborious hand cleaning of cotton, and James Watt's 1769 invention of steam engine to solve the problem of pumping out water out of British coal mines were some such instances. These familiar examples deceive us into assuming that other major inventions were also responses to perceived needs. In fact, many or most inventions were developed by people driven by curiosity or by a love of tinkering, in the absence of any initial demand for the product they had in mind. Once a device had been invented, the inventor then had to find an application for it. Only after it had been in use for a considerable time did consumers come to feel that they needed it. Still other devices, invented to serve one purpose, eventually found most of their use for other, unanticipated purposes. Some inventions in search of an initial use included most of the major technological breakthroughs of modern times, including the airplane, the automobile, internal combustion engine, electric light bulb, the phonograph and transistor. Thus, invention is often the mother of necessity, rather than





vice versa. For example, when Edison built his first phonograph in 1877, he published an article listing ten uses to which his invention might be put. Reproduction of music did not figure high on that list. Only after 20 years, did Edison reluctantly concede that the main use of his phonograph was to play and record music.

Again, when Nikolaus Otto built his first gas engine, in 1866, horses had been supplying people's land transportation needs for nearly 600 years, supplemented increasingly by steam-powered railroads, for several decades. There was no crisis in the availability of horses, no dissatisfaction with railroads. In 1896, Gottfried Daimler built the first truck. In 1905, motor vehicles were still expensive, unreliable toys for the rich. Public contentment with horses and railroads remained high until World War I, when the military concluded that it really did need trucks. Intensive postwar lobbying by truck manufacturers and armies finally convinced the public of its own needs and enabled trucks to begin to supplant horse drawn wagons in industrialized countries. Thus the commons ense view of invention that served as our starting point reverses the role of invention and need, and probably overstates the importance of rare geniuses such as Watt and Edison. That 'Heroic Theory of Invention' is encouraged by patent law, because an applicant for a patent must prove the novelty of the invention submitted. Inventors thereby have a financial incentive to denigrate or ignore previous work. In truth, technology develops cumulatively, and through the inventions and improvements of many predecessors and successors; rather than in isolated heroic acts, and it finds most of its uses after it has been invented, rather than being invented to meet a foreseen need.

Word Count = 562

- Q 1. The MOST APPROPRIATE title for the passage would be:
 - (a) Mother of Necessity
 - (b) Inventors or Villains
 - (c) The Heroic Theory of Invention
 - (d) Inventions, not Necessities
- Q 2. Which of the following statements is INCORRECT as per the given passage?
 - (a) Patent laws facilitate unnecessary inventions.
 - (b) Inventions give rise to needs in society.
 - (c) Curiosity is the mother of invention.
 - (d) The military helped to popularize the use of trucks.
- Q 3. According to the passage:
 - (a) Airplanes and automobiles were invented out of curiosity.
 - (b) Curiosity and necessity are the main obstacles for invention.
 - (c) The applications of an invention are often not apparent immediately.
 - (d) Society helps to fulfillan inventor's need for money and fame.
- Q 4. The last sentence of the passage implies that
 - (a) the author does not believe in the concept of 'heroic inventions'.
 - (b) an invention does not always have to be in response to some perceived need.
 - (c) isolated heroic acts do not give rise to inventions.
 - (d) initial inventors are never recognized.





3.82 Reading Comprehension

Passage 10

start Time: end Time:

Direction for questions 1 to 4: Read the passage given below and solve the questions based on it.

'Beliefs' soften the hardships, even can make them pleasant. In God, man can find very strong consolation and support. Without him, man has to depend upon himself. At testing moments, vanity, if any, evaporates and man cannot dare to defy the general beliefs; if he does, then we must conclude that he has got certain other strengths than mere vanity. This is exactly the situation now. Judgment is already too well-known. Within a week it is to be pronounced. What is the consolation with the exception of the idea that I am going to sacrifice my life for a cause? A God-believing Hindu might be expecting to be reborn as a king, a Muslim or a Christian might dream of the luxuries to be enjoyed in paradise and the reward he is to get for his sufferings and sacrifices. But what am I to expect? I know the moment the rope is fitted round my neck and rafters removed, form under my feet: that will be the final moment, that will be the last moment. I, or to be more precise, my soul, as interpreted in the metaphysical terminology, shall all be finished there. Nothing further.

A short life of struggle with no such magnificent end shall in itself be the reward if I have the courage to take it in that light. That is all. With no selfish motive or desire to be awarded here or hereafter, quite disinterestedly have I devoted my life to the cause of independence, because I could not do otherwise. The day we find a great number of men and women with this psychology who cannot devote themselves to anything else than the service of mankind and emancipation of the suffering humanity that day shall inaugurate the era of liberty.

Not to become a king nor to gain any other rewards here, or in the next birth or after dearth in paradise, shall they be inspired to challenge the oppressors, exploiters, and tyrants, but to cast off the yoke of serfdom from the neck of humanity and to establish liberty and peace shall they tread this to their individual selves perilous and to their noble selves the only glorious imaginable path. Is the pride in their noble cause to be misinterpreted as vanity? Who dares to utter such an abominable epithet? To him, I say either he is a fool or a knave. Let us forgive him for he cannot realize the depth, the emotion, the sentiment and the noble feelings that surge in that heart. His heart is dead as a mere lump of flesh, his eyes are weak, the evils of other interests having been cast over them. Self-reliance is always liable to be interpreted as vanity. It is sad and miserable but there is no help.

You go and oppose the prevailing faith, you go and criticize a hero, a great man, who is generally believed to be above criticism because he is thought to be infallible, the strength of your argument shall force the multitude to decry you as vainglorious. This is due to the mental stagnation: criticism and independent thinking are the two indispensable qualities of a revolutionary. Because Mahatmaji is great, therefore none should criticize him. Because he has risen above, therefore everything he says: may be in the field of politics or religion, economics or ethics is right. Whether you are convinced or not you must say, 'Yes. That's true'. This mentality does not lead towards progress. It is rather too obviously, reactionary.





Reading Comprehension, A Day 3.83

Word Count = 583

Time Taken =

- Q 1. Which one of the following statements can be deduced from the above passage?
 - (a) Individuals who neither believe in God nor in the infallibility of great men are arrogant.
 - (b) Belief is convenient as it even makes a hard reality at present more bearable because of a promise of a better future.
 - (c) Only some individuals are able to attain greatness and by following them uncritically the society can make significant progress.
 - (d) If you do not believe in God, then you can never hope to achieve anything great in life.
- Q 2. Which of the following statements BEST captures the essence of the passage?
 - (a) When we criticize a great man like Mahatmaji, we are motivated by arrogance and a desire to question anything good through meaningless arguments.
 - (b) All human beings ought to desist from believing anything in order to be able to achieve something meaningful.
 - (c) The author is trying to present his defence for not believing in the existence of God, even though it is probably more convenient to do so, than going against the generally accepted norms of the society.
 - (d) It is wrong to believe in God for achieving kingship or for rewards in this world, or for paradise after death, and instead, one should believe in God without expecting anything in return.
- Q 3. The word 'vainglorious' as used in the passage is EXACTLY OPPOSITE in meaning to:
 - (a) Truthful
- (b) Proud
- (c) Dishonest
- (d) Humble
- Q 4. Which of the following statements is NOT TRUE as per the passage?
 - (a) Pride in a noble cause should not be interpreted as vanity.
 - (b) Service to mankind is the ultimate path to freedom.
 - (c) Criticizing heroes and great men can lead to progress.
 - (d) The author is upset because he has nothing to expect in the afterlife.

Passage 11

start Time: end Time:

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

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





3.84 Reading Comprehension

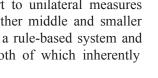
was an attempt at a 'constitutional reform' of the General Agreement on Tariffs and Trade (GATT). Or it could have been put off to the future, as the US government wanted. What factors led to the creation of the WTO in the early 1990s?

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 principal actors and groups. For the United States, which did not want a new Organisation, 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 rule-based system and by the symbolic value of a trade Organisation, 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 rule-based system with those gains. This reasoning—replicated in many countries-was contained in US 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 rule-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 The World Trade Organization (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?

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The momentum of legal development has occurred in other institutions besides the GATT, most notably in the European Union (EU). 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 recognised 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 cooperation.

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,





3.86 Reading Comprehension

which is why lawyers and legalists taking 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.

Word Count = 1211

- Q 1. What could be the closest reason why the 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
- Q 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.
- Q 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.
- Q 4. In the method of interpretation of the European Court of Justice,
 - (a) current policies needed 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.
- Q 5. In the statement '...it amounted to a recognition that international trade and its benefit cannot be enjoyed unless trading nations accept the discipline fa negotiated rules-based environment.', 'it' refers to:
 - (a) Ambassador Kantor'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.





Reading Comprehension A Day

3.87

- Q 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 more than envisaged in the Treaty of Rome.
 - (d) led to a doctrine that was a key turning point in European integration.

Passage 12

start Time: end Time:

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

It is being projected a boon for the agricultural sector. In reality, it will be the beginning of the end for Indian farmers. It has happened in the west. Ever since big retail – dominated by multi-brand retailers has entered the market, farmers have disappeared and poverty has increased. Today, not more than seven lakh farmers remain on the farms in the west. According to a report, every minute one farmer quits agriculture. Farmers' income have come down by more than forty per cent. These days low supermarket prices are being cited as the reason for the **exodus** of dairy farmers too. It is, therefore, futile to expect the supermarkets rescuing farmers in India.

Despite the destruction of farming globally, administrators in India are *gung-ho* about allowing foreign direct investment in multi-brand retailing. 'The agriculture sector needs well functioning markets to drive growth, employment and economic prosperity in rural areas,' says a discussion paper.

Since 2006, India has allowed a partial opening up of the retail sector. Have these retail units benefited Indian farmers and the consumers? The answer is number the argument for setting up of big retail chains is that the supermarket chains will squeeze out the middlemen thereby providing higher prices to farmers and at the same time provide large investments for the development of post-harvest infrastructure. All these claims are untrue, and big retail has not helped farmers anywhere in the world.

If the supermarkets were so efficient, why is the west providing a massive subsidy for agriculture? After all, the world's biggest retail giants are based in the west and it should have helped their farmers become economically viable. But it did not happen. Till 1950, a farmer who would receive about seventy per cent of what was spent on food receives no more than, 3 to 4 per cent today. And that is why the farmers there are being supported in the form of direct income support by the government.

A report by the Organization for Economic Cooperation and Development (OECD), a group comprising the richest 30 countries in the world, states explicitly that arm subsidies rose by 22 per cent in 2008. In just 2009, industrialized countries provided a subsidy of Rs. 1,260 billion. And it is primarily for this reason that farm income is lucrative. Take the





3.88 Reading Comprehension

Netherlands: the average farm family income in 275 per cent of the average household income. This is because of farm subsidies, not supermarkets India is, therefore, importing a failed model from the west especially when India is incapable of providing such heavy subsidies to its farmers.

Regarding employment, big tail does not squeeze out middlemen from the food chain. Supermarkets claim that they remove middlemen and therefore are able to provide a higher price to farmers. In reality what happens is the opposite. Supermarkets are themselves the big middlemen. They replace the small fish supermarkets replace the plethora of small middlemen. The *muneem* clad in a *dhoti-kurta* is replaced by a smartly dressed up middlemen. So while the farmer **pauperizes** the profit of supermarkets multiple.

Based on biased studies by consultancy firms and some institutes, it is believed that supermarkets will create employment and therefore help in ameliorating poverty. This is a flawed assumption. Lessons need to be drawn from a 2004 study done at Pennsylvanian State University. The authors measured the impact of a retail boom on poverty in various adjoining states. The comprehensive study clearly **brings out** that those American states that had more retail stores in 1987, had higher poverty rates by 1999 than the states where fewer stores were set up.

At stake is the livelihood security of 120 lakh small shopkeepers, 4 crores hawkers and at least 20 crores (of the 60 crores) small farmers. What is needed is more public sector investment in setting up a chain of *mandis* across the country. Providing an assured market and reasonable procurement price is what Indian farmers need. This has to be supplemented by a network of foodgrain banks at *Panchayat* level that assure local production and distribution.

Word Count = 674

- Q 1. Why does the author disagree with the idea that big retail stores can salvage farmers condition in India?
 - (a) The farmers in India still prefer to sell their produce to local middlemen and *mandis* than to the big retail stores.
 - (b) There have been examples throughout the world that the big retail chains further deteriorate the condition of the farmers.
 - (c) Big retail chains buy the farmers produce at a much lower cost as compared to the present middlemen.
 - (d) The government subsidies to the farmers selling their produce directly to big retail stores is far lesser than the ones who sell their produce to the government itself.
- Q 2. Which of the following is true in context of the passage?
 - (a) Noticing the state of farmers in the west owing to the advent of retail giants, Indian administrators are not too keen to allow multigrain retailing in India.
 - (b) Supermarket chains have provided large investments for the development of post harvest infrastructure.
 - (c) Supermarkets have indeed helped in making farming a lucrative business.
 - (d) The retail chains have failed to benefit the farmers thus forcing the government to come to their rescue.
- Q 3. Which of the following have been the arguments for setting up big retail stores in India?



Reading Comprehension A Day 3.8

- A. The retail chains would sell the farmers produce at a comparatively higher price than the smaller shops so as to improve the farmer's profit.
- B. The retail chains would drive the middlemen out of the system, thus improving farmer's profit margin.
- C. Big retail chains in the west have been taking strides of growth and have been benefiting the farmers.
- D. The big retail chains would provide an organized market which would bring about growth in the rural areas.
- (a) Only A and C
- (b) Only C and D
- (c) Only A, C and D
- (d) Only B and D
- Q 4. Which of the following would be the most appropriate title for the given passage?
 - (a) Multi brand retailing making farming more lucrative.
 - (b) Supermarkets towards employment and growth in rural areas.
 - (c) Supermarket a super risk for farmers.
 - (d) Allowing Supermarkets in India why are administrators unwilling?

Passage 13

start Time: end Time:

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

The modern world requires us to repose trust in many anonymous institutions. We strap ourselves in a flying tin can with two hundred other people not because we know the pilot but because we believe that airline travel is safe. Our trust in these institutions depends on two factors: skill and ethics. We expect that the people who run these institutions know what they are doing. That they build and operate machines that work as they are supposed to and that they are looking out for our welfare even though we are strangers.

When one of these factors is weak or absent, trust breaks down and we either pay a high price in safety-as in the Bhopal tragedy-or a large welfare premium such as the elaborate security measures at airports. Trust- deficient environments work in the favour of the rich and powerful, who can command **premium** treatment and afford welfare premiums. Poor people can command neither; which is why air travel is safer than train travel, which in turn is safer than walkingby the road side.

Every modern society depends on the trust in the skills and ethics of a variety of institutions such as schools and colleges, hospitals and markets. If we stopped believing in the **expertise** of our teachers, doctors and engineers, we will stop being a modern society.

As the Institution among institutions, it is the duty of the state to ensure that all other institutions meet their ethical **obligations**. The Indian state has failed in its regulatory role schools to turn out good graduates, we well trained engineers and we cannot guarantee that our engineers will turn out to be good products.



3.90 Reading Comprehension

Last year, I was invited to speak at an undergraduate research conference. Most of the participants in this conference were students at the best engineering colleges in the State. One student who was driving me back and forth **recounted** a story about the previous year's final examination. One of his papers had a question from a leading text book to which the textbook's answer was wrong. The student was in a dilemma: should he write the (wrong) answer as given in the textbook or should he write the right answer using his own analytical skills. He decided to do the latter and received a zero on that question. Clearly, as the student had suspected, the examiners were looking at the textbook answer while correcting the examination papers instead of verifying its correctness.

The behaviour of these examiners is a breakdown of institutional morals, with consequences for the skills acquired by students. I say institutional morals, for the failure of these examiners is not a personal failure. At the same conference, I met a whole range of college teachers, all of whom were drafted as examiners at some time or the other. Without exception, they were dedicated individuals who cared about the education and welfare of their students. However, when put in the institutional role of evaluating an anonymous individual, they fail in fulfilling their responsibilities. When some of our best colleges are run in this fashion, is it any wonder that we turn out **unskilled** engineers and scientists? It, as we are led to expect, there is a vast increase in education at all levels and the regulatory regime is as weak as it is currently. Is not it likely that the trust deficit is only going to increase?

We are all aware of the consequences of ignoring corruption at all jewels of society. While institutional failures in governance are obvious, I think the real problem lies deeper, in the failure of every day institutions that are quite apart from institutions that impinge on our lives only on rare occupying on our lives only on rare occupying on our lives only on rare occasions. It is true that our lives are made more **miserable** by government officials demanding bribes for all sorts of things, but what about the everyday lying and cheating and breaking of rules with people who are strangers?

Let me give you an example that many of us have experienced. I prefer buying my fruits and vegetables from roadside vendors rather than chain stores. To the vendor, I am probably an ideal customer, since I do not bargain and I do not take hours choosing the best pieces, instead, letting the vendor do the selecting. The market near my house is quite busy: as a result, most vendors are selling their wares to strangers. It takes a while before a particular vendor realizes that I am a **repeat** customer, in such a situation trust is crucial. I have a simple rule: if a vendor **palms off** a bad piece whose defects are obvious, I never go back to that person again it is amazing how often that happens.

In my opinion, the failure of institutional ethics is as much about these little abuses of trust as anything else. Everyday thievery is like roadside trash: if you let it accumulate the whole neighbourhood stinks.

Word Count = 833

- Q 1. What is the meaning of the phrase **palms off** as used in the passage?
 - (a) Steals from
- (b) Hides away from
- (c) Buys quickly
- (d) Passes on by deception
- Q 2. Why according to the author do people repose trust in institutions they do not know?







Reading Comprehension A Day 3.91



- (a) The marketing strategies adopted by these institutions make them trustworthy in the eyes of the public.
- (b) Many other people before them have done the same thing thus they feel safe.
- (c) People learn from the experiences of their richer counterparts who have availed of the services of these institutions.
- (d) They believe that these institutions have the requisite knowledge and will act only in favour of the general public.
- Q 3. Which of the following is possibly the most appropriate title for the passage?
 - (a) Modifications in Institutional Ethics.
 - (b) Little Deceptions Add to Larger Trust-Deficit.
 - (c) India-A Country Without Ethics.
 - (d) Failure of the Government.
- Q 4. What according to the author happens when there is a breakdown of trust?
 - A. Less affluent people have to compromise on quality.
 - B. Our well-being is compromised.
 - C. We pay a higher prices for services.
 - (a) Only A
 - (b) Only A and C
 - (c) Only B and C
 - (d) All A, B and C
- Q 5. Why according to the author, do institutional failures in governance not matter on a larger-scale?
 - (a) The general public does not care about the failures of these institutions as they do not feature in their lives at all.
 - (b) Such institutional failures are almost non-existent and do not occur often to matter to the public.
 - (c) These intrude in our lives only under exceptional circumstances whereas the everyday lies contribute to much more.
 - (d) These are a part of every country's problems and are taken with a pinch of salt by the public.

Passage 14

start Time: end Time:

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

A pioneering new book, **Gender and Green Governance.** explores a central question: if women had adequate representation in forestry institutions, would it make a difference to them, their communities, and forests as a national resource? Interview with the author

Why has access to forests been such a conflict-ridden issue?

This is not surprising. Forests constitute not just community and national wealth, but global wealth. But for millions, forests are also critical for livelihoods and their daily lives.



3.92 **Reading Comprehension**

Your first book, Cold Hearts and Barren Slopes (1986) was about forests. Is there an evolution of argument here?

Yes indeed: in cold Hearts and Barren Slopes. I had argued that social forestry, with its top down implementation and focus on commercial species, was neither social nor forestry, and would protect neither forests nor village livelihoods. The answer I argued, lay in allowing forests communities to manage local forests. Finally in 1990. India launched the joint forest management programme and Nepal also started community forestry. So I decided to see for myself how community forestry was actually doing.

Between 1995 and 1999, I travelled extensively across India and Nepal and found **paradox:** Forests were indeed becoming greener but women's problem of firewood shortages persisted and in many cases had become more **acute**. Also, despite their high stakes in forests, women continued to agreement. I coined the term 'participatory exclusions' to describe this. How women's exclusion. I ask: what if women were present in forest governance? What difference would that make?

But has this question not been raised before?

Economists researching environmental collective action have paid little attention to gender. Scholars from other disciplines focusing on gender and governance have been concerned mainly with women's near absence from governance institutions. The presumption is that once women are present, all good things will follow. But can we assume this? Not Rural women's relationship with forests is complex.

On the one hand, their everyday dependence on forests for firewood fodders. etc, creates a strong stake in dependence can compel them to extract heavily from forests. As one landless woman told me: of course it hurts me to cut a **green** branch but what do I do if my children are hungry? Taking an agnostic position I decided to test varied propositions, **controlling** for other factors.

What did you find?

First, women's greater presence enhances their effective voice in decision-making. And there is a critical mass effect: if forests management groups have 25-33 per cent female members in their executive committees, it significantly increases the likelihood of women attending meetings, speaking up and holding office. However, the inclusion of landless women makes a particular difference. When present in sufficient numbers they are more likely to attend meetings and voice their concerns than landed women. So what matters is not just including more women, but more poor women.

Second, and unexpectedly, groups with more women typically make stricter forest use rules. Why is this case? Mainly because they receive poorer forests from the forest department. To regenerate these, they have to sacrifice their immediate needs. Women from households with some land have some fallback. But remarkably even in groups with more landless women, although extraction is higher, they still balance self-interest with conservation goals, when placed in decision-making positions.



Reading Comprehension A Day <a> 3.93



Third, groups with more women outperform other groups in improving forest conditions, despite getting poorer forests. Involving women substantially improves protection and conflict resolution. Helps the use of their knowledge of local biodiversity and raises children's awareness about conservation.

Word Count = 581

Time Taken =

- Q 1. Which of the following is one of the reasons of forests being a conflict ridden issue?
 - (a) Some countries have larger forest cover.
 - (b) There is less awareness about global warming.
 - (c) High dependence of many on forests.
 - (d) Less representation of women.
- Q 2. In the second question, the interviewer asked 'Is there an evolution of argument here? Which of the following best describes that?'
 - (a) From Barren to Greener slopes.
 - (b) From local groups to local groups with more women.
 - (c) A fine balance between conservation and commercial forestry.
 - (d) Top-down approach to community forestry.
- Q 3. Why does author say, 'Rural women's relationship with forests is complex'?
 - (a) Dependence forces them to extract and also have concern for conservation.
 - (b) If they protect forests, their livelihood is severely affected.
 - (c) Poor women have been excluded from forest management.
 - (d) They cannot be asked to restore forests which are critical for them.
- Q 4. Landless women, when in decision-making role:
 - (a) Extract much more from forest.
 - (b) Improve their own financial status.
 - (c) Do not care for forest.
 - (d) Are able to meet conservation objectives as well as their own interest.

Passage 15

start Time: end Time:

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

In the annals of investing, Warren Buffett stands alone. Starting from scratch, simply by picking stocks and companies for investment, Buffett amassed one of the epochal fortunes of the twentieth century. Over a period of four decades more than enough to iron out the effects of fortuitous rolls of the dice, Buffett outperformed the stock market, by a stunning margin and without taking undue risks or suffering a single losing year. Buffett did this in markets bullish and bearish and through economies fat and lean, from



3.94 Reading Comprehension

the Eisenhower years to Bill Clinton, from the 1950s to the 1990s, from saddle shoes and Vietnam to junk bonds and the information age. Over the broad sweep of post war America, as the major stock averages advanced by 11 per cent or so a year, Buffett racked up a compounded annual gain of 29.2 per cent. The uniqueness of this achievement is more significant because it was the fruit of old-fashioned, long-term investing. Wall Street's modern financiers got rich by exploiting their control of the public's money: their essential trick was to take in and sell out the public at opportune moments. Buffett shunned this game, as well as the more venal excesses for which wall Street is deservedly famous. In effect, he rediscovered the art of pure capitalism, a cold-blooded sport, but a fair one. Buffett began his career, working out his study in Omaha in 1956. His grasp of simple verities gave rise to a drama that would recur throughout his life. Long before those pilgrimages to Omaha, long before Buffett had a record, he would stand in a corner at college parties, baby-faced and bright-eyed, holding forth on the universe as a dozen or two of his older, drunken fraternity brothers crowded around. A few years later, when these friends had metamorphosed into young associates starting out on Wall Street, the ritual was the same. Buffett, the youngest of the group, would plop himself in a big, broad club chair and expound on finance while the others sat at his feet. On Wall Street, his homespun manner made him a cult figure. Where finance was so forbiddingly complex, Buffett could explain it like a general-store clerk discussing the weather. He never forgot that underneath each stock and bond, no matter how arcane, there lay a tangible, ordinary business. Beneath the jargon of Wall Street, he seemed to unearth a street from small-town America. In such a complex age, what was stunning about Buffett was his applicability. Most of what Buffett did was imitable by the average person (this is why the multitudes flocked to Omaha). It is curious irony that as more Americans acquired an interest in investing, Wall Street became more complex and more forbidding than ever. Buffett was born in the midst of depression. The depression cast a long shadow on Americans, but the post war prosperity eclipsed it. Unlike the modern portfolio manager, whose mindset is that of a trader, Buffett risked his capital on the long-term growth of a few select businesses. In this, he resembled the magnates of a previous age, such as J P Morgan Sr.

As Jack Newfield wrote of Robert Kennedy, Buffett was not a hero, only a hope; not a myth, only a man. Despite his broad wit, he was strangely stunted. When he went to Paris, his only reaction was that he had no interest in sight-seeing and that the food was better in Omaha. His talent sprang from his unrivaled independence of mind and ability to focus on his work and shut out the world, yet those same qualities exacted a toll. Once, when Buffett was visiting the publisher Katharine Graham on Martha's Vineyard, a friend remarked on the beauty of the sunset. Buffett replied that he had not focused on it, as though it were necessary for him to exert a deliberate act of concentration to 'focus' on a sunset. Even at his California beachfront vacation home, Buffett would work every day for weeks and not go near the water. Like other prodigies, he paid a price. Having been raised in a home with more than its share of demons, he lived within an emotional fortress. The few people who shared his office had no knowledge of the inner man, even after decades. Even his children could scarcely recall a time when he broke through his surface calm and showed some feeling. Though part of him is a showman or preacher, he is essentially a private person. Peter





Reading Comprehension A Day 3.95



Lynch, the mutual fund wizard, visited Buffett in the 1980s and was struck by the tranquillity in his inner sanctum. His archives, neatly alphabetized in metal filing cabinets, looked as files had in another era. He had no armies of traders, no rows of electronic screens, as Lynch did. Buffett had no price charts, no computer – only a newspaper clipping from 1929 and an antique ticker under a glass dome. The two of them paced the floor, recounting their storied histories, what they had bought, what they had sold. Where Lynch had kicked out his losers every few weeks, Buffett had owned mostly the same few stocks for years and years. Lynch felt a pang, as though he had travelled back in time. Buffett's one concession to modernity is a private jet. Otherwise, he derives little pleasure from spending his fabulous wealth. He has no art collection or snazzy car, and he has never lost his taste for hamburgers. He lives in a commonplace house on a treelined block, on the same street where he works. His consuming passion – and pleasure – is his work,

Word Count = 933

Time Taken =

- Q 1. 'Saddle shoes and Vietnam', as expressed in the passage, refers to:
 - I. Denier cri and Vietnam war
 - II. Growth of leather footwear industry and Vietnam shoe controversy
 - III. Modern U.S. population and traditional expatriates
 - IV. Industrial revolution and Vietnam Olympics
 - V. Fashion and Politics
 - (a) I and V
- (b) II and IV
- (c) III and V
- (d) II and III
- Q 2. Identify the correct sequence:
 - I. Depression \rightarrow Eisenhower \rightarrow Microsoft
 - II. California → New York → Omaha
 - III. J. P. Morgan \rightarrow Buffett \rightarrow Bill Gates
 - IV. Mutual funds \rightarrow Hedge funds \rightarrow Brokers
 - (a) I and II
- (b) I and III
- (c) II and IV
- (d) III and IV
- Q 3. Choose the most appropriate answer: according to the author, Warren Buffett was
 - I. simple and outmoded.
 - II. against planned economy and technology.
 - III. deadpan.
 - IV. spiritually raw.
 - (a) I and IV
- (b) II and IV
- (c) III and IV
- (d) I and III

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start Time: end Time:

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

IPMAT - BBA



3.96 Reading Comprehension

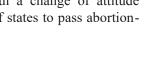
There are a seemingly endless variety of laws, restrictions, customs and traditions that affect the practice of abortion around the world. Globally, abortion is probably the single most controversial issue in the whole area of women's rights and family matters. It is an issue that inflames women's right 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 per cent of the world's population live in countries where induced abortion is permitted on request. An additional 25 per cent 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 nonlicensed 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 overwhelmingthe 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 abortionpermitting legislation.







On one side of the controversy are those who call themselves 'prolife'. 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 centre around different conceptualizations of motherhood. Their beliefs and values are rooted to the concrete circumstances of their lives, their education, income, 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 issues represents the battleground for the justification of their respective views.

Word Count = 1121 Time Taken =





3.98 Reading Comprehension

- Q 1. 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)
- Q 2. 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.
- Q 3. A pro-life woman would advocate abortion if
 - (a) the mother of an unborn child is suicidal.
 - (b) bearing a child conflict with a woman's career prospects.
 - (c) the mother becomes pregnant accidentally.
 - (d) None of these.
- Q 4. 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)
- Q 5. 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.
- Q 6. 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 these.

Passage 17

start Time: end Time:

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

Every conscious mental state has a qualitative character that we refer to as mood. We are always in a mood that is pleasurable or unpleasurable to some degree. It may be that bad moods relate to their being too positive reinforcement in a person's current life and too many punishments. In any case, moods are distinguished from emotions proper by not being tied to any specific object. But, this distinction is not watertight, in that emotions need not be directed at objects that are completely specific (we can be angry just at people generally) while there is always a sense of a mood having a general







objective like the state of the world at large. Moods manifest themselves in positive or negative feelings that are tied to health, personality, or perceived quality of life. Moods can also relate to emotions proper, as in the aftermath of an emotional incident such as the failure to secure a loan. A mood on this basis is the mind's judgment on the recent past. For Goldie, emotion can bubble up and down within a mood, while an emotion can involve characteristics that are non-object specific. What is important for marketing is that moods colour outlook and bias judgements. Hence, the importance of consumer confidence surveys, as consumer confidence typically reflects national mood. There is mood - congruence when thoughts and actions fall inline with mood. As Goleman says, there is a 'constant stream of feeling' that runs 'in perfect to our steam of thought'. Mood congruence occurs because a positive mood evokes pleasant associations that lighten subsequent appraisals (thoughts) and actions, while a negative arouses pessimistic associations that influence future judgment and behaviour. When consumers are in a good mood, they are more optimistic about buying more confident in buying, and much more willing to tolerate things like waiting in line. On the other hand, being in a mood makes buying behaviour in the 'right mood' by the use of music and friendly staff or, say, opens bakeries in shopping malls that delight the passer-by with the smell of fresh bread. Thayer views moods as a mixture of biological and psychological influences and, as such, a sort of clinical thermometer, reflecting all the internal and external events that influence us. For Thayer, the key components of mood are energy and tension in different combinations. A specific mixture of energy and tension, together with the thoughts they influence, produces moods.

He discusses four mood states:

- Calm-energy: he regards this as the optimal mood of feeling good.
- Calm-tiredness: he regards this as feeling a little tired without any stress, which can be pleasant.
- Tense-energy: involves a low level of anxiety suited to a fight-or-flight disposition.
- Tense-tiredness: is a mixture of fatigue and anxiety, which underlies the unpleasant feeling of depression. People generally can 'feel down' or 'feel good' as a result of happenings in the world around them. This represents the national mood. People feel elated when the national soccer team wins an international match or depressed when their team has lost. An elated mood of calm - energy is an optimistic mood, which is good for business. Consumers, as socially involved individuals, are deeply influenced by the prevailing social climate. Marketers recognize the phenomenon and talk about the national mood being, say for or against conspicuous consumption. Moods do change, though. Writing early in the nineteenth century, Toqueville describes an American elite embarrassed by the ostentation of material display; in the 'Gilded Age', sixty years later, many were only too eager to embrace a materialistic vulgarity. The problem lies in anticipating changes in national mood, since a change in mood affects everything from buying of equities to the buying of houses and washing machines. Thayer would argue that we should be interested in national events that are likely to produce a move toward a tense-tiredness state or toward a calm-energy state, since these are the polar extremes and





3.100 Reading Comprehension

are more likely to influence behaviour. Artists sensitive to national moods express the long-term changes. An example is the long-term emotional journey from Charles Dickens's depiction of the death of little Nell to Oscar Wilde's cruel flippancy about it. 'One would have to have a heart of stone not to laugh at the death of little Nell', which reflects the mood change from high Victorian sentimentality to the acerbic cynicism of the end of the century, as shown in writers like Thomas Hardy and artists like Aubrey Beardsley. Whenever the mind is not fully absorbed, consciousness is no longer focused and ordered. Under such conditions the mind falls into dwelling on the unpleasant, with a negative mood developing. Csikszentmihalvi argues that humans need to keep consciousness fully active is what influences a good deal of consumer behaviour. Sometimes it does not matter what we are shopping for – the point is to shop for anything, regardless, as consuming is one way to respond to the void in consciousness when there is nothing else to do.

Word Count = 834

Time Taken =

- Q 1. Which one of the following statements best summarizes the above passage?
 - (a) The passage highlights how moods affect nations.
 - (b) The passage highlights the importance of moods and emotions in marketing.
 - (c) The passage draws distinction between moods and emotions.
 - (d) Some writers influenced national moods through their writings.
- Q 2. Which of the following is the closest to 'conspicuous consumption' in the passage?
 - (a) Audible consumption.
 - (b) Consumption driven by moods and emotions.
 - (c) Socially responsible consumption.
 - (d) Consumption of material items for impressing others.
- Q 3. What is 'moods congruence'?
 - (a) When moods and emotions are synchronized.
 - (b) When moods are synchronous with thoughts and actions.
 - (c) When emotions are synchronous with actions and thoughts.
 - (d) When moods are synchronous with thoughts but not with action.
- Q 4. Implication and Proposition are define as follows:

Implication: a statement which follows from the given text. *Proposition*: a statement which forms a part of the given text. Consider the two statements below and decide whether they are implications or propositions.

- I. The marketers should understand and make use of moods and emotions in designing and selling products and services.
- II. Consuming is nothing but way of filling the void in consciousness.
- (a) Both statements are implications.
- (b) First is implication, second is proposition.
- (c) Both are propositions.
- (d) First is proposition, second is implication.





Reading Comprehension, A Day 3.101

- Q 5. Which statements from the ones given below are correct?
 - 1. In general, emotions are object specific.
 - 2. In general, moods are not object specific.
 - 3. Moods and emotions are same.
 - 4. As per Thayer, moods are a mix of biological and psychological influences.
 - (a) 1, 2, 3
- (b) 2, 3, 4
- (c) 2, 4, 3
- (d) 1, 2, 4
- Q 6. The statement 'Moods provide energy for human actions' is_____
 - (a) always right
 - (b) always wrong
 - (c) sometimes right
 - (d) not derived from the passage

Passage 18

start Time: end Time:

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

Deborah Mayo is a philosopher of science who has attempted to capture the implications of the new experimentalism in a philosophically rigorous way. Mayo focuses on the detailed way in which claims are validated by experiment and is concerned with identifying just what claims are borne out and how. A key idea underlying her treatment is that a claim can only be said to be supported by experiment if the various ways in which the claim could be as fault have been investigated and eliminated. A claim can only be said to be borne out by experiment, and a severe test of a claim, as usefully construed by Mayo, must be such that the claim would be unlikely to pass it if it were false. Her idea can be explained by some simple examples. Suppose Snell's law of refraction of light is tested by some very rough experiments in which very large margins of error are attributed to the measurements of angles of incidence and refraction and suppose that the results are shown to be compatible with the law within those margins of error. Has the law been supported by experiments that have severely tested it? From Mayo's perspective, the answer is 'no' because, owing to the roughness of the measurements, the law of refraction would be quite likely to pass this test even if it were false and some other law differing not too much from Snell's law true. An exercise I carried out in my school-teaching days serves to drive this point home. My students had conducted some not very careful experiments to test Snell's law. I then presented them with some alternative laws of refraction that had been suggested in antiquity and mediaeval times, prior to the discovery of Snell's law, and invited the students to test them with the measurements they had used to test Snell's law; because of the wide margins of error they had attributed to their measurements, all of these alternative laws pass the test. This clearly brings out the point that the experiments in question did not constitute a severe test of Snell's law. The law would have passed the test even if it were false and one of the historical alternatives true.

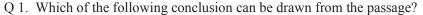




3.102 Reading Comprehension

Word Count = 371

Time Taken =



- (a) Experimental data might support multiple theoretical explanations at the same time; hence, validity of theories needs to be tested further.
- (b) Precise measurement is a sufficient condition to ensure validity of conclusions resulting from an experiment.
- (c) Precise measurement is both a necessary and sufficient condition to ensure validity of conclusions resulting from an experiment.
- (d) Precise measurement along with experimenter's knowledge of the theory underpinning the experiment is sufficient to ensure the validity of conclusions drawn from experiments.
- Q 2. As per Mayo's perspective, which of the following best define to place of explanation?
 - (a) One which is most detailed in its explanation of natural phenomena.
 - (b) One which has been thoroughly tested by scientific experts.
 - (c) One which survives examinations better than other explanations.
 - (d) One which refutes other explanations convincingly.
- Q 3. The author's use of Snell's law of refraction to illustrate Mayo's perspective can best said to be
 - (a) contrived.
- (b) premeditated.
- (c) superfluous.
- (d) illustrative.

Passage 19

start	Time:	end Time	ę

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

A recent World Bank research project assembled and analyzed 35 rounds of the National Sample Survey Organization household survey, covering a period from 1951 to 1993-94. These national household surveys are suitable for tracking the poor's living conditions since the consumption data that have been collected in these surveys are reasonably comparable.

The most recent (1993-94) household survey conducted by the National Sample Survey Organization and based on the poverty lines calculated by the World Bank, reveals that 36.7 per cent of India's rural population and 30.5 per cent of its city-dwellers lived in poverty—a national average of 35.0 per cent. What is important is that as average Indian living standards rose during the 40 years since 1951 and particularly after the mid-1970s, the poor did not get poorer.

The magnitude of decline in poverty of the last two decades is significant but not *dramatic*. While the decline of poverty since the early 1970s has been sizable (from an incidence of 56 per cent to 35 per cent in 1993-94), India's progress in fighting poverty has been modest when







compared with some of its Asian neighbours. Between 1970 and 1993, for example, the proportion of Indonesia's population living in poverty dropped from 58 to 8 per cent, an annual decline of nearly 10 per cent.

As of 1993-94, India's poverty continues to be predominantly rural although rural poverty declined faster than urban poverty over 1951-88. Moreover, the decline in national poverty seems to have been driven mostly by the decline in rural poverty — not surprising given that 74 per cent of India's population lives in rural areas. Many studies suggest that the poor perceive themselves to be better off now than in previous decades. However, these studies also point to pockets of increasing impoverishment.

Word Count = 287

Time Taken =

- Q 1. Why did the World Bank research project use the data of National Sample Survey Organization?
 - (a) It was quite accurate.
 - (b) It was reliable.
 - (c) It was supported by the government.
 - (d) It was reasonably comparable.
- Q 2. What can be deduced about the poverty scenario in India before 1950?
 - (a) The poor were getting poorer.
 - (b) The rich were getting richer.
 - (c) The rich became richer at the expense of the poor.
 - (d) The income gap was unbridgeable.
- Q 3. What is the meaning of *dramatic* used in the second last paragraph?
 - (a) Unreasonably high
 - (b) Abysmally low
 - (c) Very high
 - (d) Statistically insignificant MBA
- Q 4. How does India's anti-poverty campaign fare against some of its neighbours?
 - (a) It is a big failure.
 - (b) It is moderately successful.
 - (c) It is unprecedented.
 - (d) It is a grand success.

Passage 20

start Time: end Time:

Direction for questions 1 to 7: Read the passage below and solve the questions based on it.

India is renowned for its diversity. Dissimilitude abounds in every sphere – from the physical elements of its land and people to the intangible workings of its beliefs and practices. Indeed, given this variety, India itself appears to be not a single entity but an amalgamation, a 'constructs' arising from the conjoining of innumerable, discrete parts. Modem scholarship has, quite properly, tended to explore these elements in isolation. (In part, this trend represents the conscious reversal of the stance taken by an earlier generation



3.104 Reading Comprehension

of scholars whose work reified India into a monolithic entity – a critical element in the much maligned 'Orientalist' enterprise). Nonetheless, the representation of India as a singular 'Whole' is not an entirely capricious enterprise; for India is an identifiable entity, united by – if not born out of – certain deep and pervasive structures. Thus, for example, the Hindu tradition has long maintained a body of mythology that weaves the disparate temples, gods, even geographic landscapes that exist throughout the subcontinent into a unified, albeit syncretic, whole. In the realm of thought, there is no more pervasive, unifying structure than karma. It is the 'doctrine' or 'law' that ties actions to results and creates a determinant link between an individual's status in this life and his or her fate in future lives. Following what is considered to be its appearances in the Upanishads, the doctrine reaches into nearly every corner of Hindu thought. Indeed, its dominance is such in the Hindu world view that karma encompasses, at the same time, life-affirming and life-negating functions; for just as it defines the world in terms of the 'positive' function of delineating a doctrine of rewards and punishments, so too it defines the world through its 'negative' representation of action as an all but inescapable trap, an unremitting cycle of death and rebirth. Despite – or perhaps because of -karma's ubiquity, the doctrine is not easily defined. Wendy Doniger O'Flaherty reports of a scholarly conference devoted to the study of karma that although the participants admitted to a general sense of the doctrine's parameters, considerable time was in a, 'lively but ultimately vain attempt to define ... karma and rebirth'. The base meaning of the term 'karma' (or, more precisely, in its Sanskrit stem form, karman a neuter substantive) is 'action'. As a doctrine, karma encompasses a number of quasiindependent concepts: rebirth (punarjanam), consequence (phala, literally 'fruit,' a term that suggests the 'ripening' of actions into consequences), and the valuation or 'ethicization' of acts, qualifying them as either 'good' (punya or sukarman) or 'bad' (papam or duskarman). In a general way, however, for at least the past two thousand years, the following (from the well known text, the Bhagavata Parana) has held true as representing the principal elements of the karma doctrine: 'The same person enjoys the fruit of the same sinful or a meritorious act in the next world in the same manner and to the same extent according to the manner and extent, to which that (sinful or meritorious) act has been done by him in this world.' Nevertheless, depending on the doctrine's context, which itself ranges from its appearance in a vast number of literary sources to its usage on the popular level, not all these elements may be present (though in a general way, they may be implicit).

Word Count = 553

- Q 1. The orientalist perspective, according to the author:
 - (a) Viewed India as a country of diversity.
 - (b) Viewed India as if it was a single and unitary entity devoid of diversity.
 - (c) Viewed India both as single and diverse entity.
 - (d) Viewed India as land of karma.
- Q 2. 'Reify' in the passage means:
 - (a) To make real out of abstract
 - (b) Reversal of stance







Reading C	Comprehension	n, A Day	3.105
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- (c) Unitary whole
- (d) Diversity
- Q 3. 'Ethicization' in the passage means:
 - (a) Process of making something ethical
 - (b) Converting unethical persons into ethical
 - (c) Judging and evaluation
 - (d) Teaching ethics
- Q 4. Consider the following statements:
 - 1. Meaning of karma is contextual.
 - 2. Meaning of karma is not unanimous.
 - 3. Meaning of karma includes many other quasi-independent concepts.
 - 4. Karma also means actions and their rewards.

Which of the statements are true?

- (a) 1, 2, 3
- (b) 2, 3, 4
- (c) 1, 3, 4
- (d) All the four are true
- Q 5. The base meaning of karma is
 - (a) reward and punishment.
 - (b) only those actions which yield a 'phala'.
 - (c) any action.
 - (d) ripening of actions into consequences.
- Q 6. As per the author, which of the following statements is wrong?
 - (a) India is a diverse country.
 - (b) Doctrine of karma runs across divergent Hindu thoughts.
 - (c) Doctrine of karma has a rich scholarly discourse.
 - (d) Scholars could not resolve the meaning of karma.
- Q 7. Which of the following, if true, would be required for the concept of karma as define in Bhagavata Purana to be made equally valid across despace-time combinations?
 - (a) Karma is judged based on the observers' perception, and hence, the observer is a necessary condition for its validity.
 - (b) Karma is an orientalist concept limited to oriental countries.
 - (c) Each epoch will have its own understanding of karma and therefore there cannot be uniform validity of the concept of karma.
 - (d) The information of the past actions and the righteousness of each action would be embodied in the individual.

Passage 21

start Time: end Time:

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

The University Grants Commission's (UGC), directive to college and university lecturers to spend a minimum of 22 hours a week in direct teaching is the product of budgetary cutbacks rather than pedagogic wisdom. It may seem odd, at first blush, that teachers should protest about





3.106 Reading Comprehension

teaching a mere 22 hours. However, if one considers the amount of time academics require to prepare lectures of good quality as well as the time they need to spend doing research, it is clear that most conscientious teachers work more than 40 hours a week. In university systems around the world, lecturers rarely spend more than 12 to 15 hours in direct teaching activities a week. The average college lecturer in India does not have any office space. If computers are available, internet connectivity is unlikely. Libraries are poorly stocked. Now, the UGC says universities must implement a complete freeze on all permanent recruitment, abolish all posts which have been vacant for more than a year, and cut staff strength by 10 per cent. And it is in order to ensure that these cutbacks do not affect the quantum of teaching that existing lecturers are being asked to work longer. Obviously, the quality of teaching and academic work in general will decline. While it is true that some college teachers do not take their classes regularly, the UGC and the Institutions concerned must find a proper way to hold them accountable. An absentee teacher will continue to play truant even if the number of hours he is required to teach goes up.

All of us are well aware of the unsound state that the Indian higher education system is in today. Thanks to years of **sustained** financial neglect, most Indian universities and colleges do no research worth the name. Even as the number of students entering colleges has increased dramatically, public investment in higher education has actually declined in relative terms. Between 1985 and 1997, when public expenditure on higher education as a percentage of outlays on all levels of education grew by more than 60 per cent in Malaysia and 20 per cent in Thailand, India showed a decline of more than 10 per cent. Throughout the world, the number of teachers in higher education per million populations grew by more than 10 per cent. In the same period in India, it fell by one per cent. Instead of transferring the burden of government apathy on to the backs of the teachers, the UGC should insist that the needs of the country's university system are adequately catered for.

Word Count = 424

- Q 1. Which of the following is the reason for the sorry state of affairs of the Indian Universities as mentioned in the passage?
 - (a) The poor quality of teachers.
 - (b) Involvement of teachers in extra-curricular activities.
 - (c) Politics within and outside the departments.
 - (d) Not getting enough financial assistance.
- Q 2. Which of the following statements/is/are **TRUE** in the context of the passage?
 - A. Most colleges do not carry out research worth the name.
 - B. UGC wants lecturers to spend minimum 22 hours a week in direct teaching.
 - C. Indian higher education system is in unsound state.
 - (a) Only A and C
 - (b) All A, B and C
 - (c) Only C
 - (d) Only B







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- Q 3. Besides direct teaching, University teachers spend considerable time in/on
 - (a) administrative activities such as admissions.
 - (b) supervising examinations and correction of answer papers.
 - (c) carrying out research in the area of their interest.
 - (d) maintaining research equipment and libraries.
- Q 4. What is the UGC directive to the universities?
 - (a) Improve the quality of teaching.
 - (b) Spend time on research activities.
 - (c) Do not appoint any permanent teacher.
 - (d) Provide computer and internet facilities.

Passage 22

start Time: end Time:

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

At one time, it would have been impossible to imagine the integration of different religious thoughts, ideas and ideals. That is because of the closed society, the lack of any communication or interdependence on other nations. People were happy and content amongst themselves; they did not need any more. The physical distance and cultural barriers prevented any exchange of thought and beliefs. But such is not the case today. Today, the world has become a much smaller place, thanks to the adventures and miracles of science. Foreign nations have become our next-door neighbours. Mingling of population is bringing about an interchange of thought. We are slowly realizing that the world is a single cooperative group. Other religions have become forces with which we have to reckon and we are seeking for ways and means by which we can live together in peace and harmony. We cannot have religious unity and peace so long as we assert that we are in possession of the light and all others are groping in the darkness. Thatvery assertion is a challenge to a fight. The political ideal of the world isnot so much a single empire with a homogeneous, civilization and single communal will a brotherhood of free nations differing profoundly in life and mind, habits and institutions, existing side by side in peace and order, harmony and cooperation and each contributing to the world its own unique and specific best, which is irreducible to the terms of the others

The cosmopolitanism of the eighteenth century and the nationalism of the nineteenth are combined in our ideal of a world commonwealth, which allows every branch of the human family to find freedom, security and self-realisation in the larger life of making. I see no hope for the religious future of the world, if this ideal is not extended to the religious sphere also. When two or three different systems claim that they contain the revelation of the very core and center of truth and the acceptance of it is the exclusive pathway to heaven, conflicts are inevitable. In such conflicts one religion will not allow others to steal a march over it and no one can gain ascendancy until the world is reduced to dust and ashes.





3.108 **Reading Comprehension**

religion which we must try to prevent. We can do so only if we accept something like the Indian solution, which seeks the unity of religion not in a common creed but in a common quest. Let us believe in a unity of spirit and not of organization, a unity which secures ample liberty not only for every individual but for every type of organized life which has proved itself effective.

For almost all historical forms of life and thought can claim the sanction of experience and so the authority of God. The world would be a much poorer thing if one creed absorbed the rest. God wills a rich harmony and not a colourless uniformity. The comprehensive and synthetic spirit of Indianism had made it a mighty forest with a thousand waving arms each fulfilling its function, and all directed by the spirit of God. Each thing in its place and all associated in the divine concert making with their various voices and even dissonance, as Heraclites would say, the most exquisite harmony should be our ideal.

Word Count = 566

Time Taken =

- Q 1. According to the passage, religious unity and peace can be obtained if
 - (a) we believe that the world is a single cooperative group.
 - (b) we do not assert that we alone are in possession of the real knowledge.
 - (c) we believe in a unity of spirit and not of organization.
 - (d) we believe that truth does matter and will prevail.
- Q 2. Which of the following according to the passage is the Indian solution?
 - (a) Belief
- (b) Organization
- (c) Creed
- (d) Search
- Q 3. According to the passage, the political ideal of the contemporary world is to
 - (a) create a single empire with a homogeneous civilization.
 - (b) foster the unity of all the religions of the world.
 - (c) create a world commonwealth preserving religious diversity of all the nations.
 - (d) None of these.
- Q 4. According to the passage, the world would be a much poorer thing if
 - (a) one religion swallows all other religions.
 - (b) one religion accepts the supremacy of other religions.
 - (c) religions adopt toleration as a principle of spiritual life.
 - (d) we do not achieve the ideal of brotherhood of free nations.

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start Time: end Time:

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

The debt swap scheme is one among the various market-based debt restructuring measures available to provide debt relief without hampering





the interest of the creditor. The basic notion of debt swap/conversion is relatively simple. The principle is that instead of continuing to make interest payments on outstanding loans contracted in past at a very high rate, the debtor is able to find some other means of setting the debt which is satisfactory to both the debtor and creditor. The debt swap can be of various types, the most prominent being the debt-equity swaps, or debt-to-debt swaps. Debt-equity swaps are exchange of bonds or bank loans for ownership right to equity. Such debt-equity swaps have formed part of private corporations restructuring process for some time.

The debt swap whether internal or external has an **array** of macroeconomic **effects**. It is to be noted that in any debt swap scheme, the debtor must surrender an asset in return for having a liability extinguished. For example, in case of debt-equity swap, debt is exchanged by a claim on capital stock owned by the debtor. In the case of external debt, if the government **retires** external debt by issuing domestic bonds, in a balanced budget there are no real effects beyond those created by the initial wealth effect: the economy will display a current account surplus, accompanied by an initial appreciation of parallel exchange rate and a high real interest rate. These effects are independent of the discounts received by the government.

The practice of debt-equity swap or debt-to-debt swap particularly in the context of external debt has given rise to active controversy. The debate covers wide-ranging issues such as welfare characteristics of such swaps, their potential for reducing net capital flows, and the degree to which swap can reduce the negative incentive effects of debt overhang. Attention has also been paid on the effect of debt swap on the secondary market prices of debt. In the case of external debt, Mexico and Brazil suspended the debt conversion programme, because they can be inflationary as they put **excessive** pressure on the free market for foreign exchange or because swapping of foreign debt with domestic debt can be expensive.

If the debt is swapped through money financing, it leads to an expansion of money supply. If the government can run **sustained** deficits, the fiscal side provides a key link through which swaps can create macroeconomic disequilibrium. In a deficit situation, if the supply of bond is increased to swap the debt, and if the discounts obtained by the government due to interest rate differential are not large enough to cover the deficit, government will have to issue fresh bonds, which in turn may push up the interest rate. Finally, if the government continues to run a fiscal deficit and to avoid inflationary effects if it relies mostly on debt for bonds swapped and if this in turn leads to an accumulation of domestic debt, which the public expects will eventually be monetized, the domestic rate of inflation will immediately begin to rise.

In the case of the debt swap scheme between central and state governments in India, states can restructure their debt by pre-payment of high cost central debt with additional market borrowing at a lower rate of interest. Essentially, this should result in the reduction in the average cost of debt of the State Government. However, that would largely depend on the volume of savings in the interest cost in relation to the outstanding debt stock available for swapping. Despite the savings in interest cost due to debt swap, if a large gap is to be filled by additional borrowing, there is a possibility that swap-induced additional market borrowing may put pressure on the interest rate. Also, in an extreme case, continuous financing of swappable debt through bond financing may fuel inflation if the **holder**





3.110 Reading Comprehension

of the bond expects that debt will eventually be monetized. It is evident from this discussion that aggressive debt restructuring proposed to reap the benefit of low interest rate regime at times may itself become the cause of hardening of future interest rates.

Word Count = 684

Time Taken =

- Q 1. Which of the following measures had been adopted by private Corporations in restructuring process?
 - (a) Exchange of bonds for ownership rights with share-holders.
 - (b) Providing debt relief to bond holders without raising the interest rate
 - (c) Settling the debt in exchange of reserves.
 - (d) Borrowing from banks by mortgaging equity shares.
- Q 2. Which of the following is the recommendation of the author to stabilize the interest rates?
 - (a) State Government should stop borrowing from Central Government.
 - (b) The debt restructuring should be done at bare minimum level.
 - (c) The foreign debts should be swapped immediately.
 - (d) The debt-equality swap should be banned.
- Q 3. Which factors complied Latin American countries to keep in abeyance the debt swap programme?
 - (a) The welfare characteristics of the programme were unfavourable.
 - (b) The conversion with foreign debts was perceived to be expensive.
 - (c) Net capital flow started increasing.
 - (d) Positive incentive effects of debt started decreasing.
- Q 4. What will happen if government decides to issue fresh bonds in a defici
 - (a) The microeconomic equilibrium will shift to negative side.
 - (b) The price of initial bonds will decrease.
 - (c) This step will mess up the economy completely.
 - (d) The interest rates will start increasing.
- Q 5. Which factors may raise the inflation rate on domestic
 - A. If accumulated internal debts start getting monetized.
 - B. If interest rates start reducing for public borrowings.
 - C. If debt swap is done through his sue of bonds in a deficit situation.
 - (a) Only A
- (b) Only B
- (c) Only A and B
- (d) Either A and C

Passage 24

start Time: end Time:

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

For more than three years, Anna Feng did not tell her husband that she had sunk nearly half of their savings into the Shanghai stock market. While he





thought all their money was safely sitting in a bank, the value of the stocks **plunged** by almost 75%. But over the past couple of months, the Shanghai market has shown signs of life, and Feng, a 56-year-old retiree, has recouped half her losses. She is quietly hopeful that maybe she will make it all back. 'Everyone seems to be so optimistic about the markets now,' she says.

Around the world, stocks have been on a tear. In Asia, for example, the Tokyo TOPIX stock index hit a 14-year high last week as a bull run in once-dormant Japan gathered momentum; Mumbai's main equity index hit an all-time high in trading early Friday amid India's continuing economic boom; and Hong Kong shares reached a five year high while indices in Singapore, Jakarta and Sydney set new records. And though stock in Asia, in particular, are on fire, they are not alone. From Germany to Venezuela to South Africa, equity markets in both mature and emerging markets have moved up sharply this year and show little sign of slowing.

The underpinning of stocks strong performance, global bulls say, is straightforward. Economic growth continues to be strong in places where it has been buoyant for several years (the U.S., China and India) and is finally picking up in places where it had been notably absent Japan and parts of 'old' Europe. Moreover, earning and corporate balance sheets around the world as healthy as they have been in years. In Japan, corporate profits have climbed for four straight years and consumer spending is rising briskly on the back of declining unemployment. Economists say that Japan is now in a golden cycle. So, for now, is much of the world. 'It comes down to very simple macroeconomics.' Says Subir Gokam, an economist at CRISIL, India's largest credit rating firm, 'the global economy is growing without much inflationary pressure.'

Is anything wrong with this picture?

One very big thing. Warn the **skeptics**. Interest rates are rising nearly everywhere, and if there is one simple adage that many investment advisers live by, it's this 'when rates are high, stocks will die.' Indeed, one of the most impressive-or scariest-aspects of the current global bull run is that it has come in the teeth of central-bank tightening. Most importantly by the U.S. Federal Reserve, which could slow growth in the world's key economic locomotives. The Fed has increased key short-term interest rate the so-called Fed funds rate 15 times dating back to June 2004 and is widely expected to raise it once or twice more over the next few months. A brief recession and the Sept. 11 terrorist attacks in 2001 spurred a prolonged period of very low interest rates. That **boosted** U.S. consumption-in particular the ratesensitive housing market-and kept the global economy humming. But longterm rates are now beginning to tick upward: last week the U.S 30-year treasury bond reached 5.04% - it's highest level since late 2004, and the housing market is cooling off-potentially triggering an economic slowdown as homeowners cut their spending.

Word Count = 540

- Q 1. According to the passage, what makes people hopeful about the markets?
 - (a) The descent in the value of stocks.
 - (b) The trend of substantial increase in value of stocks.







3.112 Reading Comprehension

- (c) Safety provided by banks to their deposits.
- (d) Optimism of the stock market players.
- Q 2. Which of the following is TRUE about the comparison between market indices of Mumbai and Hong Kong on the one hand and Singapore, Jakarta and Sydney on the other?
 - (a) The indices in the former case are increasing while those in the latter are decreasing.
 - (b) There is no remarkable trend visible between the two sets of indices
 - (c) Indices in both the groups of exercises are stable over a period of last five years.
 - (d) The markets in both the groups of countries have shown upward trend
- Q 3. In what way did the terrorist attack in the US influenc the markets?
 - (a) It led to a brief recession.
 - (b) It increased long-term need for housing.
 - (c) It helped increase the interest rates on housing.
 - (d) It prolonged the low interest rate regime.
- Q 4. Which of the following is/are the reason(s) for the statement that 'Japan is now in golden cycle'?
 - A. It is an economic growth without much inflationary pressure.
 - B. Japan witnessed a substantial increase in corporate profits for the last four years.
 - C. There are more employment avenues open and consumer's spending has increased significantly.
 - (a) All the three A, B and C

(b) A and B only

(c) Either B and C only

(d) A and C only

Passage 25

start Time: end Time:

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

Political **ploys** initially hailed as masterstrokes often end up as flops. The Rs 60,000 crores farm loan waiver announced in the budget writes off 100% of overdues of small and marginal farmers holding up to two hectares, and 25% of overdues of larger farmers. While India has enjoyed 8%–9% GDP growth for the past few years, the boom has bypassed many rural areas and farmer distress and suicides have made newspaper headlines. Various attempts to provide relief (employment guarantee scheme. Public distribution system) have made little impact, thanks to huge leakages from the government's lousy delivery systems. So, many economists think the loan waiver is a worthwhile alternative to provide relief.

However, the poorest rural folk are landless labourers, who get neither farm loans nor waivers. Half of the small and marginal farmers get no loans from banks and depend entirely on moneylenders and will not benefit. Besides, rural India is full of the family holdings rather than individual holdings and family holding will typically be much larger than





two hectares even for dirt-poor farmers, who will, therefore, be denied the 100% waiver. It will, thus, fail in both economic and political objectives. IRDP loans to the rural poor in the 1980s demonstrated that crooked bank officials demand bribes amounting to one-third the intended benefits. Very few of the intended beneficiaries who **merited** relief received it. After the last farm loan waiver will similarly, slow down fresh loans to deserving farmers. While overdues to cooperatives may be higher, economist Surjit Bhalla says less than 5% of farmer loans to banks are overdue, i.e., overdues exist for only 2.25 million out of 90 million farmers. If so, then the 95% who have repaid loans will not gain benefit. They will be angry at being penalized for honesty.

The budget thus grossly overestimates the number of beneficiaries. It also underestimates the negative effects of the waiver-encouraging wilful default in the future and discouraging fresh bank lending for some years. Instead of trying to reach the needy, through a **plethora** of leaky schemes we should transfer cash directly to the needy using new technology like biometric smart cards, which are now being used in many countries and mobile phones bank accounts. Then benefits can go directly to phone accounts operable only by those with biometric cards, ending the massive leakages of current schemes.

The political benefits of the loan waiver have also been exaggerated since if only and many of these have to pay bribes to get the actual benefit, will the waiver really be a massive vote-winner? Members of joint families will feel **aggrieved** that, despite having less than one hectare per head, their family holding is too large to qualify for the 100% waiver. All Finance Ministers, of Central or State Governments give away freebies in their last budgets hoping to win electoral regards. Yet, four-fifth of all **incumbent** governments is voted out. This shows that beneficiaries of favours are not notably grateful, while those not so favoured may feel aggrieved and vote for the opposition. That seems to be why election budgets constantly fail to win elections in India and the loan waiver will not change that pattern.

Word Count = 528

- Q 1. What message will the loan waiver send to farmers who have repaid loans?
 - (a) The Government will readily provide them with loans in the future
 - (b) As opposed to moneylenders' banks are a safer and more reliablesource of credit.
 - (c) Honesty is the best policy.
 - (d) They will be angry at being penalized for honesty.
- O 2. What are the terms of the loan waiver?
 - A. One-fourth of the overdue loans of landless labourers will be written off.
 - B. The Rs 60,000 crores loan waiver has been sanctioned for 2.25 million marginal farmers.
 - C. Any farmer with between 26 per cent to 100 per cent of their loan repayments overdue will be penalized.
 - (a) Only A
 - (b) Only B





3.114 Reading Comprehension

- (c) Both B and C
- (d) All A, B and C
- Q 3. What is the author's view of the loan waiver?
 - (a) It will have an adverse psychological impact on those who cannot avail the waiver.
 - (b) It is a justified measure in view of the high suicide rate among landless labourers.
 - (c) It makes sound economic and political sense in the existing
 - (d) It will ensure that the benefits of India's high GDP are felt by the rural poor.

Passage 26

start Time: end Time:

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

Giving loans to impoverished women to make ceramics or to farmers to buy cows were not seen as great business. Microfinance was an industry championed by anti-poverty activists. Today it is on the **verge** of a revolution, with billions of dollars from big banks, private-equity shops and pension funds pouring in, driving growth of 30% to 40% this year alone. In 1998, a non-profit microfinance organization in Peru, converted into bank (called Mibanco). This demonstrated that the poor are good risks who repay loans on time and getting them together, not only chips away at poverty but also turns a profit. The success of Mibanco has **piqued** the interest of commercial banks, which has previously shunned the country's poor. Now, big banks are going after Mibanco's clients with low-rate loans and realizing it takes special know-how to work with the unbanked – are hiring away Mibanco's staff.

But with the emergence of players who are only out for profit, microfinance schemes cold end up milking the poor. This could happen in countries where lenders do not have to disclose interest rates. When a Mexican microfinancier went public, revealing its loans had rates of about 86% annually; the Consultative Group to Assist the Poor (CGAP) criticized it for putting shareholders ahead of clients. The pressure of turn a profit also forces microfinances to change their business models in ways that depart from the industry's core mission: to help poor people to lead better lives. Such shifts have caused the average loan size to triple. Moreover, smaller loans being costlier to service, a lower percentage of loans go to women because, according to CGAP, with the flood of new large entities there is the risk that a large percentage of cross border funds go to Latin America and Eastern Europe, the world's most developed microfinance markets. 'The poorest of the world's poor who are predominantly in Asia and Africa get left out,' says the CEO of the non-profit Grameen Foundation, which helps to develop microfinance institutions.

Segmenting the industry, might be worthwhile if it allows more of the poor to get access to credit. Multinational corporations could take the top microfinance institutions to the next level and the remainder could be





the responsibility of development groups and regional banks. Yet making loans to poor people is hardly a poverty cure. Property rights and the rule of law matter too. One cannot over idealize what microfinance alone can do. Most non-profits started with lending simply because local laws prohibited non-bank from offering deposit accounts. With an increase in competition and marketing efforts, poverty alleviation experts are concerned that people will be talked into loans they would not otherwise want, for example organizations like Mibanco are providing consumer loans. There is nothing wrong with buying TVs and microwaves on credit, but certain markets, like Mexico, have been flooded with loans that have nothing to do with providing capital to **aspiring** entrepreneurs – just increasing household debt.

Word Count = 487

- Q 1. What does the transformation of Peru's non-profit organization into bank 1100
 - A. To compete with commercial banks, microfinance institutions should convert into banks and offer a wide variety of services.
 - B. Microfinance institutions turn higher profits as banks since interest rates on loans are at their discretion.
 - C. The poor prefer to go to large banks rather than NGOs to obtain loans.
 - (a) None
- (b) Both A and B
- (c) All A, B and C
- (d) Only A
- Q 2. Why did most microfinance institutions initially provide only credit services?
 - (a) They were unable to compete with the interest rates offered on deposits by commercial banks.
 - (b) They have to operate purely on a non-profit basis.
 - (c) Government restrictions prevented them from offering additional services.
 - (d) To ensure the poor have access to modern necessities like microwaves.
- Q 3. What is CGAP's fear with respect to new entities providing microfinance
 - (a) NGO will be unable to survive in an environment of cut throat competition.
 - (b) The poor will hesitate to take advantage of credit facilities because of the formalities involved.
 - (c) The poor in the developed world will be overlooked.
 - (d) The interests of the most deserving among the poor will be neglected.
- Q 4. What is the author's opinion about the competition for customers among microfinanciers
 - (a) It benefits the poor by providing them with loans they would have otherwise not had access to.
 - (b) It is futile since the poor have to pay high rates of interest in case of property loans.
 - (c) It is not beneficial since firms waste their profits on marketing rather than helping the poor.
 - (d) None of these.





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- Q 5. Which of the following is/are consequence/s of microfine ciders altering their immodels?
 - A. Larger loan amounts get sanctioned.
 - B. Debt among the poor has fallen in some countries.
 - C. Drop in the loans awarded to women.
 - (a) Both A and B (b) Both A and C
 - (c) Only C (d) All A, B and C

Passage 27

start Time: end Time:

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

It is difficult to compare countries because various factors such as size, culture, history, geography, natural **endowments**, geopolitics and internal polity comes into play. There are some goals which can be achieved by smaller countries; but sometimes smaller countries find it difficult to embark upon certain big technological plans even if they have the funds, because the size of the domestic market is too small. If we consider the bigger countries, the closest comparison to India is China, though there are many **crucial** differences.

The Chinese vision is to prepare the country for entry into the ranks of mid-level developed nations by the middle of the twenty-first century. Acceleration of his nation's economic growth and social development by relying on advances in science and technology is **pivotal** in this.

Documents describing the Chinese vision state that science and technology constitute premier productive forces and represent a great revolutionary power that can propel economic and social development. It is interesting to note that the main lessons the Chinese have drawn from their past performance is their failure to promote science and technology as strategic tools for empowerment. They also point to the absence of mechanisms and motivations in their economic activity to promote dependences on science and technology. Similarly, they hold that their scientific and technological efforts were not oriented. They conclude that a large number of achievements were not converted into productive forces as they were too far removed from China's immediate economic and social needs. The Chinese vision is, therefore, aimed at exploiting stateof-art science and technology to enhance the nation's overall power and strength, to improve the people's living standards, to focus on resolving problems encountered in large-scale industrial and agricultural production and to effectively control and alleviate pressures brought on by population resources and the environment. By the year 2000, China had aimed at bringing the main industrial sectors up to the technological levels achieved by the developed countries in the 1970s or 80s and by 2020 to the level they would have attained by the early twenty-first century. The aim is to bridge an overall gap with the advanced world. There is a special emphasis on research and development of high technologies that would find defence applications. Some of these technologies are critical for improving the features of key







conventional weapons. Some technologies are meant for enhancing future military capabilities. Other efforts are aimed at maintaining the momentum to develop capabilities for cutting-edge defence technologies. They call for defence technologies. They call for unremitting efforts in this regard with the aim of maintaining effective self-defence and nuclear deterrent capabilities and to enable parity in defence, science and technology with the advanced world.

Word Count = 446

- Q 1. Comparison between two countries becomes difficul because
 - A. the countries differ in their internal political systems.
 - B. each country has its own culture and natural resources which differ from those of others.
 - C. the countries with homogeneous backgrounds are many in number.
 - (a) Only A
 - (b) Only B
 - (c) Only A and B
 - (d) All the three A, B and C
- Q 2. Which of the following have the Chinese identifie as their pitfall(s) from lipast?
 - A. Lack of orientation of Science and Technology towards economic growth.
 - B. Lack of mechanisms in their economic activities to promote use of Science and Technology.
 - C. Neglect of Science and Technology as a strategic measure for empowerment. CAT- MBA | IPMAT - BBA
 - (a) Only A and B
 - (b) Only B and C
 - (c) Only A and C
 - (d) All the three A, B and C
- Q 3. Which of the following is/are the expected result/s of China's new visions?
 - A. To augment peoples' standard of living.
 - B. To tackle pressure effectively brought on by the population.
 - C. To utilize modern technology for bringing the latent power under control
 - (a) Only A and B
 - (b) Only B and C
 - (c) Only A and C
 - (d) All the three A, B and C
- Q 4. Which of the following is the essence of the contents of the passage?
 - (a) Enormous population of the country can be positively utilized for developments.
 - (b) Scientific and Technological principles may not necessarily be instrumental in economic growth.
 - (c) Harmonious development of a country can take place even in the absence of technology upgradation.
 - (d) Economic growth needs to be driven by science and technology.





3.118 Reading Comprehension

Passage 28

start Time: end Time:

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

We have witnessed several disasters in recent times, some natural others man-made. The **frequency** of such calamities has injured us and deadened our collective sensitivity, but that does not reduce the enormity of the personal tragedy of each victim's family and community. The economic loss is only secondary to the human suffering, but is also substantial. The Government whether State or Central has standardized its response. This consists of reacting late, blaming others, visits by VIPs announcing a relief package including compensation for those affected and then forgetting all about it. There seems to be little attempt at drawing lessons from each disaster, storing the knowledge for future use, long-term planning for possible **pre-emptive** action. Preparedness for disasters thus falls short of what is possible using today's technologies.

Floods in many parts of India like the states of Bihar and Assam are a yearly phenomenon. Yet the government seems to be caught by surprise year after year. It is obvious that tarpaulins, vaccines, medicines, clothes, satellite phones, large numbers of doctors and paramedical staff, etc., will be needed as will boats and buses for evacuation. This is known to all those who have combated emergencies yet the non-availability of these essential services and commodities occur. Worse the organizational structure and mechanisms for dealing with disasters are **lethargic** and ill-defined. The National Disaster Management Agency, set up a short time ago being a central government agency has limitations relating to **infringing** the jurisdiction of states. It could have aggregated and disseminated experiences and knowledge, stocked many of the essential items required in an emergency or worked with agencies to ensure sufficient stocks, but has not

While the reaction to major disasters is dismal, the response to emergencies like accident is equally sad. Victims lie unattended since passers by are wary of getting caught in a labyrinthine of police and legal systems. The resulting delay in treatment converts injuries into deaths. Of late, unique and free service to provide assistance in emergency cases is operational. Emergency Management and Research Institute (EMRI) is a professionally managed operation initiated by the vision and grant from Ramalinga Raju. The service which is a successful example of public private partnership likely to become operational in a few states in the near future. Given the sad failure of conventional government organizations in handling disasters, it is time we looked at the PPP model as an alternative without the government seeking in any way to abdicate its responsibility. While the state provides the funding, private organizations will provide the drive, professionalism, competent management and output linked efficiency of a good corporate organization. Combining the sensitivity and purpose of an NGO with private entrepreneurial drive to handle disasters together is thus a worthwhile challenge for both corporate and the government.

Word Count = 463 Time Taken =







- Q 1. Which of the following is NOT true in the context of the passage?
 - (a) Man-made disasters occur more frequently than natural disasters.
 - (b) The Public Private Participation model has been successful in handling emergencies.
 - (c) Floods occur every year in some Indian states.
 - (d) Analysis of previous disasters will help us to cope with future ones.
- Q 2. What is the author's view on the government's current reaction to natural disasters?
 - (a) The government has not been able to handle disaster and should seek foreign aid.
 - (b) A Central Government agency should be set to speed-up coordination in rescue efforts.
 - (c) It has failed to utilize donations effectively to provide relief.
 - (d) The government is apathetic and has not managed to handle disasters effectively.
- Q 3. What does the author consider 'a worthwhile challenge for both corporate and the government'?
 - (a) Governments should gradually transfer disaster management to corporates.
 - (b) Their working together to manage disasters completely keeping public interests in mind.
 - (c) Reducing the incidence of man-made disasters.
 - (d) Mitigating the financial losses sustained during natural disasters.
- Q 4. Which of the following has/have been the impact/s of consistently occurring natural disasters?
 - A. The Government has initiated a long-term planning process to handle them.
 - B. Use of technology in combating disasters has increased in India.
 - C. The Government is not caught unawares when such disasters
 - (a) None of these
 - (b) Only B
 - (c) Both A and C
 - (d) Both A and B

Passage 29

start Time: end Time:

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

John Maynard Keynes, the trendiest dead economist of this **apocalyptic** moment, was the godfather of government stimulus. Keynes had the radical idea that throwing money at recessions through aggressive deficit spending would **resuscitate** flatinged economies and he was not too particular about where the money was thrown. In the depths of the Depressing, he suggested that the Treasury could, 'fill old bottles with banknotes, bury





3.120 Reading Comprehension

them at suitable depths in disused coal mines', then sit back and watch a money-mining boom create jobs and prosperity. 'It would, indeed, be more sensible to build houses and the like,' he wrote, but above would be better than nothing.

As President-elect Barack Obama prepares to throw money at the current down turn a stimulus package starting at about \$350 billion chunk of the financial bailout-we all really do seem to be Keynesians now. Just about every expect agrees that pumping \$1 trillion into a **moribund** economy will rev up the ethereal goods-and services engine that Keynes called 'aggregate demand' and stimulate at least some short-term activity, even if it is all wasted on money pits. But Keynes was also right that there would be more sensible ways to spend it. A trillion dollars' worth of bad ideas sprawlinducing highways and bridges to nowhere, ethanol plants and pipelines that accelerate global warming, tax breaks for overleveraged Mac mansion builders and burdensome new long-term federal entitlements-would be worse than mere waste. It would be smarter to buy every American an iPod, a set of Ginsu knives and 600 Subway footlongs.

It would be smarter still to throw all that money at things we need to do anyway which is the goal of Obama's upcoming American Recovery and Reinvestment Plan. It will include a mix of tax cuts, aid to beleaguered state and local governments, and spending to address needed ranging from food stamps to computerized health records to bridge repairs to broadband networks to energy-efficiency retrofits, all designed to save or create 3 million to 4 million jobs by the end of 2010. Obama has said speed is his top priority because the faster Washington injects cash into the financial bloodstream, the better it stands to help avert a multi year slump with doubledigit unemployment and deflation. But he also wants to use the stimulus to advance his long-term priorities: reducing energy use and carbon emissions, cutting middle-class taxes, upgrading neglected infrastructure, reining in health-care costs and eventually reducing the budget deficits that exploded under Gerorge W. Bush. Obama's goal is to exploit this crisis in the best sense of the word, to start pursuing his vision of a greener, fairer, more competitive, more sustainable economy.

Unfortunately, while 21st century Washington has demonstrated an impressive ability to spend money quickly, it has yet to prove that it can spend money wisely. And the chum of a 1 with 12 zeros is already creating a feeding frenzy for the ages. Lobbyists for shoe companies, zoos, catfish farmers. Mall owners, airlines, public broadcasters, car dealers and everyone else who can afford their retainers are lining up for a piece of the stimulus. States that embarked on **raucous** spending and tax-cutting sprees when they were flush are begging for bailouts now that they're broke. And politicians are dusting off their unfunded mobster museums, waterslides and other pet projects for regrinding as shovel ready infrastructure investments. As Obama's aides scramble to assemble something effectives and transformative as well as politically achievable, they acknowledge the tension between his desires for speed and reform.

Word Count = 597

- Q 1. John M. Keynes was advocate of which of the following suggestions?
 - (a) Spending money recklessly during recessions is suicidal.
 - (b) Exorbitant spending during recessions is likely to boost economy.





Reading Comprehension A Day 3.121



- (c) Aggressive deficit spending is likely to be fatal for economic meltdown.
- (d) Government stimulus to economy may not help because of redtapism.
- Q 2. The author of the passage calls Barack Obama and his team as 'Keynesians' because
 - (a) Barack Obama has been reluctant to follow Keynes' philosophy.
 - (b) his team is advising Barack to refrain from Keynes' philosophy.
 - (c) Barak Obama and his team have decided to fill old bottles with banknotes.
 - (d) None of these.
- Q 3. Obama's upcoming American Recovery and Reinvestment Plan focuses on which of the following?
 - A. Recovery of all debts from the debtors in a phased manner.
 - B. Pumping money very liberally in projects that are mandatory.
 - C. Investing money recklessly in any project regardless of its utility.
 - (a) A only
 - (b) B only
 - (c) C only
 - (d) B and C only
- Q 4. Which of the following is/are corrective measure(s) as part of the long-term priorities of Obama that was an outcome of his predecessor's regime?
 - A. Countering recession through immediate rescue operations.
 - B. Reducing the budget deficit.
 - C. Creating a more sustainable economy.
 - (a) A and B only
 - (b) B and C only
 - (c) A and C only
 - (d) B only

Passage 30

start Time:	end Time

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

Goldman Sachs predicted that crude oil price would hit \$200 and just as it appeared that alternative renewable energy had a chance of becoming an economically viable option, the international price of oil fell by over 70%. After hitting the all-time high of \$147 a barrel, a month ago, crude fell to less than \$40 a barrel. What explains this sharp decline in the international price of oil? There has not been any major new discovery of a hitherto unknown source of oil or gas. The short answer is that the demand does not have to fall by a very sizeable quantity for the price of crude to respond as it did. In the short run, the price elasticity of demand for crude oil is very low. **Conversely**, in the short run, even a relatively big change in the price of oil does not immediately lower consumption. It takes months, or years, of high oil price to inculcate

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3.122 Reading Comprehension

habits of energy conservation. World crude oil price had remained at over \$60 a barrel for most of 2005-2007 without making any major dent in demand.

The long answer is more complex. The economic slowdown in the US, Europe and Asia along with dollar depreciation and commodity speculation have all had some role in the downward descent in the international price of oil. In recent years, the supply of oil has been rising but not enough to catch up with the rising demand, resulting in an almost vertical escalation in its price. The number of crude oil futures and options contracts have also increased manifold which has led to significant speculation in the oil market. In comparison, the role of the Organization of Petroleum Exporting Countries (OPEC) in fixing crude price has considerably weakened. OPEC is often accused of operating as a cartel restricting output thus keeping prices artificially high. It did succeed in setting the price of crude during the 1970s and the first half of the '80s. But, with increased futures trading and contracts, the control of crude pricing has moved from OPEC to banks and markets that deal with futures trading and contracts. It is true that most oil exporting regions of the world have remained politically unstable fueling speculation over the price of crude. But there is little evidence that the geopolitical uncertainties in West Asia have improved to weaken the price of oil. Threatened by the downward slide of oil price, OPEC has, in fact, announced its decision to curtail output.

However most oil importers will heave a sigh of relief as they find their oil bought options to import oil at prices higher than market prices. Exporting nations, on the other hand, will see their economic prosperity slip. Relatively low price of crude is also bad news for investments in alternative renewable energy that cannot complete with cheaper and nonrenewable sources of energy.

Word Count = 479

- Q 1. What does the phrase 'the price elasticity of demand for crude oil is very low' imply?
 - (a) When the price rises the demand for crude oil fails immediately.
 - (b) A small change in demand will result in a sharp change in the price of crude.
 - (c) Within a short span of time the price of crude oil has fluctuated sharply.
 - (d) A small change in price does not affect much the consumption of crude oil.
- Q 2. Which of the following factors is responsible for rise in speculation in crude oil markets?
 - A. OPEC has not been able to restrict the oil output and control prices.
 - B. The supply of oil has been rising to match demand.
 - C. Existence of large number of oil future and oil contracts.
 - (a) Only A
 - (b) Both A and B
 - (c) Only C
 - (d) All A, B and C





Funda Makers

- Q 3. What does the author want to convey by citing the statistics of 2005-2007?
 - (a) The prices of crude were rising gradually so people were not alarmed.
 - (b) The dollar was a strong currency during that period.
 - (c) Many people turned to alternative renewable energy sources because of high oil prices.
 - (d) If the price of oil is high for a short time it does not necessarily result in a drop in consumption.
- Q 4. What led to alternative energy sources being considered economically feasible?
 - (a) The price of oil rose by 70 per cent while renewable energy sources are cheap.
 - (b) Exorbitant crude oil prices made alternative energy sources an attractive option.
 - (c) Expert predictions that the price of oil would alternately escalate and plunge sharply.
 - (d) Evidence that no new sources of oil and gas are available.

Passage 31

start Time: end Time:

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

Indeed, the Western recession is really the beginning of good news for India! But to understand that we will have to move away for a while from the topic of Western recession ... to the Japanese recession! For years the Japanese style of management has been admired. However, over the last decade or so, one **key** question has sprung up 'if Japanese management style is as wonderful as described then why has Japan been in a recession for more than a decade?'

The answer to this question is very simple. Culture plays a very important part in shaping up economies. What succeeds in one culture fails in another. Japanese are basically non-materialistic. And however rich they become unlike others, they cannot just keep throwing and buying endlessly. And once they have everything, they need there is a saturation point. It was only when companies like Toyota realized that they cannot keep selling cars endlessly to their home market that they went really **aggressive** in the Western markets and the rest is history. Japanese companies grew bigger by **catering** to the world markets when their home markets shrunk.

And the markets have to shrink finally after attaining a level of affluence! And that's great for the world because earth needs sustainable development. It does not need monstrous consumers who keep consuming at the cost of the environment and the earth. There should be limits to growth so that consumers are not converted into material dustbins for the profit of a handful of corporations.

Owing to the materialistic culture elsewhere, it was possible to keep selling newer products to the consumers despite having existing ones





3.124 Reading Comprehension

which served equally well. They were lured techniques of destabilization' of the customer: and then finally once they became ready customers, they were given loans and credits to help them buy more and more. When all the creditworthy people were given loans to a logical limit, they ceased to be a part of the market. Even this would have been understandable if it could work as an eye-opener. Instead of taking the Right Step' as Toyota did, they preferred to take a 'shortcut'. Now banks went to the non-creditworthy people and gave them loans. The people expectedly defaulted, and the entire system collapsed.

Now like Toyota, Western companies will learn to find new markets. They will now lean towards India because of its common man! The billion plus population in the next 25 years will become a **consuming** middle-class. Finally the world's attention will shift to the developing world. Finally, there will be a real **surge** in income of these people and in the next fifty odd years, one can really hope to see an equal world in terms of material plenty, with poverty being almost non-existent! And this will happen not by selling more cars to Americans and Europeans. It will happen by creating markets in India, China, Latin America and Africa by giving their people purchasing power and by making products for them.

The recession has made us realize that it is not because of worse management techniques, but because of limits to growth. And they will realize that it is great for planet earth. After all, how many cars and houses must the rich own before calling it enough? It's time for them to look at others as well. Many years back, to increase his own profits, Henry Ford had started paying his workers more, so that they could buy his cars. In similar fashion, now the developed world will pay the developing world people so that they can buy their cars and washing machines.

The recession will kick-start the process of making the entire world more **prosperous and** lay the foundation of limits to growth in the west and the foundation of real globalization in the world or the globalization of prosperity. And one of its first beneficiaries will be India.

Word Count = 660 Time Taken =

- Q 1. What does the author mean by the 'Right Step' in the passage?
 - (a) Giving loans to creditworthy people only.
 - (b) Considering market growth along with environment protection.
 - (c) Restricting people to buy only such products which are needed by them.
 - (d) To start looking at newer avenues and markets.
- Q 2. Although admired since years, why did the skepticism over the Japanese management style start since the last decade?
 - (a) Japanese companies have been moving out of their home markets since the last decade.
 - (b) Japanese banks have provided loans indiscriminately to the creditworthy as well as non-creditworthy people.
 - (c) Both (a) and (b)
 - (d) Only (b)
- Q 3. Why does the author foresee the markets being created in the developing countries instead of America and Europe?





Reading Comprehension, A Day 3.125

- (a) All developing countries have materialistic culture.
- (b) Developed countries are willing to make an effort to achieve globalization.
- (c) American and European markets have had a large number of credit defaulters.
- (d) None of these.
- Q 4. How does the author foresee the future globalization as an analogy to Henry Ford's example?
 - Car companies would start selling cars in developing countries as well.
 - B. By paying the developing world the developed world would increase its own profit in turn bringing affluence to developing world as well.
 - C. To earn profit, the companies in developing countries would move to foreignland.
 - (a) Only A
 - (b) Only B
 - (c) Only C
 - (d) Only A and C

Passage 32

start Time: end Time:

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

Capitalism is a great slave, but a pathetic master. This truth unfortunately gets lost in our chase for the **elusive** dream. It's the dream of being independent masters of our lives or making big bucks and of being happy even if that happiness is being bought by money which all of them chase out there. No doubt, the West, on its part, has been fairly successful in creating material comforts a plenty. It has improved the living standard of its average citizen. However it has been achieved as a result of more than 200 years of **unbridled** growth and exploitation. And that is what has made the rest of the world mindlessly **chase** Westernism not necessarily happiness or an ideal form of society. All because the shop window looks very impressive, and it has been marketed very well.

But a deep look inside the shop tells a different tale. A different world lies behind; a world that is not quite visible to the starry-eyed millions – for whom the Western way of life seems to be the ultimate dream.

Thus, we have Indians dreaming to become or to get married to an NRI and Indian middle-class fathers dreaming of their sons reaching the Bay area and landing tech jobs, unmindful of the second-class life they end up leading in the West. What goes unseen and almost unheard is that the West also happens to be the land that is right amongst the top in terms of the number of divorces per thousand, the number of single parent families per thousand, the number of old people in old age homes, the number of suicides, homicides, and of course, the number of college/school shootouts.





3.126 Reading Comprehension

And why not! After all, such societies are constantly driven towards higher profits and materialism. Expectedly, this materialism comes at a cost that the world is paying today. This is the reason why we have millions

dying of curable diseases in Africa and other underdeveloped countries, while the rich grow richer. Their growth will be reduced, if they were to start thinking of the poor so what do they do to justify their greed for more? They most **shrewdly** propagate and market a ridiculously primitive law of the jungle for our 21st century civilian, the 'Law of Survival of the Fittest'!

The interesting thing about material things is that they only give an illusion of happiness; however such happiness is always **momentary** in nature. Ergo, at this juncture, you feel you are buying your new car or flat screen TV, and just a few days later, these are the very possessions that cease to make you happy. While you chase the bigger car and spend that extra bit of the wealth, you intercept someone's share of the daily bread and also sacrifice those who have the maximum power to make you happy-family, emotions and love. Prolonged abstinence in feeling emotions finally destroys bliss; and you do not even realize when you have become a dry-eyed cripple ... and then you land up in a sermon workshop to find out the real meaning of life — or whatever these workshops are capable of explaining. The truth is that such workshops are also driven by merchants who cash in on the **dejected** state of the people, a state created by their own fictional dreams. But by then it's really too late.

By then, you have made profits out of arms, and engineered wars to keep that industry alive. You have sold guns across counters at supermarkets and made more profits. You have lobbied that guns should be made accessible to the common man, and all for the sake of profits. This makes you realize one day that they are your own children who are in the line of fire against the school goer who opens fire at his schoolmates.

This is the society that finally creates an emotionless monster, who gets satisfaction in killing innocent adults and children alike for no cause no reason and for none, for himself. It is the utter destruction of spiritualism and the total focus on endless self-gratification. Where so many single parent families and divorces exist, it is impossible to bring up children or influence the killers, any better.

Word Count = 701

- Q 1. Who does the author hold responsible for the shooting spree in schools and colleges?
 - A. Lack of love and emotion in the society in general.
 - B. Increased focus on self-gratification even when it comes at the cost of innocent lives.
 - C. Deteriorating social structure leading to break up of families resulting in lack of families resulting in lack of moral development in children.
 - (a) Only A
 - (b) Only C
 - (c) Only B and C
 - (d) All of these
- Q 2. According to the passage, which of the following is a reason for poverty and hunger in underdeveloped countries?







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- A. Mindlessly chasing the Western way of living.
- B. They have fallen prey to the idea of happiness through material comforts rather than love and emotional bond.
- C. They do not have marketing techniques as good as the Western countries.
- (a) Only B
- (b) Only C
- (c) Only A
- (d) Non-mentioned in the passage.
- Q 3. What does the author mean by, 'intercepting someone's share of daily bread'?
 - (a) Hindering the process of marketing in underdeveloped countries by the developed countries.
 - (b) Denying material comfort to the Western world.
 - (c) Affecting the social life of those working towards material comforts only.
 - (d) Excess of wealth in western world while people in poorer nations struggle for survival.
- Q 4. The author's main objective in writing the passage is
 - (a) to explain that consumerist societies have their own drawbacks which are over blinded by its material glare.
 - (b) to explain how too many material comforts have improved the living standard of common man in the west.
 - (c) that young children should not given access to guns and other ammunitions.
 - (d) all NRIs are leading unmindful, second-class lives abroad.



Passage 33

start Time: end Time:

Direction for questions 1 to 4: Read the passage given below and solve the questions based on it.

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,

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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 modem 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 as 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 main thing that philosophy, in our age, can still do for those who study it.

Word Count = 775





Reading Comprehension A Day 3.129

- Q 1. 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.
- Q 2. 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.
- Q 3. From reading the passage, what can be concluded about the profession of the author? He is most likely **not** to be a:
 - (a) Historian
 - (b) Philosopher
 - (c) Scientist
 - (d) Theologian
- Q 4. 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 these.

Passage 34

start Time:

end Time:

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

'We have always known that heedless self-interest was bad morals. We now know that it is bad economics said American President Franklin D. Roosevelt in 1937 in the midst of the Great Depression. And the world has learnt that **enlightened** self-interest is good economics all over again after the Great Recession of 2009. Americans are entering a period of social change as they are recalibrating their sense of what it means to be a citizen, not just through voting or volunteering but also through commerce. There is a new dimension to civic duty that is growing among Americans the idea that they can serve not only by spending time in communities and classrooms but by spending more responsibly. In short, Americans are beginning to put their money where their **ideals** are'.

In a recent poll, most said they had consciously supported local or small neighbourhood businesses and 40 per cent said that they had purchased a product because they liked the social or political values of the company that produced it. People were alarmed about 'blood diamonds' mined in war zones and used to finance conflict in Africa. They were also willing to pay \$2000 more for a car that gets 35 miles per gallon than for one that gives less, though the former is more expensive





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but environment-friendly. Of course, consumers have done their own doing-well-by doing-good calculation – a more expensive car that gives; better mileage will save them money in the long run and makes them feel good about protecting the environment. Moreover since 1995, the number of Socially Responsible Investment (SRI) mutual funds, which generally avoid buying shares of companies that profit from tobacco, oil or child labour has grown from 55 to 260. SRI funds now manage approximately11 per cent of all the money invested in the US financial markets – an estimating mindset in a nation whose most iconic economist Milton Friedman wrote in 1970 that a corporation's only moral responsibility was to increase shareholder profits.

At first the corporate stance was defensive: companies were punished by consumers for unethical behaviour such as discriminatory labour practices. The nexus of activist groups, consumers and government regulation could not merely tarnish a company but put it out of business. But corporate America quickly discerned that social responsibility **attracts** investment capital as well as customer loyalty, creating a virtuous circle. Some companies quickly **embraced** the new ethos that consumers boycotted products they considered unethical, and others purchase products in part because their manufacturers were responsible. With global warming on the minds of many consumers lots of **companies are racing to 'out green' each other.** The most progressive companies are talking about a triple bottom line-profit, planet and people that focuses on how to run a business while trying to improve environmental and worker conditions.

This is a time when the only thing that has sunk lower than the American public's opinion of Congress is its opinion of business. One burning question is how many of these Corporate Social Responsibility (CSR) initiatives are just shrewd marketing to give companies a halo effect? After all only 8 per cent of the large American corporations go through the trouble of verifying their CSR reports, which many consumers do not bother to read. And while social responsibility is one way for companies to get back their reputations consumers too need to make ethical choices.

Word Count = 552

- Q 1. Which of the following represents the change/s that has/have occurred in the American outlook?
 - A. The perception that the government needs to invest resources in business rather than in education.
 - B. Loss of faith in American corporations as they do not disburse their profits equitably among shareholders.
 - C. Americans have cut down on their expenditure drastically to invest only in socially responsible mutual funds.
 - (a) None of these (b) Only C
 - (c) Only A and B (d) Only A and C
- Q 2. Which of the following is/are TRUE in the context of the passage?
 - A. The voter turnout during the 2009 American elections was high.
 - B. African diamonds are highly valued by the American public.
 - C. American firms have to spend vast amounts on advertising because activists cast aspersions on their images.







Reading Comprehension A Day <a> 3.131

- (a) None of these (b) Only A
- (c) Only B and C (d) Only C
- Q 3. Which of the following is the central idea of the passage?
 - (a) It is beneficial to invest in American companies as they are socially responsible and profitable.
 - (b) Large corporations should be penalised by the American government for their greed.
 - (c) Ethical consumerism is profitable for organizations as well as society as a whole.
 - (d) Companies should be required by law to account for their impact on the environment in their balance sheet.
- Q 4. Which of the following best describes the widespread view among Americans about big corporations?
 - (a) They have been lax in fulfilling their moral responsibility of increasing profits and benefiting shareholders.
 - (b) They are being too severely penalised by activities and the government for their role in the economic crisis.
 - (c) Their innovations have brought commercial success and benefited America tremendously.
 - (d) They need to be held accountable for their unethical business practices.
- Q 5. What is the author trying to convey through the phrase 'companies are racing to outgreen each other'?
 - (a) The competition among companies to boost their bottom line profit, planet and people is very stiff.
 - (b) The conflict facing businesses of whether to benefit their shareholders or the environment.
 - (c) Corporations are vying with each other to solicit investment.
 - (d) Companies are striving to find the necessary funds to finance their environment-friendly initiatives.

Passage 35

start Time: end Time:

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

The great fear in Asia a shortwhile ago was that the region would suffer through the wealth destruction already taking place in the U.S. as a result of the financial crisis. Stock markets turn bled as exports plunged and

economic growth deteriorated. Lofty property prices in China and elsewhere

looked set to bust as credit tightened and buyers **evaporated.** But with surprising speed, fear in Asia swung back to greed as the region shows signs of recovery and property and stock prices are soaring in many parts of Asia.

Why should this sharp Asian turnaround be greeted with skepticism? Higher assets prices mean households feel wealthier and better able to spend, which could further fuel the region's nascent rebound. But just as easily. Asia could soon find itself saddled with overheated markets similar





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to the U.S. housing market. In short, the world has not changed, it has just moved places.

The incipient bubble is being created by government policy. In response to the global credit crunch of 2008, policy makers in Asia slashed interest rates and **flooded** financial sectors with cash in frantic attempts to keep loans flowing and economies growing. These steps were logical for central bankers striving to reverse a deepening economic crisis. But there's evidence that there is too much easy money around it's winding up in stocks and real estate, pushing prices up too far and too fast for the underlying economic fundamentals. Much of the concern is focused on China, where government stimulus efforts have been large and effective. Money in China has been especially easy to find. Aggregate new bank lending surged 201% in the first half of 2009 from the same period a year earlier, to nearly \$1.1 trillion. Exuberance over a quick recovery which was given a boost by China's surprisingly strong 7.9% GDP growth in the second quarter has buoyed investor sentiment not just for stocks but also for real estate.

Former U.S. Federal Reserve Chairman Alan Greenspan argued that bubble could only be recognized in hindsight. But investors who have been well schooled in the dangers of bubbles over the past decade are increasingly wary that prices have resent too far, and that the slightest bit of negative economic news could knock markets for a loop. These fears are compounded by the possibility that Asia's central bankers will begin taking steps to shut off the money. Rumours that Beijing was on the verge of tightening credit led to Shanghai stocks plunging 5%. Yet many economists believe that, 'there is close to a zero possibility that the Chinese government will do anything this year that constitutes tightening.' And without a major shift in thinking, the easy money conditions will stay in place. In a global economy that has produced more dramatic ups and downs that anyone thought possible over the past two years, Asia may be heading for another disheartening plunge.

Word Count = 482

- Q 1. To which of the following has the author attributed the 2008 Asian financia crisis?
 - A. Reluctance of Asian governments to taper off the economic stimulus.
 - B. Greed of Asian investors causing them to trade stocks of American companies at high prices.
 - C. Inflated real estate prices in Asian countries.
 - (a) None of these (b) Only A
 - (c) Only C
- (d) Only A and B
- Q 2. What is the author's main objective in writing the passage?
 - (a) Illustrating that Asian economies are financially more sound than those of developed countries.
 - (b) Disputing financial theories about how recessions can be predicted and avoided.
 - (c) Warning Asian countries about the dangers of favouring fast growth and profits over sound economic principles.
 - (d) Extolling China's incredible growth and urging other countries to emulate it.







- Q 3. What does the author want to convey through the phrase, 'The world has not changed it has just moved place'?
 - (a) At present countries are more dependent on Asian economies than on the US economy.
 - (b) Economies have become interlinked on account of globalization.
 - (c) Asian governments are implementing the same economic reforms as developed countries.
 - (d) All economies are susceptible to recession because of the state of the US economy.
- Q 4. According to the passage, which of the following factor(s) has/have had a negative impact on the Asian stock markets?
 - A. Abrupt drop in exports by Asian countries.
 - B. Extravagant disbursement of housing loans in 2009.
 - C. Raising of interest rates by the Central Bank.
 - (a) None
- (b) Only A and B
- (c) Only A
- (d) Only A and C
- Q 5. Which of the following can be inferred from the passage?
 - A. All Asian economies are recovering at the same pace.
 - B. Experts are apprehensive about the state of Asian economies despite their recovery.
 - C. Developed countries should implement the same economic reforms as Asian ones.
 - (a) Only A
- (b) Only B and C
- (c) Only A and B (d) Only B
- Q 6. What do the Statistics about loans given by Chinese banks in 2009 indicate?
 - (a) There was hardly any demand for loans in 2008.
 - (b) The Chinese government has borrowed funds from the U.S.
 - (c) China will take longer than the US to recover from the economic crisis.
 - (d) None of these.

Passage 36

start Time: end Time:

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

There are various sectors in India that are to be assessed for their strengths, weaknesses, opportunities and threats.

The total population is over 1 billion which will increase to 1.46 billion populations will result in higher unemployment and deterioration of quality. Literacy in India is yet another factor to be discussed. According to 1991 census, 64.8% of the population was illiterate. The major downtrend of education is due to child labour which has spread all over India and this should be totally eradicated by way of **surveillance** and a good educational system implemented properly by the Government.





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Pollution is one more threat to the environment and for the country's **prospects**. This has been experienced more in urban areas mainly in metropolitan cities. The water pollution by the sewage seepage into the ground water and improper maintenance will lead to various diseases which in turn will affect the next generation. In most of the cities there is no proper sewage disposal. The Government has to take effective steps to control population which, in turn, will minimize the pollution.

Poverty questions the entire strength of India's political view and minimizes the energetic way of approach. The shortfall of rains, enormous floods, unexpected famine, drought, earthquake and the recent tsunami hit the country in a negative way. The proactive approach through effective research and analytical study helps us to determine the effects in advance. Proper allocation of funds is a **prerequisite**. In developed countries like U.S., Japan precautionary methods are adopted to overcome this, but it has to be improved a lot in our systems.

Increased population is one of the major reasons for poverty and the Government is unable to allocate funds for basic needs to the society. India has nearly 400 million people living below the poverty line and 90% of active population is in informal economy. The children are forced to work due to their poverty and **differential** caste system. They work in match industry for daily wages, as servants, mechanics, stone breaker, agricultural workers, etc., to prevent child labour, existing laws which favour the Anti Child Labour Act should be implemented by the Government **vigorously**.

More population results in cheap cost by virtue of the demand supply concept. Most of the foreign countries try to utilize this factor by outsourcing their business in India with a very low capital. According to U.S., India is a 'Knowledge Pool' with cheap labour. The major advantage is our communication and technical skill which is adaptable to any environment. The cutting edge skill in IT of our professionals helps the outsourcing companies to commensurate with the needs of the consumers in a short span. The major competitors for India are China and Philippines and by the way of technical ability, Indians are ahead of the race. The major Metropolitan states are targeting the outsourcing field vigorously by giving various amenities to the outsourcing companies like tax concession, allotting land, etc., to start their businesses in its cities without any hurdles. Thereby most of the MNCs prefer India as their destinations and capitalize the resources to maximize their assets. Infrastructure is another key factor for an outsourcing company to start a business in a particular city. It includes road, rail, ports, power and water. The increased input in infrastructure in India is very **limited** where China's record is excellent.

India in earlier days gave more importance to the development of industry and less importance to other departments. But the scenario has quite changed nowadays by allocating a special budget of funds for security. This is because of the frightening increase in terrorism all-around the world especially emerging after the 9/11 terror attack in U.S. in the last ten years, budget towards the development of military forces is higher when compared to others. It shows when compared to others. It shows that the threat from our neighbouring countries is escalating. India has to concentrate more on this security factor to wipe out the problem in the way of cross border terrorism.

Making India, a developed country in 2020 is not an easy task. India has to keep in check a variety of factors in order to progress rapidly.









To quote China as an example is that they demolished an old building to construct a very big port to meet future things to happen. The profits gained by India through various sectors are welfare of the country. India's vision for a brighter path will come true not only by mere words or speech. But extra effort needed at all levels to overcome the pitfalls.

Word Count = 760

Time Taken =

- Q 1. Which of the following, according to the author, is/are result(s) of increased population in India?
 - A. Pollution
 - B. Poverty
 - C. Unemployment
 - (a) Only A
- (b) Only A and B
- (c) Only B
- (d) All A, B and C
- Q 2. Why according to the author has the Indian Government allotted more funds to strengthen the military forces?
 - (a) To improve security in order to counter increasing terrorism.
 - (b) As the security in India over the past ten years was grossly inadequate.
 - (c) As the U.S. too has strengthened its military forces after the 9/11 attack.
 - (d) As the industry is developed enough and is not in need of any more funds.
- Q 3. What is the author's main objective in writing this passage?
 - (a) To exhort the Government to garner support from its neighbouring countries.
 - (b) To suggest to the Government to follow China's example blindly thereby bringing about rapid development.
 - (c) To highlight the plight of the poor.
 - (d) To bring froth the problems associated with the India's development and to suggest measures to counter them.

Passage 37

start Time: end Time:

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

Thinking of what education might looked like in the next decade, one quickly realizes that the trends in technology are leaving a large number of our students behind. Today is an age of exponential change. New and ever improving technologies are popping up every day and in every corner of society.

Educating the best and the brightest in this brave new world will take a new and improved educational **paradigm.** Allowing our educational tools to age in the corner of the classroom will be the mistake that may cost us our future. Throwing away masses of children to **inequitable** access will ensure



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that we **languish** at the bottom of the global pool of employable workers for decades to come.

Technology will shape the way we educate students in the next decade. A user is not simply a person who uses. For the student, being a user should involve using the latest technology in a free and **autonomous** manner. This new-found freedom will allow the student to become an active participant in his/her education instead of a passive passenger. In our current technological society, being a user also means being tracked. Tracking a student means having the ability to target education towards weaknesses and strengths. The ability to accurately customize curricula to the individual has been the holy grail of educational philosophy for many years. This golden age of technological development may soon enable this dream to become a reality.

Current educational curricula and individual assessment is arbitrary at best. Accurately assessing a student can only be achieved by using modern tracking and database technologies. Imagine a world where every child has a tablet computer with ready access to the internet. Further, imagine that every student can access all the knowledge of humankind freely at any moment in time. Continue to imagine world where a misspelled word brings up a spelling challenge application instead of an autocorrection. Try to contemplate what it would mean for a teacher to have a database of every misspelled word, every misunderstood concept or every missed, equation for each of their students. Try to envision a teacher with the ability to customize the experience of the individual 'user' with minimal effort. Imagine the curriculum being automatically targeted to the user through an intuitive educational platform that knows all strengths and each unique weakness. In the last few hundred years, most individuals would consider an education as something you receive. You often hear the question asked, 'Where did you receive your education?' as we proceed through the next decade, education will slowly move away from reception and toward being custom designed for the individual user. New technology will not only allow us to receive an education, but also develop an education. The question we might ask in ten years, 'How did you develop your education?' the question of where will still be important, but the how of the matter will be the focus that defines the individual.

To make this a reality we will need a standardized platform from which to develop a student's unique education. This standardized platform will allows to tailor a custom curriculum that will be matched to talents, interests and life goals. For the educator, a standardized platform will create a way to assist the student in discovering a true purpose in life through a unique educational experience. The basics of reading, writing and arithmetic will not be taught as much as they will be discovered and used. Learning will become a **reciprocal** experience between the teachers the student and the machine.

Under a standardized platform, each of these three participants will have a role to play. The teacher will be the facilitator assisting the development of the curriculum and inspiring the direction the student takes. The student will be the user, gathering resources, skills and knowledge in an efficient and measured sequence. The machine will do the work of data gathering and analysis, which will assist the teacher and student in refining the curriculum. This data gathering work of the machine will also free the teacher from the burden of record-keeping and tedious tasks that currently distract from the real job of teaching and learning.







Under a standardized system, grade level will be far less important. Achievement and progression will be measured by accomplishment and intelligence as a benchmark for success. The question of failure or success will be irrelevant and replaced with a standard and consistent measurement of potential and overall intelligence. Information will no longer be missed but continually rehearsed and monitored for retention by the machine. Tasks such as data tracking reporting and record keeping are currently accomplished manually. These tasks could easily be delegated to an intuitive database. Developing a standard to follow would eliminate these tasks and free the teacher to do their main job of teaching students.

The next decade may mark the moment in history when all are granted equal access to technology. Access to quality education will only be gained through investment and universal standardization of this technology. If we continue to divert wealth towards fruitless goals and corporate greed, this opportunity will be lost or hopelessly delayed.

Word Count = 855

- Q 1. According to the author, which of the following will be the benefit (s of italiga standardized technological platform?
 - A. Potential of a child will take precedence over the grad he/she
 - B. Improving the educational syllabus would become easier.
 - C. Teachers would be able to devote more time to teaching.
 - (a) Only C
- (b) All A, B and C
- (c) Only B and C (d) Only A and B
- Q 2. Which of the following is/are **true** in the context of the passage?
 - A. In the presence of technology each student would require constant monitoring by other individuals to maximize learning.
 - B. Educational philosophy is based on the belief of tailoring educational syllabus to individual student capability.
 - C. The author visualizes that each student will have access to technology in the future.
 - (a) Only A and B (b) Only B
 - (c) Only C
- (d) Only B and C
- Q 3. What does the author mean by the term 'tracking a student'?
 - (a) Analyzing the strengths and weaknesses of a student and designing an educational syllabus accordingly.
 - (b) Assessing whether a student is paying due attention to the existing curriculum offered by an institute of learning's.
 - (c) Analyzing the positives and negatives of an educational institute of modifying it suitably to cater to industrial requirements.
 - (d) Following a student to the educational institute that he visits frequently in order to estimate the time he spends there.
- Q 4. According to the author, why is the current education provided not satisfactory?
 - (a) The teachers providing education are not qualified enough to emphasize on quality.
 - (b) Quality of education provided is not uniform across the globe and individual assessment is subjective.





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- (c) The education sector is fraught with corrupt practices and thus does not produce the desired.
- (d) The education system is not guided by technology and hence, the pace of learning is slow.
- Q 5. What is the author's vision regarding the integration of technology with education?
 - A. A substantial database consisting of each student's learning curve would be readily available.
 - B. An error would activate software which would encourage learning rather than autocorrecting.
 - C. Experimentation in academics would be encouraged.
 - (a) Only C
 - (b) Only A and B
 - (c) All A, B and C
 - (d) Only A and C

Passage 38

start Time: end Time:

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

A few weeks ago, a newspaper article quoted a well-known scientist saying, 'IT has destroyed Indian science'. One can **speculate** about the various ways in which the growth of the IT sector and other similar knowledge industries such as biotechnology has led to a decline in basic scientific research in India.

The most obvious reason is money; pay scales in IT and BT are much higher than one can aspire to in academia. The argument goes; why should a **bright** B.Tech. or M.Sc. Student enroll in a Ph.D. programme when she can make a lot more money writing code? Not only does a **fresh** IT employee make a lot more than a fresh M. Tech. student, his/her pay will rise much faster in IT than in academia. A professor/s pay at a government-run university, even after the Sixth Pay Commission, tops out at far less than a senior executive's salary in a major industry.

Second, the social status of IT and BT jobs equal or even exceed the social status of corresponding academic positions, since they are seen as knowledge industries, which plays to the best and worst instincts of the societal order. As **quintessential** white collar professions, neither do they compel a successful entrepreneur to resort to violence and corruption, nor do they demand any physical labour. Unlike real estate or road construction, it is felt that IT workers can become rich while staying honest and sweat-free.

Assuming that the labour pool for academia and IT is roughly the same, the difference in our collective preferences biases the labour market towards IT and away from academia. Further, when the imbalance between IT and academia continues for years and even decades, a destructive loop, from academia's point of view, is created. When our best and brightest take IT jobs over academic ones for a decade or more, faculty positions in our universities and research centers are no longer filled by the best candidates.





As faculty quality goes down, so does the **capacity** to train top-class graduate students who, after all, are teachers in training. In response to decreasing faculty quality, even those students who otherwise choose an academic profession, decide to join industry or go abroad for their studies. These foreign trained graduates prefer to come back to corporate India if at all they do come back – and the downward cycle replicates itself in each generation. In other words, academia is trapped within a perfect storm created by a combination of social and economic factors.

In this social-economic calculus, the members of our societal classes should prefer an IT job to an academic one. Or, to put it another way, the knowledge economy, i.e., the creation of knowledge for profit, trumps the knowledge society, i.e., the creation of knowledge for its own sake or the sake of the greater good. As is said. 'Knowledge is power, but money is even more power.' Perhaps the scientist was **alluding** to this victory of capitalism over the pursuit of pure knowledge when he accused IT of having a negative influence on Indian science.

Surely, knowledge has become a commodity like any other and as a result, knowledge workers are like any other labourers, who will sell their wares to the highest bidder. One solution is to accept and even encourage the commoditization of knowledge; if so, Indian universities and research centers should copy their western counterparts by becoming more and more like corporations. These centers of learning should convert themselves into engines of growth. In this logic, if we increase academic salaries and research grants to match IT pay cheques we will attract good people into academia, where, in any case, it is rumoured that a certain **elusive** feeling called 'the quality of life' is better.

Word Count = 626

- Q 1. According to the passage what did the scientist actually mean when he said, 'IT has destroyed Indian Science?'
 - (a) The centres meant for scientific research are being utilized by IT industries.
 - (b) The IT industry does not employ people pursuing higher studies.
 - (c) As information is readily available on the internet because of IT. There is no need to seek further information.
 - (d) The desire for money has overshadowed the search for knowledge.
- Q 2. Which of the following is possibly the most appropriate title for the passage?
 - (a) Is the future of IT Bright?
 - (b) The IT industry and the World Economy
 - (c) Research and Academics Losing the Battle against IT
 - (d) Scientific Research and the Need for Well Trained Faculty
- Q 3. What, according to the author, is a destructive loop?
 - (a) Many people quit their existing jobs to work in the IT industry which in turn leads to the downfall of the other industries.
 - (b) The fact that the best minds do not want to become teachers and this in turn leads to good students seeking knowledge elsewhere.
 - (c) The fact that people working in the IT industry do not pursue higher studies which in turn leads to the deterioration in quality of employees.





3.140 **Reading Comprehension**

- (d) The unending use of resources by the IT industry leading to a dearth of resources in the country.
- Q 4. Which of the following mentioned below is/are the author's suggestion/s to promote interest in Indian academia?
 - A. Research centers should adopt the corporate culture as is done in the West.
 - B. Lessening the number of research grants given.
 - Making academic salaries equivalent to those paid in IT industries.
 - (a) Only C
- (b) Only A
- (c) Only B and C
- (d) Only A and C

Passage 39

start Time: end Time:

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

At the time when the unfortunate incident of the 'accidental' exposure to radiation that affected workers and waste collectors in Delhi as they handled radioactive material. Took place, the issue of waste disposal, particularly hazardous waste, made the headlines. The lives of those who live off collecting and sorting waste came into our line of vision. But then the issue disappeared.

Long-term policies that ensure that the safety and health of those who do such an essential job—a community of silent environmentalists someone called them are not such a high priority anymore. One reason is that the people affected are virtually invisible.

Waste collectors around India work silently. Often late into the night, sorting out mountains of waste, **foraging** for anything that can be sold. If you walk down some streets of central Mumbai after 11 at night. You will see an army of waste collectors. Men women, children are all hard at work. They work through the night and finally manage to get some sleep on the doorsteps of the shops on those streets. By daylight they become invisible, having stowed their belongings in boxes behind the signs of the shops on whose doorsteps they sleep. These are the people of the night, not noticed by those who **inhabit** the areas in the day.

What is often not entirely appreciated is that a substantial percentage of waste collectors is women. According to a study, 85 per cent of waste collectors in the city are women, five per cent are children and 10 per cent are men. The majority of them are poor and landless people who came to the city because of drought in their villages. The age group ranges from 7 to 70 years and 98 per cent of them are illiterate. A survey of 60,000 waste collectors found a similar proportion. 60 per cent women, 20 per cent men and 20 per cent children. Studies have revealed that 90 per cent of the women waste-pickers are primary breadwinners, often widowed or deserted. It is interesting how the gender division of labour plays out even in the business of waste. While women, and children, do the more hazardous job of sorting and separating the waste, the men deal with the wholesalers and factories. As a result it is the women who are exposed to





hazardous waste none of them wear any kind of protective gear and also face the physical problems of constantly bending and carrying head loads of the waste. Look at any group of waste collectors and you will spot the bent old women who have been performing this function for decades.

In the slum-city of Mumbai, waste collectors experience the most acute degree of homelessness. While poor people in other kinds of jobs somehow manage to find some shelter in a slum, irrespective of whether it is legal or illegal, waste collectors sleep next to the garbage they have sorted. This is their wealth something they have to protect after they have collected and sorted it until they can **monetize** it. Hence, near many garbage dumps, even in the better off localities of cities like Mumbai, you see families of waste pickers asleep in the morning. And most often you see only women and children.

Why bring up waste collectors at a time when the main environmental issues being debated are the larger issues of global warming. Or environmental disasters such as the oil spill in the Gulf of Mexico? This is because one cannot speak of the environment without **considering** its impact on the lives of people. We have hundreds of small-scale and continuing environmental disasters taking place all around us. But we overlook them so long as they do not impact our lives or our lifestyles. Millions of waste pacers in India. Who play a crucial, role in dealing with the perennial environmental crisis of waste. Risk their lives and their health every single day. This is an ongoing environmental issue that requires as much attention from ordinary people, the media and policy makers as the larger macro issues.

Word Count = 679

Time Taken =

Q 1. Why are long-term policies favouring waste collectors not high priority?

- (a) The government is currently contemplating over the effects of the oil spill in the Gulf of Mexico and does not have time for other issues.
- (b) The plight of these people is not evident as they work late into the night and are not seen much during the day.
- (c) The Government is unable to see these people at all and thus is not aware of their existence.
- (d) These waste collectors themselves are not in favour of being brought into the organized sector because of the numerous complications involved.
- Q 2. Which of the following is **true** about waste collectors as given in the passage?
 - A. Majority of waste collectors are people who have migrated from their village because of some natural calamity.
 - B. Waste collectors prefer to sleep next to the garbage they have sorted.
 - C. Most waste collectors are not literate.
 - (a) Only B
- (b) Only A and B
- (c) Only C
- (d) All A, B and C
- Q 3. Which of the following is possibly the most appropriate title for the passage?
 - (a) The General Public's Apathetic Ways
 - (b) The Unorganized Sector





3.142 **Reading Comprehension**

- (c) The Invisible Waste
- (d) Waste Collectors The World Over
- Q 4. Why according to the author, is the issue of waste collectors as important as the issue of global warming?
 - A. As most waste collectors in big cities are children who are ultimately the future of our nation.
 - B. As without the waste collectors sorting waste the phenomenon of global warming would increase exponentially.
 - C. As waste collectors deal with wastage which impacts the people's everyday lies and is also environmentally significant.
 - (a) Only B and C (b) Only A
 - (c) Only A and B (d) Only C

Passage 40

start Time: end Time:

Direction for questions 1 to 4: Read the passage below and solve the questions based on it.

Indians are known for their obsessive and compulsive fascination for gold. India is the largest importer and largest consumer of the yellow metal as Indians buy about 25 per cent of the world's gold. In 2008. India imported around 400 tons of it. About 80 per cent of the world's extracted gold is **fashioned** as jewellery. However, most of us do not know or do not think about the environmental cost of the metal. For instance, extracting enough gold to **forge** a solitary, no-frills wedding band ultimately translates into roughly 20-30 tons of waste. At some mines in Nevada (USA). Hundred tones or more of earth have been excavated for a single ounce of gold.

The waste is of two forms: redundant rock, which is typically piled as flat heaps in locations near the mining site and the effluent or tailings which are a result of chemical processing of the mined ore. Sulphides in the redundant rock react with oxygen heavy metals like cyanide, cadmium lead and mercury harmful to people even at miniscule concentrations. The tailings component is typically a thick slurry laced with cyanide, aluminum, copper, lead, and mercury: enough to **decimate** fish populations of water environment it is disposed of into. Disposal of wet tailings into water bodies has been effectively banned in developed countries but it continues to be practiced in most developing nations. There is also a very real danger of surface water and groundwater table contamination on account of these heavy metals.

In fact, gold mining generates more waste per ounce than any other metal and the effects are starting. Mining for gold has left huge gouges on the face of the earth. So **massive** that they can be seen from space.

According to a study, respiratory ailments, soil and water contamination, thick blankets of dust. Withering of coconut trees and changes in land pattern use are some of the common features of the urban area around a particular gold mine in Karnataka. Many areas are reported to have become in fertile because of soil contamination. They contain a percentage of heavy metals enough to retard plant growth.





Similarly, according to another report in 2008, nearly seven years after the closure of these mines, the people of this region continue to face serious environment and health problems, particularly in July and August, due to winds in these months that carry with them cyanide particles from the dust piles in the abandoned mines. When the mines were operational, a layer of red soil used to be put over these dust piles before these crucial months to prevent the cyanide particles from being carried away be the heavy winds. Now that the mines have been closed, the imitative measures have **ceased** as well.

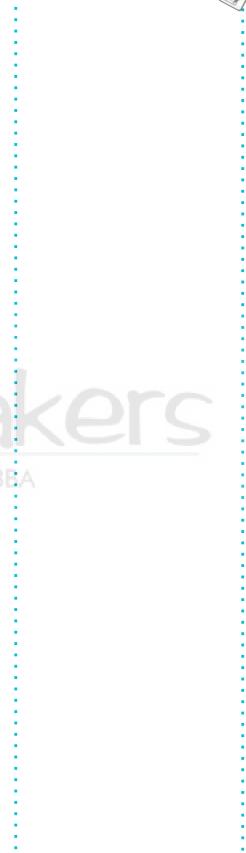
People from socially and economically marginalized communities turn to mining to escape acute poverty, unemployment, and landlessness. In some cases, their homes and farms may be acquired for large-scale gold mining. While compensation is promised to them, it may take a year or two to kick in. Till then forced to eke out a bare livelihood mostly in a kind of lottery system, they resort to crude methods to separate any flecks of gold that may be there in the discarded waste rock using mercury. In the process, destroy themselves slowly as well as their environment. The shanty towns which **inevitably** come up around the large-scale mining sites only serve to add to the problem. Given their illegal and therefore unrecognized nature, they lack basic amenities like garbage disposal and water supply and sanitation, becoming another unsightly blot on the landscape.

According to the World Gold Council, while estimates of numbers engaged in artisanal mining vary widely. They range between 13 and 20 million men, women and children from over 50 developing countries. Indeed, it is believed that as much as a quarter of the world's gold is supplied by artisanal miners. Their efforts to earn themselves a daily wage have resulted in huge habitual loss and destruction. For example, huge patches of land, once home to lush trees in the island of Borneo in Indonesia, are being swiftly rendered treeless and lifeless pits of waste. Incidentally, the island is highly famed for its rich biodiversity. Combined with heavy pressures from the logging lobby and need for cheap power through hydroelectricity and relentless mining activity. It is hard to imagine if Borneo will manage to retain its crown.

Why should these facts about gold mining bother us? After all, we just import the metal: we do not mine it here to the extent other countries do. That is about to change though. New Delhi has big plans to **fuel** growth in the mining sector and is looking to open investment in gold mining in the country – and in a big way.

However, India's environmental track record in mining has been anything but stellar. And this is something that requires close attention in light of the planned increased forays into gold mining. Even with the comparatively minuscule amounts of gold mining done so far, we have tripped up on environmental considerations. Geologically, India's terrain is very similar to those in other parts of the world where there have been huge gold finds. What we need to do is to learn from the mistakes committed by certain developed countries in their own backyard. We have a whole series of examples of where things have gone wrong from other developing countries. We need to use these insights to our advantage and quickly.

Word Count = 913





3.144 Reading Comprehension

- Q 1. According to the author, how are gold mines detrimental to the environment as well as public health even after their closure?
 - (a) The layer of red soil used to cover dust piles in these mines seeps into the ground water thereby making it unfit for consumption.
 - (b) The mines weaken land mass and increase the chances of occurrence of earthquakes especially after there is no one looking after them.
 - (c) The imitative measures adopted after the closure of these mines are not supervised adequately hence, are highly damaging.
 - (d) Winds in specific months carry harmful heavy metal particles from the dust heaps accumulated in these mines.
- Q 2. Which of the following is/are ill-effects of gold mining as mentioned in the passage?
 - A. Waste generated while mining for gold is harmful even in small quantities.
 - B. Groundwater gets polluted due to the release of heavy metals generated from the mining of gold.
 - C. Gold mining activities cause respiratory illnesses in people.
 - (a) Only A
- (b) All A, B and C
- (c) Only B and C (d) Only B
- Q 3. What is the author's intention behind writing this passage?
 - (a) To discourage the Indian Government from investing in gold mining.
 - (b) To bring forward the problems associated with gold mining for India's benefit.
 - (c) To discourage Indians from buying gold based on its repercussions.
 - (d) To advocate the import of gold instead of mining of it.
- Q 4. Why according to the author, is the environmental cost of gold very high?
 - (a) As gold is the only metal which generates harmful waste on its excavation.
 - (b) As excavation of gold releases, the highest amount of pollutants into the air as compared to any other metal.
 - (c) As gold excavation is a very tedious process and requires usage of a number of environmentally destructive resources.
 - (d) As the amount of gold recovered in proportion to the land excavated is negligible.





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Answer's

Passage 1

Ī	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
	1	(a)	2	(d)	3	(d)

Passage 2

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(d)	3	(c)	4	(d)

Passage 3

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(b)	2	(b)	3	(b)

Passage 4

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(b)	3	(d)	4	(c)
5	(a)						

Passage 5

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(c)	2	(d)	3	(d)	4	(c)
5	(a)	6	(d)				

Passage 6

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(b)	2	(a)	3	(c)	4	(d)

Passage 7

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(d)	3	(d)	4	(b)



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Passage 8

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(c)	2	(d)	3	(b)	4	(a)

Passage 9

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(a)	2	(d)	3	(c)	4	(b)

Passage 10

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(c)	2	(b)	3	(c)	4	(b)

Passage 11

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(b)	2	(b)	3	(a)	4	(d)
5	(c)	6	(d)	$\Lambda_{>}$			

Passage 12

Q. No.	Answer	Q. No.	Answer	Q. No	Answer	Q. No.	Answer
1	(b)	2	(d)	3	(d)	4	(c)

Passage 13

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(d)	3	(b)	4	(d)
5	(c)						

Passage 14

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(c)	2	(d)	3	(a)	4	(d)

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(a)	2	(b)	3	(d)



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Passage 16

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(a)	2	(d)	3	(d)	4	(d)
5	(b)	6	(d)				

Passage 17

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(b)	2	(d)	3	(b)	4	(b)
5	(d)	6	(c)				

Passage 18

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(a)	2	(d)	3	(d)

Passage 19

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(a)	3	(c)	4	(b)

Passage 20

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(b)	2	(a)	3	(c)	4	(d)
5	(c)	6	(b)	7	(d)		

Passage 21

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(b)	3	(c)	4	(c)

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(c)	2	(d)	3	(d)	4	(a)



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Passage 23

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(d)	3	(d)	4	(d)
5	(c)						

Passage 24

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(b)	2	(d)	3	(d)	4	(c)

Passage 25

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(b)	3	(a)

Passage 26

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(b)	3	(d)	4	(d)
5	(c)		-01		41 /		

Passage 27

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(c)	2	(d)	3	(d)	4	(d)

Passage 28

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(a)	2	(d)	3	(b)	4	(a)

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(b)	2	(d)	3	(b)	4	(b)



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Passage 30

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(c)	3	(d)	4	(c)

Passage 31

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(c)	3	(d)	4	(b)

Passage 32

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(d)	3	(d)	4	(a)

Passage 33

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(b)	2	(b)	3	(d)	4	(d)

Passage 34

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(a)	C/2T_ A	(a)	PAA3T_	(c)	4	(d)
5	(a)						

Passage 35

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(a)	2	(b)	3	(d)	4	(c)
5	(d)	6	(d)				

Passage 36

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(a)	3	(d)

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(b)	2	(d)	3	(a)	4	(d)
5	(c)						



3.150 Reading Comprehension

Passage 38

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(c)	3	(b)	4	(d)

Passage 39

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(b)	2	(d)	3	(c)	4	(a)

Passage 40

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(d)	2	(b)	3	(b)	4	(b)

Hints and Explanations

Passage 3

- 1. (b) Patent resulted in a commercial treatment we can say that patenting gives a boost to new ideas.
- 2. (b) Passage mentions both the advantages and disadvantages of patenting; hence, option (b) is the answer.
- 3. (b) Look at the firs paragraph it is stated that the court went against its we guidelines, hence, it can be said that the system is ad

- 1. (c) Refer to the second line: 'The authenticity of democracy requires in addition that these reflectiv preferences influenc collective outcomes a action...'
- 2. (d) It can be inferred from the beginning lines of the second paragraph.
- 3. (d) Author argues for cooperation in the last line but also says that it is never a state of cooperation alone as such.
- 4. (c) Refer to the second last line of the firs paragraph '...trappings of a Foucauldian discourse ... do simultaneously pose through coercion a threat to an utterance as such. If democracy cannot ensure utterance as freedom and if the illocutionary forces in a discursive democracy disciplines...' This implies that it is not a strategic discourse.
- 5. (a) Primordial = existing from the beginning.
- 6. (d) 'The alternative to competition, a mental-state which is out of a Desire to enjoy the 'other' ...' None of the given choices matches this description.





Passage 6

- 1. (b) Option (a) is not supported by the passage. Option (b) is mentioned in the 1st two lines. Hence, option (b) is the answer. Option (c) and option (d) are not mentioned in the passage.
- 2. (a) Look at the statement '...given the precarious state of democracy in most of the world.' Hence, option (a) is the answer. Option (c) is beyond the scope of the passage and option (d) is not mentioned as the reason by the author.
- (c) Option (d) contradicts the meaning and essence, hence, cannot be the answer. We need a positive connotation word, and option (c) fit the context best out of the remaining three options. Hence, option
 (c) is the answer.
- 4. (d) Option (a) cannot be the answer as the passage highlights the other extremes as well. Option (b) cannot be the answer as passage analyses; it does not pass a judgment. Option (c) is not the answer as the scope of the passage is not restricted. Option (d) fit as it talks about the relative success of India's democratic set up. Hence, option (d) is the answer.

- 1. (d) (a) Not given in the passage.
 - (b) No data to support.
 - (c) Not mentioned in the passage.
 - (d) It is mentioned in the passage. Hence, option (d) is the answer.
- 2. (a) (a) Passage says the trend got reversed later. Hence, option (a) is the answer.
 - (b) Cannot be deduced.
 - (c) Not mentioned in the passage
 - (d) Not related to the content
- 3. (c) (a) It is high but not unreasonable.
 - (b) It is not correct.
 - (c) Fits into the context, Hence, option (c) is the answer.
 - (d) Does not fit into the context.
- 4. (b) (a) The passage contradicts this statement, hence, it cannot be the answer.
 - (b) It is indicated in the second and third paragraph.
 - (c) It was partly successful, hence, this option cannot be the answer.
 - (d) It was not a big success, hence, this option cannot be the answer.







CAT- MBA | IPMAT - BBA



PART 5

Section Tests

Funda/Makers

CAT- MBA | IPMAT - BBA





Section Test



ABOUT THE TEST

- 1. There are 34 questions in this test
- 2. Each question carries three marks
- 3. You have 60 minutes to solve this test

Direction for questions 1 to 3: In each of the following sentences, a part of the sentence is underlined. Beneath each sentence, four different ways of phrasing the underlined part are indicated. Choose the best alternative from among the four.

- Q 1. If you are on a three-month software design project and, in two weeks, you've put together a programme that solves part of the problem, show it to your Boss without delay.
 - (a) and, you've put together a programme that solves part of the problem in two weeks
 - (b) and, in two weeks, you've put together a programme that solves part of the problem
 - (c) and, you've put together a programme that has solved part of the problem in two weeks
 - (d) and, in two weeks, you put together a programme that solved only part of the problem
- Q 2. Many of these environmentalists proclaim to save nothing less than the planet itself.
 - (a) to save nothing lesser than
 - (b) that they are saving nothing lesser than
 - (c) to save nothing less than
 - (d) that they save nothing less than

- Q 3. Bacon believes that the medical profession should be permitted to ease and quicken death where the end would otherwise only delay for a few days and at the cost of great pain.
 - (a) be delayed for a few days
 - (b) be delayed for a few days and
 - (c) be otherwise only delayed for a few days and
 - (d) otherwise only delay for a few days and

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

I met Tom Dunfee in the Year 1977, when he joined the National Endowment for the Humanities supported team of philosophers, business professors, and businessmen who proposed guidelines for a business ethics course. It was not long before Tom Dunfee invited me to coteach some classes with him at Wharton. I came to class well-armed with my philosophical principles. However, Tom quickly convinced me that these principles needed to take account of the realm of the possible which meant taking account of how ethics is practiced in the world. And, when a social scientist or lawyer looked at the world, it was undeniable that there was a lot of disagreement about ethics. What people actually



5.4 Section Tests

believed and institutionalized regarding ethics was too messy for an easy application of ethical principles. That was particularly true in the world of business ethics. That message of complexity, messiness, or noise in the system was a common theme in Tom Dunfee's work. I believe that you can see it in Ties That Bind. The hyper norms are analogous to the universal principles of Tom Donaldson's book "The Ethics of International Business" while all those micro- and macro-social contracts are examples of moral practice. And, the notion of moral free space is, I suspect, an attempt by Tom Dunfee to give validation to the variety of ethical opinion on a large number of ethical matters, especially in business ethics. When you worked with Tom Dunfee, it was not enough to simply appeal to ethical principles: you needed to take into account how people thought about and practiced ethics.

- Q 4. The author of this passage speaks from the perspective of the discipline of
 - (a) Philosophy
- (b) Business Management
- (c) Sociology
- (d) Ethics
- Q 5. Which of the following can be the MOST APPRO-PREATE title for the passage?
 - (a) Seminar on Business Ethics Course
 - (b) Ethical Principles for Business Ethics
 - (c) Balancing Principles and Practice in Business Ethics
 - (d) The Ethics of International Business
- Q 6. The author of the passage is most likely to believe that
 - (a) ethics consist of micro-contracts among people.
 - (b) ethics consist of micro-contracts among people.
 - (c) ethics consist of what people practice.
 - (d) ethics consist of universal principles.

Direction for questions 7 and 8: Choose the option that BEST completes the relationship indicated in the capitalized pair.

Q 7. CRITICISE: FULMINATE

(a) Tease : Assuage(b) Flail : Control

(c) Hurt : Torture

(d) Laud: Prevaricate

Q 8. POETRY: BALLAD

(a) Reptile : Snake(b) Bulb : Tubelight(c) Snake : Reptile

(d) Life: Death

Direction for questions 9 and 10: Choose the option that is CLOSEST in meaning to the idioms.

- Q 9. Up the apples and pears
 - (a) Up the trees
 - (b) Up the wall
 - (c) Up the stairs
 - (d) Beyond imagination
- Q 10. Jot or tittle
 - (a) Scribble
 - (b) Trifle
 - (c) Illegible
 - (d) Talkative

Direction for questions 11 to 13: Read the passage given below and solve the questions based on it.

Cryptozoologist Loren Coleman visited Line Road last week to do his own investigation into a couple's claim that something like Bigfoot walked in front of their car.

On Monday, Coleman said that the man had reported seeing something hairy, 7 feet tall and walking upright, cross the road on the morning of February 8th near the Greene-Leeds town line. The woman with him put its height at closer to 6.5 feet.

"They're just afraid it would ruin their lives because of all the ridicule," Coleman said. "They're really very skittish."

Coleman, who has a museum in Portland dedicated to mostly unconfirmed creatures (Bigfoot, the Loch Ness monster, the Jersey Devil), was involved several years ago in naming the Turner Beast, a black animal that created enough mystery that it made national headlines before being unmasked as a dog.

The area has had other historical Bigfoot sightings, he said, as well as sightings of animals described as black panthers and cougars. Mystery cats, Coleman said, seem to live in one place year-round; he questioned whether Bigfoot migrates through the area in spring and fall.

"I think what's happening, we may have a Turner Triangle where there's lot of marshy land," Coleman said. "My conceptualization is that the whole area is more wild than the people in Lewiston or Portland understand."

Eric Nickerson lives online Road, a quarter-mile from the point of the sighting. He said he's never seen anything strange in the woods there. In the early 1980s, however, 8 miles away on Turner Center Bridge Road, he claims his brother saw a Bigfoot and that, riding home one day on his bike, he himself was chased by one.



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Bill Dubois, Manager at the family business Red Roof in Leeds, said people had been in the store gossiping about the sighting. Though most of the information was second or third hand.

"The people that saw it seemed pretty spooked," he said.

His take on whether something could be in the woods out that way: "In this world, you never know. I have one customer that was just a Bigfoot freak; he believes in it. Telling him, he got all excited."

- Q 11. The word "skittish" in the passage means:
 - (a) Shy
 - (b) Aggressive
 - (c) Methodical
 - (d) Considerate
- Q 12. From the passage, it is possible to infer that
 - (a) the sightings of mysterious animals are all unfounded.
 - (b) the sightings of mysterious animals could be unfounded.
 - (c) none of the sightings of mysterious animals is unfounded.
 - (d) all the reports of the sightings were first-hand.
- Q 13. Choose the closest in meaning and grammatically correct option in passive voice of the following sentence "the whole area is wilder than the people in Lewiston or Portland understand."
 - (a) The whole area is wilder than the people in Lewiston or Portland understand.
 - (b) The whole area is wilder than understood by the people in Lewiston or Portland.
 - (c) It is wilder in the whole area than the people in Lewiston or Portland understand.
 - (d) It is understood that the whole area is wilder than the people in Lewiston or Portland.

Direction for questions 14 to 16: Read the passage given below and solve the questions based on it.

The behavioural economics literature provides several motivations for the common observation that agents appear somewhat unwilling to deviate from their recent choices. For instance, some researchers mention the bias towards recent choices as an example of the availability bias, the ease with which instances come to mind. Similarly, others have argued that players, when indifferent between strategies, choose the most salient strategy. In combination with the so-called recency effect, this may explain why agents appear to have a

preference for recent choices. The recency effect refers to the cognitive bias that results from disproportionate salience of recent stimuli or observations. Other motivations include models for agents displaying defaulting behaviour or inertia, the formation of habits, the use of rules of thumb, or the locking in on certain modes or behaviour due to learning by doing or, as some express it: unlearning by not doing.

- Q 14. In the above passage, 'rules of thumb' means
 - (a) Rules based on theory
 - (b) Rules based on practice
 - (c) Rules based on signature
 - (d) Rules based on law
- Q 15. Which of the following sentences best sums up the meaning of the passage most accurately?
 - (a) The passage enumerates biases towards recent choices.
 - (b) The passage suggests that learning is as valuable as unlearning.
 - (c) The passage draws a hierarchy among various kinds of motivations.
 - (d) The passage discusses the several motivations for agents, lack of deviation from their recent choices.
- Q 16. Identify the grammatically correct sentence form the following options without distorting the meaning of the passage.
 - (a) One of the agent's choices is motivated by the availability bias.
 - (b) One of the agent's choices is motivated by the availability bias.
 - (c) One of agent's choices is motivated by the availability bias.
 - (d) One of the choices of the agents is motivated by the availability bias.

Direction: Read the following options and answer the question.

- Q 17. In the options given below, identify the one sentence which has an incorrect spelling:
 - (a) The need to handle hazardous radioactive materials in nuclear science has triggered the guest for robotic and remote-handling appliances in nuclear laboratories since the early days of nuclear research.
 - (b) Robotics is multidisciplinary in nature, and people working in this area come from varied backgrounds.



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- (c) There is a pressing need for intellectual property rights and trademark specialists along with corporate communication and sales personnel.
- (d) More infrastructure and facilities will definitely provide a filip to the sector.

Direction: Question 18 consists of four jumbled sentences, which need to be arranged in logical sequence. Choose the option which has the correct logical sequence.

- Q 18. i. Ironically, the Iranian television programmers had mainly chosen that film because it lacks female characters.
 - ii. A few years ago some members of the Iranian Parliament set up an investigative committee to examine the content of national television.
 - iii. The cartoon version of "Around the World in Eighty Days" was also castigated, because the main character a lion was British and the film ended in that bastion of imperialism, London.
 - iv. The committee issued a lengthy report in which it condemned the showing of Billy Budd, because it claimed, the story promoted homosexuality.
 - (a) ii-i-iv-iii
 - (b) ii-iv-iii-i
 - (c) ii-iv-i-iii
 - (d) i-iii-iv-ii

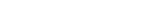
Direction for questions 19 and 20: Choose the closest grammatical and meaningful option to fill in the blank in the sentence.

- Q 19. It is perhaps a tribute to his personal integrity and scrupulously honest reputation _____ calls him a fine soldie .
 - (a) while none of the generals he acted against
 - (b) whereas one of the generals he acted against also
 - (c) that even one of the generals he acted against
 - (d) that some of the generals he acted against
- Q 20. We lived in a culture that denied any merit to literary works, ______something seemingly more urgent, namely ideology.
 - (a) consider them more important only when they were handmaidens to
 - (b) considering them important only when they were handmaidens to
 - (c) are considering them important only when they were handmaidens to

(d) seem to consider them important only when they were handmaidens to

Direction for questions 21 to 23: Arrange the sentences so that they make a coherent paragraph (Non-MCQ based questions).

- Q 21. A. After racing back to New York City from a New Jersey farm where he gleaned 75 pounds of crookneck squash deemed by the farmers too crooked to sell, Stuart bolts from a car creeping through traffic and darts into a Greenwich Village bakery.
 - B. Complicating what sounds like a realityshow contest is a singular rule: Nearly all the ingredients must be sourced from farms and vendors intending to throw them out.
 - C. Tristram Stuart has 24 hours to produce a restaurant meal for 50 people—to plan a menu, gather food, then welcome guests to a venue in a city not his own.
 - D. Tall and blond, with a posh English accent, he launches into his ten-second spiel: "I run an organization that campaigns against food waste, and I'm pulling together a feast tomorrow made with food that won't be sold or donated to charity; Do you have any bread that we could use?"
 - E. The bakery doesn't, but the clerk hands him two broken chocolate-chip cookies as consolation.
- Q 22. A. What they discovered was unsettling both in what implied about how trypanosomes make us sick, but also about their ability to elude our defenses.
 - B. To understand why, you need to know a little bit about trypanosome biology.
 - C. Humans are actually immune to many trypanosome diseases by virtue of a suite of molecules called trypanosome lytic factors (TLF).
 - D. These molecules circulate in our blood and blow-up trypanosomes by punching holes in their sides, more or less.
 - E. Scientists at the University of Georgia, the Pacific Northwest National Laboratory, and the University of Texas at El Paso tried to find out, and reported their results in *Cell* last month.
- Q 23. A. In the modern world, it's easy to forget that complex animals are relative newcomers to Earth.
 - B. Since life first emerged more than 3 billion years ago, single-celled organisms have dominated the planet for most of its history.



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- C. Thriving in environments that lacked oxygen, they relied on compounds such as carbon dioxide, sulfur-containing molecules or iron minerals that act as oxidizing agents to break down food.
- D. Much of Earth's microbial biosphere still survives on these anaerobic pathways.
- E. Animals, however, depend on oxygen—a much richer way to make a living.

Direction for questions 24 to 34: Each passage is followed by questions based on its content. After reading passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.

Passage 1

Great comic art is never otherworldly, it does not seek to mystify us, and it does not deny ambiguity by branding as evil whatever differs from good. Great comic artists assume that truth may bear all lights, and thus they seek to accentuate contradictions in social action, not gloss over or transcend them by appeals to extra social symbols of divine ends, cosmic purpose, or laws of nature. The moment of transcendence in great comic art is a social moment, born out of the conviction that we are human, even though we try to be gods. The comic community to which artists address themselves is a community of reasoning, loving, joyful, compassionate beings, who are willing to assume the human risks of acting rationally. Without invoking gods or demons, great comic art arouses courage in reason, courage which grows out of trust in what human beings can do as humans.

- Q 24. The passage suggests that great comic art can be characterized as optimistic about the ability of humans to
 - (a) act rationally
 - (b) rid themselves of pride
 - (c) transcend the human condition
 - (d) avoid social conflicts
- Q 25. It can be inferred from the passage that the author admires great comic artists primarily for their
 - (a) ability to understand the frequently subtle differences between good and evil
 - (b) ability to reconcile the contradictions in human behavior
 - (c) ability to distinguish between rational and irrational behavior
 - (d) insistence on confronting the truth about the human condition
- Q 26. Which of the following is the most accurate description of the organization of the passage?

- (a) A sequence of observations leading to a prediction
- (b) A list of inferences drawn from facts stated at the beginning of the passage
- (c) A series of assertions related to one general subject
- (d) A statement of the major idea, followed by specific examples

Passage 2

It has long been known that the rate of oxidative metabolism (the process that uses oxygen to convert food into energy) in any animal has a profound effect on its living patterns. The high metabolic rate of small animals,

for example, gives them sustained power and activity per unit of weight, but at the cost of requiring constant consumption of food and water. Very large animals, with their relatively low metabolic rates, can survive well on a sporadic food supply, but can generate little metabolic

energy per gram of body weight. If only oxidative metabolic rate is considered, therefore, one might assume that smaller, more active, animals could prey on larger ones, at least if they attacked in groups. Perhaps they could if it were not for anaerobic glycolysis, the great equalizer.

Anaerobic gloolysis is a process in which energy is produced, without oxygen, through the breakdown of muscle glycogen into lactic acid and adenosine triphosphate (ATP), the energy provider. The amount of energy that can be produced anaerobically is a function of the amount of glycogen present-in all vertebrates about 0.5 percent of their muscles' wet weight. Thus the anaerobic energy reserves of a vertebrate are proportional to the size of the animal. If, for example, some predators had attacked a 100-ton dinosaur, normally torpid, the dinosaur would have been able to generate almost instantaneously, via anaerobic glycolysis, the energy of 3,000 humans at maximum oxidative metabolic energy production This explains how many large species have managed to compete with their more active neighbor: the compensation for a low oxidative metabolic rate is glycolysis.

There are limitations, however, to this compensation. The glycogen reserves of any animal are good, at most, for only about two minutes at maximum effort, after which only the normal oxidative metabolic source of energy remains. With the conclusion of a burst of activity, the lactic acid level is high in the body fluids, leaving the large animal vulnerable to attack until the acid is reconverted, via oxidative metabolism, by the liver into glucose, which is then sent (in part) back to the muscles for glycogen resynthesis. During this process the enormous energy debt that the animal has run up through anaerobic glycolysis must be repaid, a



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debt that is proportionally much greater for the larger vertebrates than for the smaller ones. Whereas the tiny shrew can replace in minutes the glycogen used for maximum effort, for example, the gigantic dinosaur would have required more than three weeks. It might seem that this interminably long recovery time in a large vertebrate would prove a grave disadvantage for survival. Fortunately, muscle glycogen is used only when needed and even then only in whatever quantity is necessary. Only in times of panic or during mortal combat would the entire reserves be consumed.

- Q 27. The primary purpose of the passage is to
 - (a) explain anaerobic glycolysis and its effects on animal survival
 - (b) introduce a new hypothesis about anaerobic glycolysis
 - (c) describe the limitations of anaerobic glycolysis
 - (d) analyze the chemistry of anaerobic glycolysis and its similarity to oxidative metabolism
- Q 28. According to the author, glycogen is crucial to the process of anaerobic glycolysis because glycogen
 - (a) increases the organism's need for ATP
 - (b) is the material from which ATP is derived
 - (c) ensures that the synthesis of ATP will occur speedily
 - (d) is an inhibitor of the oxidative metabolic production of ATP
- Q 29. According to the author, a major limitation of anaerobic glycolysis is that it can
 - (a) produce in large animals more lactic acid than the liver can safely reconvert
 - (b) necessitate a dangerously long recovery period in large animals
 - (c) produce energy more slowly than it can be used by large animals
 - (d) consume all of the regardless of need available glycogen
- Q 30. The passage suggests that the total anaerobic energy reserves of a vertebrate are proportional to the vertebrate's size because
 - (a) larger vertebrates conserve more energy than smaller vertebrates
 - (b) larger vertebrates use less oxygen per unit weight than smaller vertebrates
 - (c) the ability of a vertebrate to consume food is a function of its size
 - (d) the amount of muscle tissue in a vertebrate is directly related to its size

- Q 31. The author suggests that, on the basis of energy production, a 100-ton dinosaur would have been markedly vulnerable to which of the following?
 - I. Repeated attacks by a single smaller, more active adversary.
 - II. Sustained attack by numerous smaller, more active adversaries.
 - III. An attack by an individual adversary of similar size.
 - (a) II only
 - (b) I and II only
 - (c) I and III only
 - (d) I, II and III
- Q 32. It can be inferred from the passage that the time required to replenish muscle glycogen following anaerobic glycolysis is determined by which of the following factors?
 - I. Rate of oxidative metabolism
 - II. Quantity of lactic acid in the body fluids
 - III. Percentage of glucose that is returned to the muscles
 - (a) II only
 - (b) I and II only
 - (c) I and III only
 - (d) I, II and III
- Q 33 The author is most probably addressing which of the following audiences?
 - (a) College students in an introductory course on animal physiology
 - (b) Historians of science investigating the discovery of anaerobic glycolysis
 - (c) Graduate students with specialized training in comparative anatomy
 - (d) Zoologists interested in prehistoric animals
- Q 34. Which of the following best states the central idea of the passage?
 - (a) The disadvantage of a low oxidative metabolic rate in large animals can be offset by their ability to convert substantial amounts of glycogen into energy.
 - (b) The most significant problem facing animals that have used anaerobic glycolysis for energy is the resynthesis of its by- product, glucose, into glycogen.
 - (c) The benefits to animals of anaerobic glycolysis are offset by the profound costs that must be paid.
 - (d) The great differences that exist in metabolic rates between species of small animals and species of large animals can have important effects on the patterns of their activities.



Answers

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(b)	2	(d)	3	(c)	4	(a)
5	(c)	6	(d)	7	(c)	8	(a)
9	(c)	10	(b)	11	(a)	12	(b)
13	(b)	14	(b)	15	(d)	16	(a)
17	(d)	18	(c)	19	(c)	20	(b)
21	(CBADE)	22	(EABCD)	23	(ABCDE)	24	(a)
25	(d)	26	(c)	27	(a)	28	(b)
29	(b)	30	(d)	31	(a)	32	(d)
33	(a)	34	(a)				

Hints And Explanations

- 17. (d) In option (d), Fillip is the right spelling of filip Hence, option (d) is the answer.
- 21. (CBADE) The 3rd sentence introduces the 24-hour challenge taken by a person. The 2nd gives details about the challenge. In the 1st sentence he procures some material from the farm and goes to a bakery. The 4th gives details his visit to the bakery, and the 5th sentence talks about the outcome of his visit. Hence CBADE is the answer.
- 22. (EABCD) The 5th sentence introduces research done by the university scientists. The 1st sentence uses 'they' for the scientists and indicates the findings. The 2nd sentence tries to start exploring the 'unsettling element'. The 3rd and 4th sentences discuss the trypanosome biology in the

- human body. The 3rd sentence presents a contrast ('actually' is the keyword) to what is mentioned in the first statement which talks about their 'ability to elude out defenses. Hence the answer is EABCD.
- 23. (ABCDE) The 1st sentence makes a general observation prevalent today. The 2nd sentence explains the fact indicated in the 1st statement that complex animals are newcomers to the earth. 'They' in the 3rd sentence refers to the single celled organisms mentioned in the previous sentence. The 4th uses the term anaerobic that corresponds with lack of oxygen mentioned in the 3rd sentence. The 5th sentence shifts the discussion to animals that depend on oxygen. Hence, ABCDE is the answer.

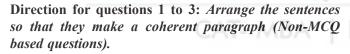




Section Test

ABOUT THE TEST

- 1. There are 34 questions in this test
- 2. Each questions carries three marks
- 3. You have 60 minutes to solve this test



- Q 1. A. In other words, the more you are identified with your mind, the more you suffer.
 - B. The intensity of the pain depends on the degree of resistance to the present moment, and this in turn depends on how strongly you are identified with your mind.
 - C. The mind always seeks to deny the Now and to escape from it.
 - D. Or you may put it like this: the more you are able to honor and accept the Now, the more you are free of pain, of suffering - and free of the egoistic mind.
 - E. The pain that you create now is always some form of non-acceptance, some form of unconscious resistance to what is.
- Q 2. A. You take a journey into the Unmanifested every night when you enter the phase of deep dreamless sleep.
 - B. You merge with the Source.
 - C. You draw from it the vital energy that sustains you for a while when you return to the manifested, the world of separate forms.

- This energy is much more vital than food: "Man does not live by bread alone."
- E. But you don't go into dreamless sleep consciously.
- Q 3. A. His team puts bottles in specially adapted fishing nets and holds them aloft as they run through fields to 'harvest' the product, which is then left open for up to 10 minutes to capture the area's aroma.
 - B. So its not just air, but you even have various flavours you can breathe in, while De Watts sings his way to the bank.
 - C. Delhi's citizens, struggling to cope with the effects of pollution, now have a possible antidote—bottled fresh air!
 - D. A former public schoolboy in Britain has been making thousands of pounds selling bottled air priced at £80 to the Chinese.
 - E. Leo De Watts, who now lives in Hong Kong, 'farms' fresh-air from Dorset, Somerset, Wales, Wiltshire and Yorkshire and is selling the bottles to people in the smog-plagued cities of Beijing and Shanghai.



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Direction for questions 4 to 5: Answer the questions independently.

Q 4. Athletic director: "Members of our sports teams included, for the fall season, 80 football players and 40 cross-country runners; for the winter season, 20 wrestlers and 40 swimmers; for the spring season, 50 track-team members and 20 lacrosse players. Each team athlete participates in his or her sport five days a week for the whole three-month season, and no athlete is on two teams during any one season. Therefore, adding these figures, we find that our team sports program serves 250 different individual athletes."

In drawing the conclusion above, the athletic director fails to consider the relevant possibility that

- (a) athletes can be on more than one team in a single season.
- (b) athlete can be on teams in more than one season.
- (c) some of the team sports require a larger number of athletes on the team than do others.
- (d) more athletes participate in team sports during one season than during another.
- Q 5. As soon as any part of a person's conduct affects prejudicially the interests of others, society has jurisdiction over it, and the question of whether the general welfare will or will not be promoted by interfering with it becomes open to discussion. If a person's conduct does not affect prejudicially the interests of others, it should not come under the jurisdiction of society in the first place

The author in the passage above argues that

- (a) society is independent of the actions of individuals.
- (b) the general welfare of a society is promoted when a person's conduct benefits others.
- (c) conduct that does not infringe on the interests of others should not be under the jurisdiction of society.
- (d) interference with the actions of individuals does not enhance the general welfare.

Direction for questions 6 to 9: Read the passage given below and solve the questions based on it.

Have you ever come across a painting, by Picasso, Mondrian, Miro, or any other modem 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 Mondrian'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 modem 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, and 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, Mondrian 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 representational artist, reality is what he sees with his eyes. This is the reality he reproduces on canvas. 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 Mondrian'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 on 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. Maybe, 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, sometime 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.

- Q 6. The author argues that many people look down upon abstract art because they feel that:
 - (a) Modem 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.
- Q 7. 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.
- Q 8. The author acknowledges that Mondrian'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) Mondrian believed in the 'grid-works' approach to abstractionist painting.
 - (c) Mondrian was trying to convey the message of simplicity and rational order.
 - (d) Mondrian learned from his Trees series to evolve a grid system.
- Q 9. 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 other 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.

Direction for questions 10 to 15: Following passage is followed by questions based on its content. After reading passage, choose the best answer to each question. Answer all questions following a passage on the basis of what is stated or implied in that passage.

In his 1976 study of slavery in the United States, Herbert Gutman, like Fogel, Engerman, and Genovese, has rightly stressed the slaves' achievements. But unlike these historians, Gutman gives plantation owners little credit for these achievements. Rather, Gutman argues that one must look to the Black family and the slaves' extended kinship system to understand how crucial achievements, such as the maintenance of a cultural heritage and the development of a communalconsciousness, were possible. His findings compel attention.

Gutman recreates the family and extended kinship structure mainly through an ingenious use of what any historian should draw upon, quantifiable data, derived in this case mostly from plantation birth registers. He also uses accounts of ex-slaves to probe the human reality behind his statistics. These sources indicate that the two-



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parent household predominated in slave quarters just as it did among freed slaves after emancipation. Although Gutman admits that forced separation by sale was frequent, he shows that the slaves' preference, revealed most clearly on plantations where sale was infrequent, was very much for stable monogamy. In less conclusive fashion Fogel, Engerman, and Genovese had already indicated the predominance of two-parent households; however, only Gutman emphasizes the preference for stable monogamy and points out what stable monogamy meant for the slaves' cultural heritage. Gutman argues convincingly that the stability of the Black family encouraged the transmission of-and so was crucial in sustaining-the Black heritage of folklore, music, and religious expression from one generation to another, a heritage that slaves were continually fashioning out of their African and American experiences.

Gutman's examination of other facets of kinship also produces important findings. Gutman discovers that cousins rarely married, an exogamous tendency that contrasted sharply with the endogamy practiced by the plantation owners. This preference for exogamy, Gutman suggests, may have derived from West African rules governing marriage, which, though they differed from one tribal group to another, all involved some kind of prohibition against unions with close kin. This taboo against cousins' marrying is important, argues Gutman, because it is one of many indications of a strong awareness among slaves of an extended kinship network. The fact that distantly related kin would care for children separated from their families also suggests this awareness. When blood relationships were few, as in newly created plantations in the South- west, "fictive" kinship arrangements took their place until a new pattern of consanguinity developed. Gutman presents convincing evidence that this extended kinship structure-which he believes developed by the mid-to-late eighteenth centuryprovided the foundations for the strong communal consciousness that existed among slaves.

In sum, Gutman's study is significant because it offers a closely reasoned and original explanation of some of the slaves' achievements, one that correctly emphasizes the resources that slaves themselves possessed.

- Q 10. According to the passage, Fogel, Engerman, Genovese, and Gutman have all done which of the following?
 - I. Discounted the influence of plantation owners on slaves' achievements.
 - II. Emphasized the achievements of slaves.
 - III. Pointed out the prevalence of the two-parent household among slaves.

- IV. Showed the connection between stable monogamy and slaves' cultural heritage.
- (a) I and II only (b) I and IV only
- (c) II and III only (d) I, III, and IV only
- Q 11. With which of the following statements regarding the resources that historians ought to use would the author of the passage be most likely to agree?
 - (a) Historians ought to make use of written rather than oral accounts.
 - (b) Historians should rely primarily on birth registers.
 - (c) Historians should rely exclusively on data that can be quantified.
 - (d) Historians ought to make use of data that can be quantified.
- Q 12. Which of the following statements about the formation of the Black heritage of folklore, music, and religious expression is best supported by the information presented in the passage?
 - (a) The heritage was formed primarily out of the experiences of those slaves who attempted to preserve the stability of their families.
 - (b) The heritage was not formed out of the experiences of those slaves who married their cousins.
 - (c) The heritage was formed more out of the African than out of the American experiences of slaves.
 - (d) The heritage was not formed out of the experiences of only a single generation of slaves.
- Q 13. It can be inferred from the passage that, of the following, the most probable reason why a historian of slavery might be interested in studying the type of plantations mentioned in the passage is that this type would
 - (a) furnish the historian with the opportunity to discover the kind of marital commitment that slaves themselves chose to have.
 - (b) permit the historian to observe the kinship patterns that had been most popular among West African tribes.
 - (c) provide the historian with evidence concerning the preference of freed slaves for stable monogamy.
 - (d) allow the historian to examine the influence of slaves' preferences on the actions of plantation owners.
- Q 14. According to the passage, all of the following are true of the West African rules governing marriage mentioned in the passage EXCEPT



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- (a) The rules were derived from rules governing fictive kinship arrangements.
- (b) The rules forbade marriages between close kin.
- (c) The rules are mentioned in Herbert Gutman's study.
- (d) The rules were not uniform in all respects from one West African tribe to another.
- Q 15. Which of the following statements concerning the marriage practices of plantation owners during the period of Black slavery in the United States can most logically be inferred from the information in the passage?
 - (a) These practices began to alter sometime around the mid-eighteenth century.
 - (b) These practices varied markedly from one region of the country to another.
 - (c) Plantation owners usually based their choice of marriage partners on economic considerations.
 - (d) Plantation owners often married their cousins.

Direction for questions 16 to 18: 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 sentence from among the four given choices to construct a coherent paragraph.

- Q 16. 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
- Q 17. 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 outcomes have been seen to be disastrous.
- (a) CDAB
- (b) BCAD
- (c) CABD
- (d) BDCA
- Q 18. A. He was bone-weary and soul-weary, and found himself muttering, "Either I cannot 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

Direction for questions 19 to 22: Read each short passage given below and answer the question that follows it.

Q 19. 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 other routes.
- (c) A study that shows that air travellers in India are price-conscious.
- (d) A study that shows that as much as 80% of air travel in India is company-sponsored.



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Q 20. According to McNeill, 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) McNeill studied the behaviour of Brahmin priests.
- (d) Vedic hymns had not been scripted.
- Q 21. Developed countries have made adequate provisions for social security for 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 privatized in the future.
- (c) India is on a path of development that will take it to a developed country status, with all its positive and negative implications.
- (d) If the working population builds a stronger financial base, there will be a revival of the joint family system.
- Q 22. 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 performance seems to be poor. Therefore, it may be surmised that, even disregarding poverty status, richness in biodiversity goes hand-in-hand with educational backwardness.

Which one 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 levels 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.

Direction for questions 23 to 25: Read the passage given below and solve the questions based on it.

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 alms 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 multiplies 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 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.



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One of the main 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 selfevident 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 measures, the criteria, and if our creative drive comes from the very depths of our 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 it; 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.

- Q 23. 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.
- Q 24. 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 subjects.
- Q 25. 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.

Direction for questions 26 to 28: The following sentences each contain two blanks, indicating that something has been left out of the sentence. Each answer choice contains one word or a set of words. Select the word or set of words, that, when inserted in the blank(s), best fits the context of the sentence.

Q 26. Although some think the terms "bug" and "insect" are______, the former term actually refers to group of insects.



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- (a) parallel, an identical
- (b) precise, an exact
- (c) interchangeable, a particular
- (d) exclusive, a separate
- Q 27. The novel's protagonist, a pearl diver, naïvely expects that the buyers will compete among themselves to pay him the best price for his pearl, but instead they _______to_____him.
 - (a) venture, reward
 - (b) pretend, praise
 - (c) conspire, reimburse
 - (d) collude, swindle
- Q 28. His ______ sense of humour caused more than he must have intended.
 - (a) debunk, sobriety
 - (b) wry, confusion
 - (c) prominent, impudence
 - (d) incorrigible, paucity

Direction for questions 29 and 30: For each of the two questions, indicate which of the statements given, with that particular question is consistent with the description of the unseasonable 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 arbitration, he stirs up dissension between the two parties, who were really anxious to agree. Such is the unreasonable man.

- O 29. 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.

- Q 30. 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.

Direction for questions 31 to 34: Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are four lettered words or sets of words. Choose the word or set of words for each blank that best fits the meaning of the sentence as a whole.

mean	ing of the sentence as a whole.
Q 31.	Psychology has slowly evolved into an scientific discipline that now functions autonomously with the same privileges and responsibility as other sciences. (a) independent (b) unusual (c) uncontrolled (d) inactive
Q 32.	A major goal of law, to deter potential criminals by punishing wrongdoers, is not served when the penalty is so seldom invoked that itto be athreat. (a) tendsserious (b) appearsreal (c) ceasescredible (d) failsdeceptive
Q 33.	When people are happy, they tend to giveinterpretations of events they witness: the eye of the beholder isby the emotions of the beholder. (a) charitablecolored (b) elaboratedisquieted

Q 34. Even those who disagreed with Carmen's views

rarely faulted her for expressing them, for the

positions she took were as as they were

(b) thoughtful

(d) subjective

(c) vague...sharpened(d) coherent....confused

controversial.

(c) political

(a) complicated



Answers

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(EBCAD)	2	(ABCDE)	3	(CDEAB)	4	(c)
5	(d)	6	(d)	7	(b)	8	(c)
9	(a)	10	(c)	11	(d)	12	(d)
13	(a)	14	(a)	15	(d)	16	(a)
17	(d)	18	(b)	19	(c)	20	(b)
21	(c)	22	(d)	23	(b)	24	(d)
25	(a)	26	(c)	27	(d)	28	(b)
29	(d)	30	(a)	31	(a)	32	(c)
33	(a)	34	(b)				

Hints and Explanations

- 1. (EBCAD) The paragraph talks about pain. It opens with a general statement that pain is caused by 'non acceptance of what is'. The 2nd sentence explains it further and says that the fault lies in identification with the mind. The 3rd sentence takes the idea further, and the 1st sentence sums up the problem of identification with mind. The 4th sentences sums up and concludes the discussion. Hence EBCAD is the answer.
- 2. (ABCDE) The paragraph opens with the 1st sentence which is the author's assertion about the journey to the 'unmanifested realm in deep sleep'. The second sentence uses the word 'Source' for unmanifested in the previous sentence. The 3rd explains ('it' refers to the source) how it sustains with vital energy; the 4th sentence underscores its importance. The 5th and the last element talks about an observation about the process of getting into the dreamless state. Hence ABCDE is the answer.
- 3. (CDEAB) The paragraph introduces the idea of an innovative product to curb pollution, hence 3rd is the opener. The 4th sentence introduces the person behind the product. And the 5th provides further details about his business of 'fresh air farming'.

- The 1st sentence indicates how this is done. The 2nd is the concluding statement about 'the flavours you can breathe' which corresponds with 'aroma' mentioned in the first sentence, and the financial success of the business idea; Hence CDEAB is the answer.
- 4. (c) Answer is option (c). The athletic director fails to consider the relevant possibility which is mentioned in the passage above. Other options are not true as per the condition given. Hence the answer is option (c).
- 5. (d) Author in the passage argues that interference with the actions of individuals does not enhance the general welfare which is option (d). All other options are not true as per the passage given. Hence the answer is option (d).
- 26. (c) The word "although" indicates that the two parts of the sentence contrast with each other: although most people think about the terms "bug" and "insect" one way, something else is actually true about the terms. Option (c) logically completes the sentence, indicating that while most people think the terms are "interchangeable," the term "bug" actually refers to a "particular" group of insects.
- 27. (d) The sentence states that the pearl diver expected one kind of behaviour from the buyers, but



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instead they behaved in a different way. Since the pearl diver expected the buyers to "compete among themselves to pay him the best price," the correct answer must be two words that make the last clause describe an opposite situation. Option (d) is the best answer: Instead of competing to pay the pearl diver the best price, the buyers colluded (or plotted) to "swindle" him.

- 28. (b) The clue word in this sentence is "caused".

 The speaker had some unintended effect on his audience. Wry means dry or twisted humor and confusion would certainly be a potential unintended effect from this speaking style. Hopefully, you were able to use process of elimination on many of these answer choices as the dual words doubles the chances you will know the meaning of at least one of the words and be able to eliminate the answer choice if it does not fit. The correct answer is option (b).
- 31. (a) The sentence contains attributive interpretation of the scientific discipline of equivalent scientific discipline of pre-modifier modified content, so space should be filled with 'independent' as autonomous is independent, therefore, answer is option (a). Whereas, all other options are incorrect. Hence the answer is option (a).

- 32. (c) According to the sentence, when the penalty is rarely(seldom) executed, so that it no longer is a reliable threat, the main goal of the law by punishing wrongdoers to deter potential offenders would not be guaranteed, therefore, option (c), is correct answer choice. Whereas, option (a), is incorrect, as it is not fitting in the sentence. Similarly, options (b) and (d), are incorrect. Hence the answer is option (c).
- 33. (a) In the sentence, space 1 to be filled with an adjective modifying "For interpretations of events they witness". So, space is to express happiness. In option (a), charitable is kind-hearted, in option B, disquieted is uneasy. In option (c), vague is unclear and in option (d), coherent is logical. So, with this, option (a), is correct answer choice. Other options are not satisfying in the sentence. Hence the answer is option (a).
- 34. (b) According to the passage, space to be filled with an adjective, expressing "her position", so the space to express is "little doubt she expressed these views" means that a positive word should be there. So, option (a), is complex, not correct. Option (c), is related to politics, which is incorrect. Option (d), is also incorrect. We left with option (a), which is correct answer choice. Hence the answer is option (b).

Section Test



ABOUT THE TEST

- 1. There are 34 questions in this test
- 2. Each question carries three marks
- 3. You have 60 minutes to solve this test

Direction for questions 1 to 4: Answer the questions independently.

Q 1. A theory of population given by Malthus postulates that the supply of food can never move in step with growth rate in human population as food supply increases arithmetically while population multiplies geometrically.

Which of the following statements, if true, could weaken the Malthusian argument?

- (a) The supply of food is lagging behind population in many of the countries.
- (b) Technological advancements in long-distance transportation have facilitated migration greatly and this in part has contributed to removal of natural barriers to population.
- (c) Medical advances in the development of better contraceptives may contribute to checking population growth.
- (d) For many sections of society, using contraceptive methods militates against their religious tenets.
- Q 2. "Power corrupts and absolute power corrupts absolutely"

You are most likely to refute your opponent's argument using the above line, if he says that

- (a) Power flows from the barrel of the gun
- (b) Uneasy lies the head that wears the crown
- (c) The opposition parties are redundant in a democracy and are valuable only for their decibel-power.
- (d) Political power is a function of one's professed honesty in public
- Q 3. "Ronaldo scored at least ten goals in the last World Cup Soccer Tournament".

This inference can be logically deduced from which of the following statements?

- (a) The average score in terms of goals of all those included in Ronaldo's team was least above 100.
- (b) Had someone not scored ten goals, he would have been refused a berth on the team for next tournament, Ronaldo was offered a berth in the team for the next tournament.
- (c) Only those having scored at least ten goals can see the opening ceremony. Ronaldo can watch the parade ceremony.



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- (d) In green-room pre-match briefings, no one scoring less than ten goals in the last tournament is ever seated on the first few rows of sofas. Ronaldo is seated in the fourth row.
- Q 4. The sense of delayed gratification of working now for later pleasure, has helped shape the economic behavior of our society. However, that sense is no longer nurtured as consistently in our children as it once was. For example, it used to take a bit of patience to put together the toys that children got in cereal boxes; now the toys come from the boxes whole.

Which of the following is an assumption of the passage above?

- (a) The toys in cereal boxes have changed partly because the economic conditions of our society have improved
- (b) The influence of promotion gimmicks on the economic behavior of our society has increased over the years
- (c) The toys that use to come in cereal boxes were put together by the same children who played with them
- (d) Part of the pleasure of any toy lies in putting the toy together before playing with it

Direction for questions 5 to 8: Read the passage given below and solve the questions based on it.

The main idea conveyed by the report is that our children do not get a chance to enjoy learning at school because the syllabi are irrationally organized, teaching is textbook centered, and the system of examinations instills fear and encourages mechanical repetition. Textbooks developed along the lines of re-conceptualized syllabi can attempt to integrate positive values, life skills, aesthetic sensibility and concern for the environment. They are interactive and make a conscious effort to point both children and the teachers towards other sources of learning such as neighbourhood, nature, etc. In addition two parallel challenges deserve attention. The first is examination reforms. Rigid indifference to individual differences is the major flaw of the present system. From the quality of questions to the manner of evaluation, it favours drilled preparedness and ignores independent thought while the unrealistically high cut-offs in coveted colleges are a further sign of systematic inefficiency. It is hardly surprising that the very thought of examinations makes the young depressed. Moreover, practices of splitting unified topics into arbitrary bits carrying small marks value encourage teachers to concentrate on scoring topics overlooking the importance of perspective and overall understanding. Little surprise that many

elite high-fee schools are opting for International Baccalaureate not because it offers status with its global certification but for its flexibility and respect for individual differences in learning.

The second area is teacher training, which suffers from obsolete notions. Most teachers are trained mainly to cover the syllabus in a mechanical exam-oriented manner. By insisting that every child move at the same pace in all subjects teacher encourage rote learning and ridicule for those who fall behind. Teacher training, whether for nursery or secondary school teachers should be embedded in courses which have the capacity to develop both the teacher's personality and perspective on society by linking subject learning with reflective and creative project work. The ultimate responsibility lies with universities and institutes of higher learning to ensure the quality of all teachers. Initiatives to improve the content of teacher training courses will ensure utilization of desolate university campuses during summer vacations which conceal an enormous waste of infrastructure and expertise. The quality of education is a reflection of the quality of teachers and major improvements in their training and working conditions will motivate the young to pursue a teaching career and determine how India fares in the pursuit of economic and social development in the years to come.

- Q 5. Which of the following factors is responsible for children's dislike of learning?
 - A. Rigid, logical, systematic organization of syllabus.
 - B. Teaching methodology which does not focus on text books.
 - C. Examination pattern which rewards rote learning.
 - (a) Only A
- (b) Both A and B
- (c) Only C
- (d) All A, B and C
- Q 6. Which of the following is not true in the context of the passage?
 - (a) Examinations arouse negative emotions in students.
 - (b) Weak students are at a disadvantage if teachers force students to learn at same speed.
 - (c) Holding teacher training courses only during the academic year will help teachers cover the syllabus in an exam-oriented manner.
 - (d) The responsibility for improving the quality of teachers lies in the hands of universities.
- Q 7. According to the author, which of the following condit ions will influenc furtherner
 - A. Replacing traditional educational systems with globally accepted foreign system.



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- B. Improving employment conditions of teaching staff.
- C. Getting global accreditation for India college courses
- (a) Only A
- (b) Both A and B
- (c) Both B and C
- (d) Only B
- Q 8. What will be the impact of having an interactive syllabus?
 - (a) Teachers and students will explore sources other than the textbook.
 - (b) Students may get distracted and perform poorly in examinations.
 - (c) Weaker students may get left behind.
 - (d) Teachers may not be able to cover the entire syllabus for the examination.

Direction for questions 9 to 11: Each question given below has on opening statement and a closing statement. In-between, there are four other sentences labelled A to D. You are required to choose the most coherent and logical sequencing of the four sentences.

- Q 9. 1. The prospects for democracy in the Third World are again a subject of practical concern.
 - A. They have generally failed to produce material prosperity or political stability.
 - B. At worst their oppressiveness involved incarceration and brutality.
 - C. Various forms of dictatorship have been tried.
 - D. Their repressiveness has at best curtailed freedom of expression.
 - 6. But is awareness of the consequences of dictatorship enough to ensure the triumph of democracy?
 - (a) ABCD
- (b) CADB
- (c) DBAC
- (d) CBDA
- Q 10. 1. The basic economic resource is knowledge.
 - A. The wealth creating activities will be the allocation to productive uses of neither capital nor labour.
 - B. The representative social groups of the knowledge society will neither be the capitalist nor the worker.
 - C. They will centre around productivity and innovation, both applications of knowledge to work.
 - D. The ruling group will be the knowledge workers, knowledge executives, knowledge professionals and knowledge entrepreneurs.

- 6. Practically all of them will be employed, either originally, or eventually in knowledge organizations.
- (a) BACD
- (b) BDCA
- (c) ACBD
- (d) ACDB
- Q 11. 1. Science has sought to escape from the doctrine of perpetual flux by finding some permanent substratum amid changing phenomena.
 - A. Accordingly it was supposed that atoms are indestructible, and that all change in the physical world consists merely in rearrangement of persistent elements.
 - B. It was found that fire, which appears to destroy, only transmutes.
 - C. Elements are recombined, but each atom that existed before combustion still exists when the process is completed.
 - D. Chemistry seemed to satisfy this desire.
 - 6. The view prevailed until the discovery of radioactivity, when it was found that atom could disintegrate.
 - (a) ACBD
- (b) CADB
- (c) DABC
- (d) DBCA

Direction for questions 12 to 14: Read the passage given below and solve the questions based on it.

In all languages, the most frequently used words evolve at the slowest pace, say researchers in a paper published in *Nature*. In one of the papers, Harvard University researchers researched the evolution of English verb conjugations spanning 1,200 years while the Reading University researchers reviewed cognates (words sounding similar in different languages and carrying the same connotation, such as "water" and the German "wasser") to discover how all Indo-European tongues have evolved from a single, common ancestor.

Pagel and his co-workers examined some 210 words in 87 Indo-European languages, including those for "water," "two," "to die" and "where." The number of cognate classes for each word ranged from one for frequent concepts such as *numbers* to 46 different basic sounds to portray a single entity like a *bird*. The word used to describe the idea of *three* in all Indo-European languages and English is quite similar: from *tres* in Spanish to *drei* in German to the Hindi *teen*. Contrarily, *bird* has several sounds like *pajaro* in Spanish and *oiseau* in French.

Thereafter, they narrowed their attention to their usage frequency in four Indo-European languages—English, Spanish, Greek and Russian. It was found that they were used at similar rates even if the synonymous



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words were not cognates. "The high frequency words in Spanish are the same as in those the high frequency English," say he. "That points to the possibility of our coming up with an Indo-European frequency of use."

The researchers have found that it would take just 750 years to replace less-used words and up to 10,000 years for new words to come into existence. The Harvard researchers studied the roots of the English language, tracing verb conjugations from 1,200 years ago to its current form. Over time, many past tense forms of verbs have died out in the English language and now only one persists as a rule: adding "-ed" to the verb-ending.

Some research on grammatical texts from Old English catalogued all the irregular verbs. Among them: the still irregular "sing"/"sang," "go"/"went" as well as the now-regularized "smite" which once was "smote" in Old English but since has become "smited," and "slink," which is now "slinked" but 1,200 years ago was "slunk." The researchers identified 177 irregular verbs in Old English and 145 that were still irregular in Middle English; however today, only 98 of the 177 verbs remain not "regularized."

After computing their usage frequency, the researchers concluded that the words that evolved most quickly into regular forms were used less than others. In reality, given two verbs, if one was used 100 times less frequently than others, it would evolve 10 times faster than them. They also predict that the past tense of *wed* will regularize from *wed* to *wedded* in near future.

Bela Sen, in her *The Computational Nature of Language Learning and Evolution* says these findings are in line with lexical evolution models. "Languages are constantly changing," she notes. "In biological evolution, that fact has received great attention, but linguistically, this is happening constantly."

- Q 12. The principal purpose of the passage is to:
 - (a) Talk about the usage frequency of common words in four different Indo-European languages.
 - (b) Make the point that even now, there is uncertainty about the origins of some words in Indo-European languages.
 - (c) Inform the reader of the controversy surrounding a particular issue in linguistic research.
 - (d) Emphasize the idea that in linguistic research, certain issues are still not resolved.
- Q 13. If you were to complete the last paragraph above, which of the following would be the best bet?
 - (a) Languages, all the more, are evolving over time just like the animal species do.

- (b) This constant linguistic evolution has been the reason for all the confusion about the usage of specific words.
- (c) In a nutshell, the survival of the fittest applies here, too.
- (d) In the last analysis, nothing succeeds like success in language, too.
- Q 14. Which of the following **CANNOT** be inferred from the passage?
 - A. The past tense verb of *drink* should become *drinked* instead of *drank* earlier than *cost* becomes *costed* in future.
 - B. Many irregular verbs have been "regularized" with time.
 - C. English has many features in common with Spanish.
 - (a) A and C (b) A and B (c) B only (d) A only

Direction for questions 15 to 20: Read the passage given below and solve the questions based on it.

Discussion of the assimilation of Puerto Ricans in the United States has focused on two factors: social standing and the loss of national culture. In general, excessive stress is placed on one factor or the other, depending on whether the commentator is North American or Puerto Rican. Many North American social scientists, such as Oscar Handlin, Joseph Fitzpatrick, and Oscar Lewis, consider Puerto Ricans as the most recent in a long line of ethnic entrants to occupy the lowest rung on the social ladder. Such a "sociodemographic" approach tends to regard assimilation as a benign process, taking for granted increased economic advantage and inevitable cultural integration, in a supposedly egalitarian context. However, this approach fails to take into account the colonial nature of the Puerto Rican case, with this group, unlike their European predecessors, coming from a nation politically subordinated to the United States. Even the "radical" critiques of this mainstream research model, such as the critique developed in *Divided Society*, attach the issue of ethnic assimilation too mechanically to factors of economic and social mobility and are thus unable to illuminate the cultural subordination of Puerto Ricans as a colonial minority.

In contrast, the "colonialist" approach of island-based writers such as Eduardo Seda-Bonilla, Manuel Maldonado-Denis, and Luis Nieves-Falcon tends to view assimilation as the forced loss of national culture in an unequal contest with imposed foreign values. There is, of course, a strong tradition of cultural accommodation among other Puerto Rican thinkers. The writings of Eugenio





Fernandez Mendez clearly exemplify this tradition, and many supporters of Puerto Rico's commonwealth status share the same universalizing orientation. But the Puerto Rican intellectuals who have written most about the assimilation process in the United States all advance cultural nationalist views, advocating the preservation of minority cultural distinctions and rejecting what they see as the subjugation of colonial nationalities.

This cultural and political emphasis is appropriate, but the colonialist thinkers misdirect it, overlooking the class relations at work in both Puerto Rican and North American history. They pose the clash of national cultures as an absolute polarity, with each culture understood as static and undifferentiated. Yet both the Puerto Rican and North American traditions have been subject to constant challenge from cultural forces within their own societies, forces that may move toward each other in ways that cannot be written off as mere "assimilation". Consider, for example, the indigenous and Afro-Caribbean traditions in Puerto Rican culture and how they influence and are influenced by other Caribbean cultures and Black cultures in the United States. The elements of coercion and inequality, so central to cultural contact according to the colonialist framework play no role in this kind of convergence of racially and ethnically different elements of the same social class.

- Q 15. The author's main purpose is to
 - (a) criticize the emphasis on social standing in discussions of the assimilation of Puerto Ricans in the United States.
 - (b) support the thesis that assimilation has not been a benign process for Puerto Ricans.
 - (c) defend a view of the assimilation of Puerto Ricans that emphasizes the preservation of national culture.
 - (d) indicate deficiencies in two schools of thought on the assimilation of Puerto Ricans in the United States.
- Q 16. According to the passage, cultural accommodation is promoted by
 - (a) many supporters of Puerto Rico's commonwealth status.
 - (b) Manuel Maldonado-Denis.
 - (c) the author of *Divided Society*.
 - (d) the majority of social scientists writing on immigration.
- Q 17. It can be inferred from the passage that a writer such as Eugenio Fernandez Mendez would most likely agree with which of the following statements concerning members of minority ethnic groups?

- (a) The members of such groups generally encounter a culture that is static and undifferentiated.
- (b) It is necessary for the members of such groups to adapt to the culture of the majority.
- (c) Social mobility is the most important feature of the experience of members of such groups.
- (d) Social scientists should emphasize the cultural and political aspects of the experience of members of such groups.
- Q 18. The author implies that the Puerto Rican writers who have written most about assimilation do NOT do which of the following?
 - (a) Regard assimilation as benign.
 - (b) Resist cultural integration.
 - (c) Describe in detail the process of assimilation.
 - (d) Take into account the colonial nature of the Puerto Rican case
- Q 19. It can be inferred from the passage that the "colonialist" approach is so called because its practitioners
 - (a) support Puerto Rico's commonwealth status.
 - (b) have a strong tradition of cultural accommodation.
 - (c) pose the clash of national cultures as an absolute polarity in which each culture is understood as static and undifferentiated.
 - (d) regard the political relation of Puerto Rico to the United States as a significant factor in the experience of Puerto Ricans.
- Q 20. The author regards the emphasis by island-based writers on the cultural and political dimensions of assimilation as
 - (a) ironic.
 - (b) dangerous.
 - (c) fitting but misdirected.
 - (d) illuminating but easily.

Direction for questions 21 to 23: Read the passage below and solve the questions based on it.

The education sector in India is in ferment, hit by a storm long waiting to happen. The butterfly that flapped its wings was the much-reiterated statement in a much publicized report that hardly a fourth of graduating engineers, and an even smaller percentage of other graduates, was of employable quality for IT-BPO jobs. This triggered a cyclone when similar views were echoed by other sectors which led to widespread debate. Increased industry academia interaction, "finishing schools", and other efforts were initiated as immediate



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measures to bridge skill deficits. These, however, did not work as some felt that these are but band-aid solutions: instead, radical systemic reform is necessary.

Yet, there will be serious challenges to overdue reforms in the education system. In India—as in many countries education is treated as a holy cow: sadly, the administrative system that oversees it has also been deceived. Today, unfortunately, there is no protest against selling drinking water or paying to be cured of illness, or for having to buy food when one is poor and starving; nor is there an outcry that in all these cases there are commercial companies operating on a profit making basis. Why then, is there an instinctively adverse reaction to the formal entry of 'for-profit' in statutes in the realm of education? Is potable water, health or food, less basic a need, less important a right, than higher education?

While there are strong arguments for free or subsidized higher education, we are not written on a blank page. Some individuals and businessmen had entered this sector long back and found devious ways of making money, though the law stipulates that educational institutes must be 'not-for-profit' trusts or societies. Yet, there is opposition to the entry of 'for-profit' corporate, which would be more transparent and accountable. As a result, desperately needed investment in promoting the wider reach of quality education has been stagnated at a time when financial figures indicate that the allocation of funds for the purpose is but a fourth of the need.

Well-run corporate organizations, within an appropriate regulatory framework, would be far better than the so-called trusts which barring some noteworthy exceptions are a blot on education. However, it is not necessarily a question of choosing one over the other: different organizational forms can co-exist, as they do in the health sector. A regulatory framework which creates competition, in tandem with a rating system, would automatically ensure the quality and relevance of education. As in sectors like telecom, and packaged goods, organizations will quickly expand into the hinterland to tap the large unmet demand. Easy loan/scholarship arrangements would ensure affordability and access.

The only real structural reform in higher education was the creation of the Institutes for Technology and Management. They were also given autonomy and freedom beyond that of the universities. However, in the last few years, determined efforts have been underway to curb their autonomy. These institutes, however, need freedom to decide on recruitment, salaries and admissions, so as to compete globally.

However, such institutes will be few. There we need a regulatory framework that will enable and

encourage States and the Center, genuine philanthropists and also corporates to set up quality educational institutions. The regulatory system needs only to ensure transparency, accountability, competition and widely-available independent assessments or ratings. It is time for radical thinking, bold experimentation and new structures; it is time for the government to bite the bullet.

- Q 21. Which of the following suggestion have been made by the author to improve the state of education in India?
 - A. Allowing the corporate organizations to enter the education sector.
 - B. Easy availability of loans and scholarships for making education more affordable.
 - C. A rating system for all the organizations to ensure quality.
 - (a) Only A
- (b) Only A and B
- (c) Only A and C
- (d) All A, B, and C
- Q 22. According to the author, what 'triggered a cyclone' which saw similar views on the state of education being echoed across other sectors as well?
 - (a) The campaign for allowing corporates in the education sector on a 'for-profit' basis.
 - (b) The support for the increase in the industry-academia interaction.
 - (c) The report mentioning that only a small percentage of graduates were employable in software industry.
 - (d) The report supporting the idea of making the education completely 'for-profit', in order to improve upon the standards.
- Q 23. Which suggestion does the author make in order to make the institutes of higher learning for Technology and Management capable of competing globally?
 - (a) To limit their autonomy to acceptable limit and give partial controls to the government.
 - (b) To allow corporate organizations to take them over in order to provide more funds.
 - (c) To increase the allocation of funds to such institutes.
 - (d) To provide freedom to decide on recruitment, salaries and admissions.

Direction for questions 24 to 25: 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 sentence from among the four given choices to construct a coherent paragraph.



Section Test 3 3 5.27

Q 24. 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
- Q 25. 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 yearold 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

Direction for questions 26 to 27: The following sentences each contain ONE blank, indicating that something has been left out of the sentence. Each answer choice contains one word or a set of words. Select the word or set of words, that, when inserted in the blank(s), best fits the context of the sentence.

- Q 26. Because Ranjan was generally the football field he was genuinely touched by the amount of praise he received for his game-winning touchdown
 - (a) indelible
- (b) methodical
- (c) pious
- (d) unheralded
- Q 27. Although the professor was quite prominent in her field she wore an air of_____ while lecturing her students.

(a) unanimity (b) sanction (c) modesty (d) parsimony

Direction for questions 28 to 30: Each question consists of sentences each of which contains one or two idioms. Four possible meanings labelled options (1) through (4) are provided below each sentence. Choose the one which best expresses the meaning of the idiom.

- Q 28. I would like to see Hari do his own work for a change instead of always backseat driving.
 - (a) Driving a car form the back
 - (b) Being nagging of work being done by others
 - (c) Offering advice
 - (d) Annoying
- Q 29. He proved to be *quite a wet blanket* at the party for he spoke to no one and sat by himself.
 - (a) He was crying
 - (b) Not too involved and discouraged the rest from having fun
 - (c) He wet the blanket
 - (d) He had covered himself with a wet blanket
- Q 30. Anuj had a chequered career since I firs knew him as clerk in the local bank.
 - (a) Had a variety of jobs and experiences
 - (b) A career which helped him make lots of money
 - (c) A career where he signed a lot of cheques
 - (d) Did odd jobs

Direction for questions 31 to 34: Each sentence below has one or two blanks, each blank indicating that something has been omitted. Beneath the sentence are four lettered words or sets of words. Choose the word or set of words for each blank that best fits the meaning of the sentence as a whole.

Q31.	New research technology and public policy focuses						
	on how seemingly design features						
	generally overlooked in most analysis of public						
	works projects or industrial machinery, actually						
	social choices of profound significance						
	(a) insignificant mask						

- (a) insignificant....mask
- (b) inexpensive produce
- (c) innovative....represent
- (d) ingenious...permit
- Q 32. Paradoxically, Robinson's excessive denials of the worth of early works science fictio suggest that she has became quite them.
 - (a) reflective about
 - (b) enamored of
 - (c) encouraged by
 - (d) offended by



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- Q 33. Cezanne's delicate watercolor sketches often served as ______of a subject, a way of gathering fuller knowledge before the artist's fina ______of the subject in an oil painting.
 - (a) an abstraction
 - (b) an enhancement
 - (c) a synthesis
 - (d) a reconnaissance

- Q 34. As for the alleged value of expert opinion, one need only government records to see evidence of the failure of such opinions in many fields
 - (a) inspect...questionable
 - (b) retain...circumstantial
 - (c) distribute...possible
 - (d) consult....strong

answers

Q. No.	Answer	Q. No.	Answer	Q. No.	Answer	Q. No.	Answer
1	(c)	2	(c)	3	(b)	4	(c)
5	(c)	6	(c)	7	(d)	8	(a)
9	(b)	10	(c)	11	(d)	12	(d)
13	(a)	14	(a)	15	(d)	16	(a)
17	(b)	18	(a)	19	(d)	20	(c)
21	(d)	22	(c)	23	(d)	24	(a)
25	(c)	26	(d)	27	(c)	28	(b)
29	(b)	30	(a)	31	(a)	32	(b)
33	(d)	34	(d)				

Hints and Explanations

- 1. (c) The correct answer here must hint at either a decline in population growth rate or a rise in food output so as to disprove the demand-supply gap discussed by Malthus.
 - Option (a), to some extent, only supports the theory and is hence ruled out as a possible answer. Option (b) is quite irrelevant as it does not even allude to population growth, but instead talks of the reasons for human migration. Option (d) is giving us a reason why population of certain communities goes on increasing due to their religious beliefs. It talks of the reasons for population growth, but does not say anything on the topic in question.
- 2. (c) Option (a), a quote by Mao Tse Tung, conveys the idea of political power emanating from the use of force to which the key line cannot be a suitable refutation. The responsibilities and duties that go with a high profil job are being highlighted

- in option (b), to which gain the key sentence cannot be an appropriate reply. The key sentence is a famous quote, attributed to Lord Acton, the famous British politician, encapsulates the very importance of having an effective opposition in a democracy of any kind. To this idea, one can give an effective counter-reply in the form of option (c), which alleges that the opposition parties are totally useless in a democratic setup.
- 3. (b) The number of goals scored by the entire team does not give us any clue regarding what Ronaldo did. Now we cannot average out, and even if we do, we would be applying our general knowledge of sports, which is ruled out in this question on logic. So option (a) is ruled out. In option (c), note the word opening and parade carefully, which do not amount to the same thing. One could be easily taken in by the looks of the answer, but a careful study would reveal that we are not entirely clear



- about what the parade ceremony means, the inaugural or the valedictory. So is true of option (d), which tries to confuse you by mentioning the firs fewsfisadlentligantlefahrwwhitmayormyntleaptcflefs few sofas.
- The assumption from the above passage is the 4. (c) toys that use to come in cereal boxes were put together by the same children who played with them, as the example cited by the author would not stand if it is accepted that in the past children were not assembling the toys instead were used to get the toys assembled by somebody else also the change in consistency of that sense in children could not be made. Other options are not based on the assumptions. Hence the answer is option C.
- Option (a) represents one of the ideas explored 12. (d) by Pagel (paragraph 3) in the course of his research to prove his point. So it is part of the whole story, certainly not the whole itself.

There is no controversy at all being discussed here, thereby ruling out option 3. In fact, the entire passage talks of complete agreement on the issue between the two sets of researchers.

Option (b) is not only factually wrong, but also is only a part of the focus of this entire passage.

Thus option (d) happens to be the best one in the sense that it is all-encompassing, beyond any doubt and is very clearly mentioned in the first two paragraphs.

Hence, option (d) is the answer.

- 13. (a) The last few lines emphasize the idea of evolution of words in language like that of specie in biological evolution. A suitable closing line should be one that either negates or corroborates the idea most logically.
 - Option (b) does not make any logical sense as there is no confusion at all either hinted at or suggested here.

Option (c) is a misleading one as in the passage, the author does not even hint at the fact there is some competition among words.

Hence, option (a), which carries forward the idea appropriately (note the word *constantly* in the last line, which supports *all the more* in the option), is the most suitable answer.

Hence, option (a) is the answer.

- 14. (a) Since *eat* is a higher-frequency word in contrast with *cost* in general, it should evolve into a regular form much more slowly than *cost*, in terms of the passage. So A is wrong. B is correct because the last line of paragraph 5 clearly mentions this idea. The idea contained in C is not supported by the contents of the passage. The only thing mentioned in paragraph 3 is the fact both Spanish and English have the same high-frequency words. Hence, C is an incorrect choice here. Hence, option (a) is the answer.
- 26. (d) This sentence's clue word is "because".

 Unheralded means unappreciated or unnoticed.

 Clearly Ranjan was not the star of this team and was not used to receiving accolades. Hence, correct answer is (d).
- 27. (c) Although is the clue word. Choice A may have confused you if you mistook unanimity with anonymity. This is an example of 2 words that are similar in appearance and enunciation, but vastly different in meaning. This is also another reason you should examine all answer choices in the examination. The answer is choice (c).
- (b) "Backseat driver" is A passenger who constantly advises, corrects, or nags about the work done by others.
- 29. (b) A person who is a "wet blanket" is someone who is not comfortable to be around.
- 30. (a) "Chequered career" is, "marked by fluctuations of fortune, acquiring different experiences".
- 31. (a) As, as new technology research and public policy concerned, as how it looks on the surface does not make any sense design features to cover up with a profound sense of social choice, these designs are "generally overlooked", which states that option (a), is correct answer choice. other options are not related to the insignificance of the design features. Hence the answer is option (a).
- 32. (b) A paradox is a contradiction. Robinson's "denials of the worth of science fiction" might suggest it is of no interest. But they are "excessive denials" implying more than necessary, this would suggest a contradiction, therefore, the correct answer choice is option (b), enamored of which means filled with love. Other options are not true, as per the statement. Hence the answer is option (b).
- 33. (d) According to the statement, a space to express "a richer knowledge of the method(a way of



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gathering fuller knowledge)". So, option (a), is abstract which is incorrect. Enhancement in option (b), is to improve, which is also not correct. Option (c), is also incorrect. Option (d), is correct, as it means inspection or survey, which is related to the sentence. Hence the answer is option (d).

34. (d) According to the sentence given, 1st space should be filled in with a verb as it is the role of targeted government records, and 2nd space is an adjective which is modifying evidence

"failure of such opinions". The first part alleged (said without proof) expresses "expert opinion" which is a negative review, so space 2nd should be filled with such a word to make a positive one, therefore, option (d), is correct answer choice. Option (a) is incorrect as inspect is to check, which is not fitting the context. In option (b), retain is to hold which is incorrect for the sentence. Option (c) is also incorrect. Hence the answer is option (d).





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